



SENATE

NOTICE OF MEETING

March 11, 2022

The Agenda and documents for the Open Session meeting of Senate of Concordia University held on Friday, March 18, 2022, at 2 p.m. are now posted on the website.

Please note that while there is an Open Session, given that the meeting is being held by video conference, only members of Senate and invited guests will be admitted to the meeting.

As usual, the meeting will be recorded, and any member of the community who would have otherwise attended the meeting in the observer's gallery will be able to view the meeting at RMAD, in accordance with the *Guidelines pertaining to the recording and broadcasting of Senate meetings* ([US-2](#)).

Shelina Houssenaly
Secretary of Senate



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

Friday, March 18, 2022
following the meeting of the Closed Session
via Zoom video conferencing

Item	Presenter(s)	Action
1. Call to order	G. Carr	
1.1 Approval of the Agenda	G. Carr	Approval
1.2 Adoption of January 21, 2022 Minutes	G. Carr	Approval
2. Business arising from the Minutes not included on the Agenda	G. Carr	
3. President's remarks	G. Carr	Information
4. Academic update (Document US-2022-2-D2)	A. Whitelaw	Information

CONSENT AGENDA

5. Registrar's report on fall graduation statistics (Document US-2022-2-D3)		Information
6. Academic Planning and Priorities Committee report (Document US-2022-2-D4)		Information
7. Library Committee report (Document US-2022-2-D5)		Information
8. Academic Programs Committee - Report and recommendations (Document US-2022-2-D6)		Approval

9. Graduate calendar regulation changes
(Document US-2022-2-D7) Information

REGULAR AGENDA

10. Update on the fall 2023 12-week term
implementation A. Whitelaw/
L. Ostiguy Information
11. Question period (maximum 15 minutes)
12. Other business
13. Adjournment G. Carr

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

Friday, January 21, 2022, at 2:00 p.m.
via Zoom video conferencing

PRESENT

Voting Members: Graham Carr (Chair), Ciprian Alecsandru, Shimon Amir, Leslie Barker, Guylaine Beaudry, Joanna Berzowska, Elizabeth Bloodgood, Catherine Bolton, Carolyn Boulanger, Lovina Angela Brown, Boutaina Chafi, Queenie Hui Jing Chen, Demetre Christopoulos, Sally Cooke, Anne-Marie Croteau, Alexandra Dawson, Selvadurai Dayanandan, Alex De Visscher, Mourad Debbabi, Larry Deck, Effrosyni Diamantoudi, Riya Dutta, Linda Dyer, Mary Esteve, Mehdi Farashahi, Ariela Freedman, Annie Gérin, Marina Ghali, Nicolka Gorel, Abdelwahab Hamou-Lhadj, Hannah Jamet-Lange, Moshe Lander, Eduardo Malorni, Peter Morden, Duraichelvan Raju, Lourdu Reddy Allam, Rosemary Reilly, Pascale Sicotte, Reza Soleymani, Robert Soroka, Craig Townsend, Guylaine Vaillancourt, Jean-Philippe Warren, Deeva Wazir, Anne Whitelaw, Shaina Willison, Paula Wood-Adams, Radu Grigore Zmeureanu

Non-voting members: Philippe Beauregard, Paul Chesser, Denis Cossette, Stéphanie de Celles, Michael Di Grappa, Isabel Dunnigan, Nadia Hardy, Tom Hughes, Candace Jacobs, Frederica Jacobs, Émilie Martel

Also attending: Sandra Gabriele, Lisa Ostiguy, Karan Singh

ABSENT

Voting members: Mitch Mitchell, Prady Cassandra Ngouma Wa, Satinder Pal Singh

1. Call to order

The President called the meeting to order at 2:04 p.m. and welcomed everyone to the first Senate of 2022.

1.1 Approval of the Agenda

R-2022-1-1 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 Adoption of December 10, 2021 Minutes

R-2022-1-2 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of December 10, 2021, be adopted.

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

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

CONSENT

3. Academic Programs Committee – Report and recommendations (Document US-2022-1-D1)

R-2022-1-3 That the Academic Programs Committee - Report and recommendations (Document US-2022-1-D1) be approved.

REGULAR

4. Campus Update

Before the campus update, the President shared some recent news with Senate:

- Dr. Carr started with sharing the shocking news of the death of Dr. Powlowski, Associate Vice-President of Research, Strategic Initiatives and Partnerships, in December. He noted the terrible loss this was for the community. Dr. Carr stated that Dr. Powlowski was a key member of Department of Chemistry and Biochemistry, previously an associate dean in the Faculty of Arts and Sciences, outstanding researcher in genomics, great teacher and supervisor, fantastic citizen of the community who had major impact on the design and implementation of several major building and research infrastructure projects at the University.
- Dr. Carr also shared the news of the very premature death of S. Gordon, Graduate Assistant in Applied Human Sciences, and a varsity athlete in the 1990s, who moved up the organization over the years of service to the University. Another devastating loss to the community, Dr. Carr noted.
- Given the closure of arts venues, Dr. Carr informed Senate of the decision to suspend convocation ceremonies planned for February 16 and 17. He noted that great attendance had been registered for the two events, but they will have to be re-scheduled at the earliest opportunity.

- Dr. Carr went on to share some good news with Senate, including the John Molson School of Business students placing 1st overall at this year's *Jeux du Commerce*, and 1st in the Academic Cup. He indicated that the competition, which is the largest of its kind in Eastern Canada, featured 1,100 students from 14 universities. He also informed Senators that five of six teams from John Molson earned podiums at the Inter-Collegiate Business Competition (ICBC), which is one of the longest-running undergraduate case competitions in the world.
- Dr. Carr informed Senate that Space Concordia's Rocketry division secured its most significant financial partnership to date, receiving \$120,000 from Stardust Alliance to help support mentoring and opportunities for young people in Indigenous and rural communities to be exposed to STEM fields. He added that the funds will also help develop a launch facility in Northern Ontario.
- Dr. Carr shared that N. Myre, Canada Research Chair in Indigenous Arts Practice, won this year's *Prix Louis-Comtois*, and one of the University's graduates, B. Bultz was appointed to the Order of Canada. He mentioned that B. Bultz is a professor at the University of Calgary's Cumming School of Medicine and is recognized for his work on the psychosocial effects of cancer.
- Dr. Carr informed Senate of the following donations:
 - G. Lengvari donated \$1 million to support men's and women's basketball program.
 - The Ajram Family Foundation, through former graduates G. Ajram and G. M. Dabrowski-Ajram, have made a \$1 million gift to support Beat the Odds and the Student Emergency Food Fund.
 - Molson Coors has committed \$125,000 over the next five years to the University in support of bursaries for Black students.
- Dr. Carr shared with Senate that in light of the transgender presentations and discussions at Senate in December, beginning next Tuesday, the University will be removing information pertaining to gender from student records, a change which will be material both for students and users of the SIS. The *ministère de l'Enseignement supérieur* still requires that the University collect data on sex at birth from students, but there is also a request from university registrars to the *ministère de l'Enseignement supérieur* that this obligation be revisited. He thanked S. de Celles and the team at the Office of the Registrar for their work to make this possible.

The President continued with the campus update and shared the following information regarding the return-to-campus for the winter semester:

- Dr. Carr informed Senate that the situation with the continued pandemic was immensely stressful and bitterly frustrating, particularly because the University had been optimistic in the late fall and early December for a full return to in-person activities in the new year. Dr. Carr acknowledged that everyone was trying to cope in different ways with the uncertainty.

- He acknowledged that this difficult situation had created considerable anxiety and that there are many strongly held and different points of views about the situation; but emphasized to Senators that it is important that the Concordia community maintain a respectful tone.
- He noted the University's commitment to balance its competing views and needs, but above all to make sure it fulfils its social mission, which is to provide access to education and research, while being mindful of the health guidelines.
- Dr. Carr explained that Concordia was the first University in Québec that had decided to start online teaching, even before January. Given the government announcements, he noted that modifications were made, and remote teaching was scheduled to continue until February 3. He pointed out that the government of Québec had been very clear and consistent that education is an essential service, and that in-person student experience was to be prioritized. He reminded Senate that the government had earlier wanted in-person teaching to start by January 17, and no later than January 31. He noted that some universities began in-person teaching on January 17 or will start on January 24 and that Concordia's approach with Université de Montréal and UQAM was to delay as much as it was allowed by the government. Dr. Carr reported that Universities in Ontario have also announced they will be resuming between January 31 and February 7.
- He explained why Concordia chose the February 3 start date for the resumption of in-person teaching, namely:
 - To provide the community for a month of predictability, so that faculty members could deliver courses and students would be able to continue to learn in an online environment.
 - To allow the University to view how other university experiences have been.
 - To allow international students to arrive by January 19, in accordance with government requirements, and give them a buffer period to isolate and get vaccinated should that be required for them.
 - To coincide the beginning of in-person courses with the beginning of an academic week, so on a Thursday.
- Dr. Carr informed Senate that the University continues to monitor the situation and will make the necessary adjustments as needed going forward.
- He clarified that the campuses are open. He indicated that research was on-going, people have access to their offices and all essential services are functioning on campus. He was happy to note that just yesterday, 2000 students used the Vanier and Webster Libraries.
- Regarding health and safety measures, Dr. Carr underlined that the University's approach was to follow the advice and protocols of the public health authorities, which have proved to be quite effective. He added that one advantage of being declared an essential service by government was that all employees qualified for

access to the vaccine booster on a priority basis. He encouraged Senators to get their booster shot.

- The President informed Senate of the health and safety measures that applied on campus:
 - The wearing procedural masks will continue to be obligatory while on campus. In classrooms people will be required to wear masks at all times.
 - The University will continue to distribute procedural masks.
 - N95 masks may be recommended in specific contexts on campus, such as workers in health services, but not for the education sector. Individuals who want to wear N95 masks are free to do so, however the University will only be distributing procedural masks.
- Dr. Carr noted that the University has already undertaken a number of measures to ensure proper ventilation in buildings where most of teaching takes place.
- With regards to student accommodations, Dr. Carr told Senate that the late DISC option was still available to students until April, and that a short-term absence policy had been put into place, which allows for absence without having to provide medical documentation.
- Dr. Carr also informed Senate that the University strongly recommended that faculty members make recorded lectures available to their students when possible. He commended the admirable work that was being done by the Centre for Teaching and Learning in designing a list of tools for faculty members to help them deliver courses in a student-centered fashion.
- Dr. Carr concluded his remarks reassuring Senate that the University would continue to share with the community the decisions that were being taken and explain why they were being taken.

5. Question period

Following the campus update, the President invited Senators who wanted to express their points of view and pose questions to do so. Many Senators shared their perspectives and concerns. They asked questions in relation to the return-to-campus and resources available to the University community. Dr. Carr, Dr. Whitelaw, M. Di Grappa, Dr. Gabriele and Dr. Ostiguy responded to the questions and shared resources with Senators.

6. Other business

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

7. Adjournment

The meeting was adjourned at 3:45 p.m.

Shelina Houssenaly

Shelina Houssenaly
Secretary of Senate



Internal Memorandum

To: Members of Senate
From: Anne Whitelaw, Provost and Vice-President, Academic
Date: March 8, 2022
Re: Academic Update

This month's Academic Update to Senate covers news from the past two months – and as usual, Concordia faculty, staff and students have been busy! What follows is just a snapshot of activities at the university.

The Faculty of Fine Arts is pleased to relaunch its field school program for Summer 2022. Working alongside Concordia International, the Faculty is offering opportunities in Denmark, Serbia, Mexico, Colombia, the United States as well as a field school in Montreal at the Festival TransAmériques. Field schools are more than study trips – they are intensive, place-based classrooms or studios with carefully structured courses. Students become translators of experience, interpreters of culture, manipulators of material and ambassadors of their field of study — both on site and when they return home.

After months of preparation, the John Molson accreditation team has submitted the Continuous Improvement Review Report to the AACSB. This report is submitted regularly to maintain the school's accreditation. Of note in the report is the extensive curriculum revisions that were conducted at the undergraduate and doctoral levels, as well as in the MSc programs. More information about the report is available upon request.

Concordia marked an important milestone last Fall: the launch of its first university-recognized Indigenous research centre. For the two co-directors of the [Indigenous Futures Research Centre](#) (IFRC), it represents years of hard work and a huge collective leap forward for Indigenous-led scholarship at the university. The IFRC is helmed by [Jason Edward Lewis](#), Concordia University Research Chair in Computational Media and the Indigenous Future Imaginary (Tier 1), and [Heather Igloliorte](#), Concordia University Research Chair in Circumpolar Indigenous Arts (Tier 1). The new centre supports the university's [Indigenous Directions Action Plan](#), and as a university-recognized research centre, the IFRC will receive additional access to funding support for general operations, infrastructure and management. It's a recognition of a robust cross-disciplinary research program, a critical mass of Concordia researchers, significant training of graduate students and other highly qualified personnel, as well as extensive research output and substantial external funding.

[FUSION Concordia](#) launched the *FUSION Job Seeker* program for recent graduates in the fall of 2021. The program paired the [FUSION Skill-Development Curriculum](#) with weekly workshops on topics related to the job search, and was a collaborative endeavour that drew on partnerships with Concordia Career & Planning Services (CAPS) and Alumni Relations. The program was run in collaboration with [FUSION University of Saskatchewan](#) (U of S) and drew on expertise from their Career Services team as well. Two sessions of the program were offered in the fall of 2021, which held 75 and 100 spots respectively for recent graduates from both Concordia and the U of S. Over 7000 Concordia graduates were invited to participate, and spots for both sessions were filled within just several hours of opening registration. Initial

feedback of the program has been very positive. The team will continue following participants by collecting longer-term data that will explore the impact of the program on participants' job search.

FUSION Concordia has also launched its second iteration of the [Humanities+](#) program, which includes a series of skill development workshops and support for students studying in [Humanities-based programs](#) (including FOFA's Art History and Film Studies programs) to engage in a paid summer work-integrated learning (WIL) experience. Registrations closed on January 30th with a total of 67 applications – a 56% increase from the applications received last year. Of the 57 who met all eligibility criteria, 43 decided to proceed with the program, which commenced on February 16th, 2022. A [promotional video](#) has been developed to support ongoing program recruitment and can be found on Concordia's YouTube channel.

The Institute for Cooperative Education and the Experiential Learning Office are merging into the Office of Experiential Learning and Cooperative Education. Aside from structural changes that will take place to help leverage strengths and resources from across the two offices, a new Director of Experiential Learning and Cooperative Education has recently been hired. Cherine Zananiri has both strategic and hands-on experience in managing professional services, leading, and planning human resources, advising humanitarian organizations, developing, and successfully implementing innovative university programs and services as well as 25+ years of teaching, mentoring, coaching, and training/facilitating.

The Experiential Learning (EL) Office is seeing growing numbers of faculty and industry partners connecting over the Riipen platform to bring real-world projects to students inside the classroom. The Fall 2021 semester engaged 149 students from 6 Courses in 23 Company Projects for a total of 20,975 experiential learning hours. The Winter 2022 semester promises even greater engagement with 9 courses and 365 students seeking industry projects. To support faculty members in implementing a Riipen-connected course activity, the EL Office has provided financial awards courtesy of an agreement with the Ministère de l'Enseignement supérieur. Seven students have been hired this term to assist faculty members with managing the relationship with the industry partners including scoping the projects and facilitating and coordinating exchanges and formal feedback from the partners on student submissions. Finally, the EL Office has distributed \$120,000 courtesy of the Co-operative Education and Work-Integrated Learning Canada (CEWIL) iHub grant to 88 students participating in course-based projects and mandatory unpaid internships over the 2021/2022 academic year.

The [United Nations Educational, Scientific and Cultural Organization \(UNESCO\)](#) has renewed its UNESCO Chair in Prevention of Radicalization and Violent Extremism for a second four-year mandate. First created in 2017, UNESCO Chair is the first of its kind to simultaneously be held across three institutions (Concordia, UQAM, Sherbrooke) with three co-Chairs. Concordia Professor [Vivek Venkatesh](#) is co-chair, along with [David Morin](#) from Université de Sherbrooke and [Ghayda Hassan](#) from Université du Québec à Montréal (UQAM). Concordia's Centre for the Study of Learning and Performance, and Venkatesh's Project SOMEONE play a central role in the running of projects through the Chair.

On January 1, 2022, Emilio Imbriglio assumed the inaugural role of executive fellow at the John Molson School of Business. In this new role, Imbriglio will serve as a mentor to the dean and the school's leadership team, support reputation-enhancing efforts, offer input on broad curriculum and program directions, strengthen ties, and facilitate exchanges with local and global business communities, among many other responsibilities. Imbriglio hopes to leverage his professional networks, connect John Molson with CEOs around the world and accelerate some of the school's priority strategic initiatives. His involvement with both Concordia and John Molson has already led to various ground-breaking partnerships, like the Raymond Chabot Grant Thornton Person of the Year Awards, presented in

partnership with the business school, and the NSERC/Raymond Chabot Grant Thornton/Catallaxy Industrial Research Chair in Blockchain Technologies, in collaboration with the Gina Cody School of Engineering and Computer Science.

Three-time Juno winner [Kim Richardson](#) is one of Canada's premier singers and in-demand session and backing vocalists. The daughter of celebrated Canadian singer and actor [Jackie Richardson](#), and now an eminent music industry figure in her own right, Richardson also teaches one-on-one [Private Study Jazz Vocal](#) lessons through Concordia's [Department of Music](#).

A survey by the [Law 21 Research Project](#) offers insights into the impact of Quebec's secularism law, known as Bill 21, on students and recent graduates in education and law. Co-led by Concordia political science professor Kimberley Manning and Elizabeth Elbourne, associate professor of history at McGill university, the project's goal is to examine how the legislation affects students' career choices and experiences of discrimination.

Dorothy Williams, a researcher with QUESCEN and an adjunct professor in the Loyola College for Diversity and Sustainability was named a [Black Changemaker](#) by the CBC. She is also the recipient of this year's John G. Dennison Award from Black Ottawa Scene. This annual award is presented to an individual or organization exemplifying excellence in the promotion of Canadian Black history and culture.

Concordia University Press received its first grant from the Awards to Scholarly Publications Program (ASPP). Through this program, the Federation for the Humanities and Social Sciences supports books of advanced scholarship in the humanities and social sciences that make an important contribution to knowledge. Moreover, the Press's open access e-books are now available on Manifold, an open source platform. Our instance is available at: <https://press.library.concordia.ca/>. E-books are also linked to our instance from the Press's main site: www.concordia.ca/press.

Maggy Hamel-Metsos (BFA 2021), a recent graduate of Concordia's [Department of Studio Arts](#), is Quebec's regional winner of the 19th annual [BMO 1st Art! Competition](#). The jury chose 13 artists from a record 336 submissions to the competition. Her original work, entitled "No Place to Stand," explores how important private and public spaces revealed themselves to be throughout the COVID-19 pandemic.

John Molson School of Business students had a stellar showing at the 2022 Jeux du Commerce, capped by finishing 1st overall. The prestigious event was hosted by Université Laval and took place virtually from January 7 to 10. Although initially planned to be in person, the sharp rise of COVID-19 cases prompted the organizers to switch to an online format two weeks prior to the competition. This last-minute and massive shift in preparations did not hinder the students, despite having been coached the entire fall term for an in-person performance. This resilience and adaptability shone in the team's 11 podium finishes, and first place overall. Special thanks go out to the many judges and volunteers who helped the delegates achieve such a remarkable performance.

Home furnishings retailer [Bouclair](#)'s new Griffintown store in Montreal includes a space called [Galerie B](#), which showcases the work of up-and-coming local artists in a variety of disciplines and is curated by the creative firm [LNDMRK](#). Five Concordia fine arts students have been featured at Galerie B to date, and they were part of a group exhibition that ended February 6. The students are [Paulina Bereza](#), Studio Art (fibres and material practice); [Alice Zerini-Le Reste](#), Studio Art (ceramics); [Diane Roe](#), Art History and Studio Art (print media), [Octavious Jones](#), Studio Art (sculpture) and [Emiliano Moreno Quesada](#), Studio Art

(sculpture). Bouclair produced videos of all the artists and received media coverage in such publications as the [Journal de Montréal](#).

Virtual Orientation took place on December 16, 2021. 1075 people registered with a total attendance of 750 students (309 undergraduates/ 441 graduate students). Services for new students also hosted virtual small-group welcome activities from November 2021 to January 2022 attracting 448 participants.

The Student Success Centre Study Group initiative launched January 13 to help students connect with classmates. Two weeks later 935 students applied, indicating their interest to join 1 or more course-specific study groups.

Based on the application results, 3 offerings have been developed:

- [Facilitated Course-Specific Study Groups](#) (24 courses): for courses where 15 or more students indicated interest. A trained facilitator will meet with the study groups on a weekly basis, review material with the group, support learning.
- [Student-led Course-Specific Study Groups](#) (35 courses): for courses where 4-14 students indicated interest. Students will have an initial session with a Learning Strategist or Peer Learning Liaison, review best practices for study groups, and be linked to SSC staff for questions; however, students will continue to meet weekly of their own accord.
- [Accountability Study Groups](#): not tied to a course, an opportunity for students to study alongside other students via zoom.

The pilot is receiving good attendance and feedback from students, and will continue through to the end of the winter semester; conditional on funding, it will be revisited for the fall 2022 semester.

The First Peoples Studies program in the School of Community and Public Affairs organized a [Winter Storytelling Series featuring Indigenous Storytellers](#) on January 27, February 2 and February 8. Conceived by Bimadoshka Pucan (SCPA/History), the event series served as a safe space to experience the power of Indigenous Oral Traditions under the authority of Indigenous storytellers.

Concordia's Career Centre offered the Engineering and Computer Science Fair virtually on February 2 and 3, 2022, welcoming 60 companies and 305 recruiters to meet with Concordia students and recent alumni. Close to 3,000 meetings were held over the 2 days between the recruiters and the approximately 700 students who attended.

On February 11, Valérie de Courville Nicol launched her book [Anxiety in Middle-Class America: Sociology of Emotional Insecurity in Late Modernity](#). In it, she examines what is reportedly the most common mental illness in the United States: anxiety. The book emphasizes that anxiety is more than biological or psychological and requires a holistic approach to understand and manage

Carolina Cambre, principal of the Simone de Beauvoir Institute, hosted three events as part of the series Testimony: Visual and Embodied Gateways to Black Histories (February 17, 18 and 23) for Black History Month. February 17 was the lecture The Unreadable Archives: The Autobiography of Omar ibn Said, an Enslaved African in the American South with Mbaye Lo of Duke University. The February 18 event was a screening of the documentary Our Dance of Revolution: The History of Toronto's Black Queer Community followed by a Q&A with director Phillip Pike. The series concluded with a lecture from David Herman Jr of

Temple University entitled Witnessing Gestures: Spatial aspects of Black Visualities in Contemporary Images.

District 3 is currently recruiting for the 2022 winter cohort of the [Quebec Scientific Entrepreneurship \(QcSE\)](#) program. They've selected 14 startups for the newest cohort of the [Validation](#) program—High Tech teams ABenHub, Technologies AIM Colours Inc., CloudConseils Inc., Codelessence, DesignBot Inc., Pholi Experience, Planete GreenLeaves and ProcessLenz., Healthcare teams Flumen AI, NeuroHaptics, and Intelicad, and Bio teams Biofilum, DeepBlue Greens Inc. and NOSPharma. 15 startups were chosen for the newest cohort of the [Launch and Grow](#) program—Healthcare teams Advosense GmbH and NURA Medical, Bio teams BetterMilk, Drinkable Water Solutions, Ivano Bioscience, SevenTM, Tails, and High Tech teams Autocertec, Buzzle, HYPO-X, Laplace Insights, Roasted Bean Box, Robust Technologies Inc., Soralink, and Zea.

Several District 3 Startups were recognized for their expertise including [Vital Tracer](#) which took part in a new initiative, the Quebec SmartCare Consortium, led by the Opal Health Informatics Group. [CANN Forecast](#)'s Nicolas Fortin St-Gelais presented a session on the potential of leveraging AI systems to guarantee a safe access to clean water at the 2021 AI for Climate Global Forum. [ANANDA Devices](#) won 2nd place in the 42plus1 Pitch Awards. [Molecular Forecaster](#) sponsored the Founder Led Bio Summit, a convention for PhDs, scientists, and biotech founders. [Riskfuel](#) attended the Singapore FinTech Festival as part of the Ontario delegation and sponsored the WBS Quant Finance Conference from November 17 to 19. And finally, [Zetane Systems](#) presented at the AeroMontreal exhibit space on the benefits from AI, machine learning & computer vision.

As of February 7, the Library returned to its regular 24/7 schedule at both campus libraries. Weekdays, there are about 6,000 daily visits at Webster and 1,000 at Vanier.

Concordia Library recently became a member of SPARC (the Scholarly Publishing and Academic Resources Coalition). SPARC supports the open sharing of research outputs and educational materials in order to make knowledge accessible to all. The Library also launched a new Open Educational Resources guide (available at: <https://www.concordia.ca/library/oer.html>) just in time for Open Education Week, which takes place from March 7 to 11. Open Educational Resources, or OER for short, are teaching and learning materials, such as e-textbooks, that are free to use and adapt. The Library will be hosting various workshops related to OER during Open Education Week.

FALL 2021 GRADUATION STATISTICS



UNIVERSITÉ
Concordia

UNIVERSITY

Fall 2021 Graduation Statistics Summary

Fall 2021

A total of 2008 degrees, diplomas and certificates were awarded in Fall 2021. These were split almost evenly among the undergraduate (49.95%) and graduate levels (50.05%).

At the undergraduate level, male students made up 46% of the student population and females 54%.

At the graduate level, male students make up 54% of the student population and females 46%.

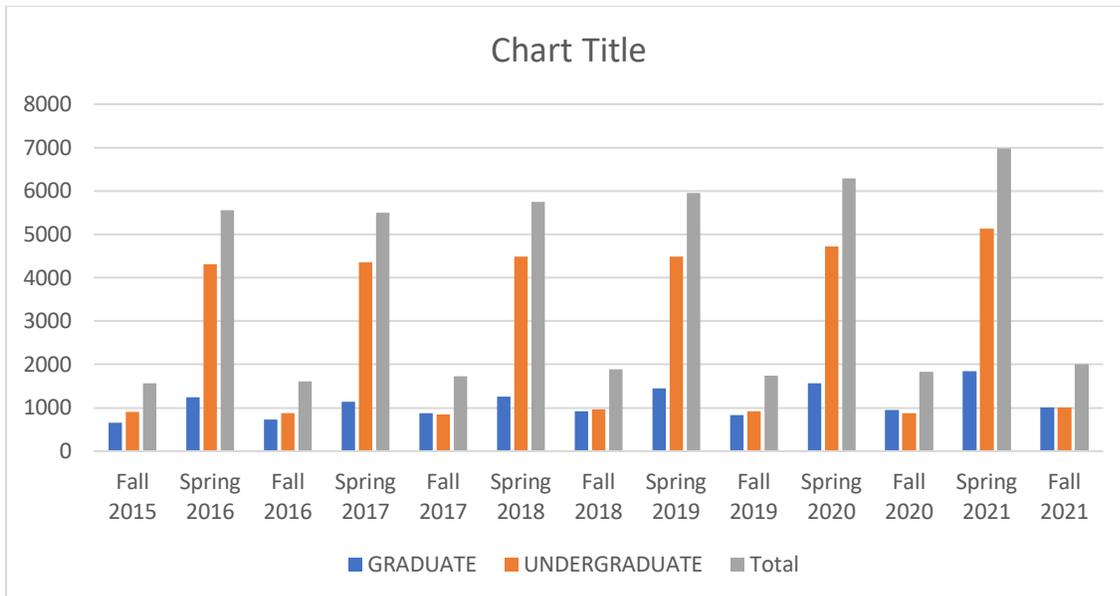
Combined, males and females each make up 50% of total graduates.

The greatest decrease in a given degree in 2021 was Master of Engineering with 60 fewer graduates, whereas this was the greatest increase from 2019 to 2020.

The John Molson School of Business had the largest increase in graduates with 131 more than in 2020.

Both the Gina Cody School and the Faculty of Fine Arts had a decrease in the number of graduates compared to 2020, with 25 fewer graduates each.

Fall 2021 Graduation Statistics Summary



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Degree Statistics Final
Fall 2021 Graduation
 2022-01-28

	Male	Female	Total
Faculty of Arts & Science	236	456	692
Graduate	73	186	259
Certificate - Graduate	0	4	4
Diploma - Graduate	5	49	54
Doctor of Philosophy	13	24	37
Master of Arts	37	92	129
Master of Arts - COOPs	0	1	1
Master of Science	15	15	30
Masters of Environment	3	1	4
Undergraduate	163	270	433
Bachelor of Arts	125	212	337
Bachelor of Arts - COOPs	1	2	3
Bachelor of Education	0	4	4
Bachelor of Science	32	37	69
Bachelor of Science - COOPs	3	3	6
Certificate - Undergraduate	2	12	14
Faculty of Fine Arts	38	116	154
Graduate	15	51	66
Certificate - Graduate	1	5	6
Diploma - Graduate	5	8	13
Doctor of Philosophy	0	2	2
Master of Arts	3	31	34
Master of Design	1	0	1
Master of Fine Arts	5	5	10
Undergraduate	23	65	88
Bachelor of Fine Arts	23	65	88
Gina Cody School	435	159	594
Graduate	335	139	474
Certificate - Graduate	5	0	5
Diploma - Graduate	20	1	21
Doctor of Philosophy	22	13	35
Master of Applied Comp Science	17	8	25
Master of Applied Science	39	19	58
Master of Computer Science	16	7	23
Master of Engineering	216	91	307
Undergraduate	100	20	120
Bachelor of Comp Sc - COOPs	11	4	15
Bachelor of Computer Science	34	2	36
Bachelor of Engineering	45	13	58
Bachelor of Engineering-COOPs	10	1	11

John Molson School of Business	295	273	568
Graduate	117	89	206
Certificate - Graduate	1	5	6
Diploma - Graduate	77	61	138
Doctor of Philosophy	5	4	9
Master of Bus. Admin - COOPs	6	3	9
Master of Business Admin	19	7	26
Master of Science	5	7	12
Master of Supply Chain Mgmt	4	2	6
Undergraduate	178	184	362
Bachelor of Administration	2	2	4
Bachelor of Commerce	153	159	312
Bachelor of Commerce - COOPs	22	21	43
Certificate - Undergraduate	1	2	3
	1004	1004	2008

Graduation Statistics – Summary

2022-01-28

Expected Graduation term	2151	2154	2161	2164	2171	2174	2181	2184	2191	2194	2201	2204	2211
Convocation in	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
GRADUATE	661	1245	727	1146	880	1260	926	1456	832	1569	957	1846	1005
Faculty of Arts & Science	214	299	232	263	243	262	232	299	213	282	219	323	259
Certificate - Graduate	0	1	0	0	1	1	0	0	0	2	2	10	4
Diploma - Graduate	38	67	41	47	64	59	46	44	44	42	22	49	54
Master of Arts	108	163	112	153	122	140	105	181	115	158	122	172	129
Master of Arts - COOPs	0	1	2	2	0	0	2	1	0	0	1	4	1
Masters of Environment	6	11	3	13	5	13	7	11	4	9	4	18	4
Master of Science	26	33	32	22	29	25	40	23	27	28	41	34	30
Master of Teaching of Math	2	4	0	1	1	7	1	1	0	0	0	0	0
Doctor of Philosophy	34	19	42	25	21	17	31	38	23	43	27	36	37
Faculty of Fine Arts	70	73	70	87	64	67	67	68	75	66	83	79	66
Certificate - Graduate	17	2	6	2	0	0	0	0	0	0	0	0	6
Diploma - Graduate	0	0	9	1	15	0	8	0	13	0	11	0	13
Master of Arts	38	36	43	39	40	29	44	21	48	33	57	36	34
Master of Design	0	0	0	0	0	0	3	2	0	3	3	4	1
Master of Fine Arts	13	27	3	35	5	33	7	32	7	19	9	27	10
Doctor of Philosophy	2	8	9	10	4	5	5	13	7	11	3	12	2
Gina Cody School	275	623	356	605	330	658	464	808	437	898	524	1103	474
Certificate - Graduate	3	13	6	6	4	14	5	5	4	4	2	4	5
Diploma - Graduate	5	7	17	12	16	16	26	3	15	8	26	9	21
Master of Applied Comp Science	7	36	10	31	10	39	14	60	38	85	36	102	25
Master of Applied Science	48	65	52	69	43	54	73	78	53	86	60	122	58
Master of App. Science - COOPs	1	0	0	1	0	0	0	0	0	0	0	0	0
Master of Computer Science	10	15	7	6	8	7	7	14	15	18	10	36	23
Master of Engineering	171	440	227	441	228	478	294	601	284	645	367	754	307
Master of Science	0	1	0	0	0	0	0	0	0	0	0	0	0
Doctor of Philosophy	30	46	37	39	21	50	45	47	28	52	23	76	35
John Molson School of Business	102	250	69	191	243	273	163	281	107	323	131	340	206
Certificate - Graduate	16	41	6	25	3	34	13	29	9	18	7	35	6
Diploma - Graduate	25	55	19	55	110	79	106	106	28	137	48	146	138
Master of Arts	0	0	0	0	0	0	0	0	0	0	0	1	0
Master of Business Admin	34	120	23	74	104	112	20	105	20	116	24	108	26
Master of Bus. Admin - COOPs	3	6	6	7	6	19	9	8	21	20	14	16	9
Master of Investment Mana	0	0	0	0	0	0	0	0	0	0	0	2	0
Master of Science	21	25	7	26	14	19	14	25	27	24	24	17	12
Master of Supply Chain Mgmt	0	0	0	0	0	1	0	1	0	2	3	7	6
Doctor of Philosophy	3	3	8	4	6	9	1	7	2	6	11	8	9
School of Graduate Studies												1	0
Certificate - Graduate												1	0
Total Graduate	661	1245	727	1146	880	1260	926	1456	832	1569	957	1846	1005

Graduation Statistics – Summary

2022-01-28

Expected Graduation term	2151	2154	2161	2164	2171	2174	2181	2184	2191	2194	2201	2204	2211
Convocation in	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
UNDERGRADUATE	910	4305	876	4347	852	4490	964	4493	915	4716	880	5138	1003
Faculty of Arts & Science	431	1986	396	2024	378	2076	407	1975	424	2171	382	2288	433
Bachelor of Arts	347	1616	295	1583	289	1586	307	1525	322	1690	297	1726	337
Bachelor of Arts - COOPs	1	11	5	11	1	11	3	19	3	21	3	27	3
Bachelor of Education	4	25	7	16	2	41	5	39	5	46	4	29	4
Bachelor of Science	62	281	70	366	71	395	77	351	81	363	61	443	69
Bachelor of Science - COOPs	0	11	1	14	1	19	0	22	2	21	4	30	6
Certificate - Undergraduate	17	42	18	34	14	24	15	19	11	30	13	33	14
Faculty of Fine Arts	105	487	83	511	76	471	97	501	87	489	96	513	88
Bachelor of Fine Arts	104	481	82	507	76	467	97	501	87	489	96	513	88
Bachelor of Fine Arts - COOPs	1	6	1	4	0	4	0	0	0	0	0	0	0
Gina Cody School	45	502	66	550	73	665	80	708	85	765	95	879	120
Bachelor of Computer Science	11	66	16	98	14	90	21	106	24	127	28	188	36
Bachelor of Comp Sc - COOPs	3	12	1	8	3	14	4	9	4	17	5	28	15
Bachelor of Engineering	28	354	41	361	44	452	50	464	50	476	51	467	58
Bachelor of Engineering-COOPs	3	69	8	83	12	108	5	129	7	144	10	196	11
Certificate - Undergraduate	0	1	0	0	0	1	0	0	0	1	1	0	0
John Molson School of Business	326	1279	324	1258	324	1277	379	1309	319	1291	306	1458	362
Bachelor of Administration	30	82	16	57	17	25	5	15	3	20	5	25	4
Bachelor of Commerce - COOPs	24	101	24	106	26	112	25	102	24	131	26	144	43
Bachelor of Commerce	270	1086	277	1080	275	1128	342	1180	285	1123	271	1280	312
Certificate - Undergraduate	2	10	7	15	6	12	7	12	7	17	4	9	3
School of Extended Learning	3	51	7	4	1	1	1	0	0	0	1	0	0
Compl Univ Credit Certificate	3	51	7	4	1	1	1	0	0	0	1	0	0
Total Undergraduate	910	4305	876	4347	852	4490	964	4493	915	4716	880	5138	1003

Concordia University
Graduation Statistics – Overall by Faculty
As of 2022-01-28

	2201 Fall 2020	2211 Fall 2021	Difference
Faculty of Arts & Science	601	692	91
Bachelor of Arts	297	337	40
Bachelor of Arts - COOPs	3	3	0
Bachelor of Education	4	4	0
Bachelor of Science	61	69	8
Bachelor of Science - COOPs	4	6	2
Certificate - Graduate	2	4	2
Certificate - Undergraduate	13	14	1
Diploma - Graduate	22	54	32
Doctor of Philosophy	27	37	10
Master of Arts	122	129	7
Master of Arts - COOPs	1	1	0
Master of Science	41	30	-11
Masters of Environment	4	4	0
Faculty of Fine Arts	179	154	-25
Bachelor of Fine Arts	96	88	-8
Certificate - Graduate	0	6	6
Diploma - Graduate	11	13	2
Doctor of Philosophy	3	2	-1
Master of Arts	57	34	-23
Master of Design	3	1	-2
Master of Fine Arts	9	10	1
Gina Cody School of Engineering & Computer Science	619	594	-25
Bachelor of Comp Sc - COOPs	5	15	10
Bachelor of Computer Science	28	36	8
Bachelor of Engineering	51	58	7
Bachelor of Engineering-COOPs	10	11	1
Certificate - Graduate	2	5	3
Certificate - Undergraduate	1	0	-1
Diploma - Graduate	26	21	-5
Doctor of Philosophy	23	35	12
Master of Applied Comp Science	36	25	-11
Master of Applied Science	60	58	-2
Master of Computer Science	10	23	13
Master of Engineering	367	307	-60
John Molson School of Business	437	568	131
Bachelor of Administration	5	4	-1
Bachelor of Commerce	271	312	41
Bachelor of Commerce - COOPs	26	43	17
Certificate - Graduate	7	6	-1
Certificate - Undergraduate	4	3	-1
Diploma - Graduate	48	138	90
Doctor of Philosophy	11	9	-2
Master of Bus. Admin - COOPs	14	9	-5
Master of Business Admin	24	26	2
Master of Science	24	12	-12
Master of Supply Chain Mgmt	3	6	3
School of Extended Learning	1	0	-1
Compl Univ Credit Certificate	1	0	-1
Total	1837	2008	171

CONCORDIA UNIVERSITY

Fall 2021

THE GOVERNOR GENERAL'S GOLD MEDAL – PEOPLE AND SOCIETY CATEGORY

Conferred by Her Excellency, the Governor General of Canada.

Zahra Shayegan, PhD

Department of Building, Civil and Environmental Engineering
Gina Cody School of Engineering and Computer Science

Thesis Title: *Modification of Titanium dioxide for photocatalytic degradation of indoor volatile organic compounds: under UV and visible light*

Supervisor: Dr. Fariborz Haghighat

CONCORDIA UNIVERSITY

Fall 2021

THE GOVERNOR GENERAL'S SILVER MEDAL

Conferred by Her Excellency, the Governor General of Canada, and awarded to the highest ranking undergraduate student graduating from Concordia University.

PRIZE WINNER

Student Name

Dabbous, Rim

Degree and Concentration(s)

BA Honours Linguistics
Minor Psychology



UNIVERSITÉ
Concordia

UNIVERSITY

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
REPORT TO SENATE
Dr. Anne Whitelaw
March 18, 2022**

The Academic Planning and Priorities Committee met on December 15, 2021

The Academic Planning and Priorities committee (APPC) met on December 15, 2021. Dr. Whitelaw welcomed Dr. Ostiguy to the meeting. Dr. Ostiguy made a presentation on the preparations underway for the 12-week semester and the Fall reading week that is set to begin May 2023. A presentation is on file with the Secretary. Dr. Ostiguy began her presentation with the approval from the March 19, 2021 Senate meeting to shift to three 12-week semesters to allow for a fall reading week. Since that time, she has been mandated to oversee the process of implementing it. Dr. Ostiguy reviewed the benefits and challenges of a 12-week semester and a fall reading week. She also outlined the planning process to implement it.

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

(Senate Meeting – March 18, 2022)

The second meeting of the LC for the academic year was held on February 3, 2022.

1. Research Data Management

Danielle Dennie, Acting Head, Vanier Library, provided an update on Research Data Management.

The Tri-Agency published their [Policy on Research Data Management](#) in March 2021. The policy has three pillars: Institutional RDM Strategies, Data Management Plans, Data Deposits. At Concordia, there is a RDM Project Team that has come together to prepare the Institutional RDM Strategy which will focus in the first 3 years on RDM training and awareness. Data Management Plans will be mandatory for certain funding calls as of March 2022. The Canadian research community can use the [DMP Assistant](#) to help them write their plans. Finally, researchers are encouraged to deposit their data generated through research funded by the Tri-Agency. Concordia researchers have access to the [Concordia Dataverse](#) to deposit data. Concordia researchers can get help with RDM by consulting the [Library's RDM guide](#), or by contacting lib-research.data@concordia.ca.

2. Digital Scholarship

Michael Groenendyk and Joshua Chalifour, Digital Scholarship Librarians presented on Digital Scholarship.

The library's ongoing work and new services in the realm of digital scholarship. The presentation covered some explanation of digital scholarship and the relevant activities of Concordia researchers. It addressed the library's objectives and how it determined those objectives through speaking with the Concordia research community. The library has launched several digital scholarship services including consulting, dedicated project work, instruction, and is further developing spaces and tools to open to the community's use. Ongoing efforts will establish communities of practice in digital scholarship.

3. Teaching and Research Librarians (liaison) role.

John Latour, Teaching and Research Librarian - Fine Arts, provided a short presentation and discussion on the role of the Teaching and Research Librarians (liaison) role.

John Latour spoke about the ways in which Teaching & Research Librarians can support instruction, learning, and research in relation to their subject areas and designated faculties and departments. This liaison work includes library orientations and workshops; collection development; reference services; and committee work. He provided several examples that demonstrate the benefits of collaborations between librarians and the different communities that make up Concordia University

*Respectfully submitted,
Dr. Guylaine Beaudry
University Librarian
March 2, 2022*

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
March 18, 2022**

The Academic Programs Committee requests that Senate consider the following changes for the Undergraduate and Graduate Calendars.

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

Undergraduate proposals for the Fall 2023-24 Calendar

Faculty of Fine Arts

Department of Art Education

FA-ARTE-221; **APC-2022-1-D1** (For September 2023 Implementation)

[The proposal involves updates to course descriptions to align with current practices in the field of Art Education as well as updates to the Academic Standing section.]

- Requirements
- Courses

John Molson School of Business

Department of Marketing

JMSB-JMSB-721; **APC-2022-1-D2** (For September 2023 Implementation)

[The proposal involves the conversion of a slot course to a permanent course: MARK 456 Brand Management.]

- Courses

Graduate Curriculum Proposals (Changes for the Fall 2022-23 Calendar)

Faculty of Arts and Science

Department of Biology

AS-BIOL-2302; **APC-2022-1-D3** (For September 2022 Implementation)

[The proposal involves the addition of a new course BIOL 529 to replace an older version of the course previously offered under the PHIL 530 code.]

- Courses
- Requirements

Department of Education

EDUC-80; **APC-2022-1-D4** (For September 2022 Implementation)

[The proposal involves a program change to the Area Tutorials the PhD in Education in order to allow for more precision and clarity, as well as updates to the EDUC 807 prerequisite.]

- Courses

Department of Philosophy

AS-PHIL-521; **APC-2022-1-D5** (For September 2022 Implementation)

[The proposal involves the creation of a new course PHIL 629 and its addition to the list of Group B courses for Philosophy MA students.]

- Requirements
- Courses

Department of Physics

PHYS-28; **APC-2022-1-D6** (For September 2022 Implementation)

[The proposal involves updates to the admissions requirements of the MSc and PhD Physics programs, the descriptions of five courses and the list of elective courses; and the introduction of new one-credit courses.]

- Requirements
- Courses

Department of Political Science

AS-POLI-201; **APC-2022-1-D7** (For September 2022 Implementation)

[The proposal involves updates to admissions requirements for the MPPPA and PhD Political Science programs in order to be consistent with our MA admissions requirements and to better guide potential applicants.]

- Requirements

Department of Religions and Cultures

RELI-63; **APC-2022-1-D8** (For September 2022 Implementation)

[The proposal involves course and program changes to the Master's programs in Religions and Cultures, subsequent to the revision of tuition billing at the graduate level.]

- Requirements
- Courses

Department of Theology

THEO-27; **APC-2022-1-D10** (For September 2022 Implementation)

[The proposal involves course and program changes to the Master's programs in Theological Studies, subsequent to the revision of tuition billing at the graduate level.]

- Requirements
- Courses

Gina Cody School of Engineering and Computer Science

Concordia Institute for Information Systems Engineering

GCS-CIISE-381; **APC-2022-1-D11** (For September 2022 Implementation)

[The proposal involves the introduction of two new courses, INSE 6330 and INSE 6350.]

- Requirements
- Courses



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning February 25, 2022

Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

Summary and Rationale for Changes

- The academic standing change was proposed to reflect the change of the practicum course 420 to 421. It was changed to 421 to align it with other practicums ARTE 423 and 425.
- The course description changes to ARTE 220, 230, 320, 340, and 424 were proposed to update the language used and to better reflect the current course content.
- In accordance with the FCC's recommendations, additional changes were made for the course descriptions of ARTE 421, 423, 425, wherein *Note* and *Letter grade requirement* of B was added, as recommended by FCC, to clarify the letter grade requirements.

Summary of Committee Discussion: Faculty

For Submission to:

Sandra Gabriele, VPITL,
Academic Program Committee, 28 Jan 2022

Approved by:

Annie Gérin, Dean, Faculty of Fine Arts,
Fine Arts Faculty Council, 10 Dec 2021

The Faculty of Fine Arts Faculty Council reviewed the ARTE-221 curriculum dossier from the Department of Art Education during their virtual meeting held on December 10, 2021. The dossier was approved unanimously and is hereby submitted for review by the APC on January 28, 2022.

There are no resource implications.

Summary of Committee Discussion: Faculty

For Submission to:

Annie Gérin, Dean, Faculty of Fine Arts,
Faculty Council, 10 Dec 2021

Approved by:

Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy,
Faculty of Fine Arts Curriculum Committee, 05 Nov 2021

The Faculty of Fine Arts Curriculum Committee has reviewed the ARTE-221 curriculum dossier from the Department of Art Education during their virtual meeting held on November 5, 2021. The Committee members approved the dossier and it is hereby submitted for review by the Faculty Council on December 10, 2021.

This document proposes updates to some course descriptions to align with developments in the program and current practices in the field. The Academic Standing section is also updated to correct an oversight dating from a previous dossier.

Changes are described at length in the memo provided by the Chair of the Department of Art Education Curriculum Committee.

There are no resource implications.

Summary of Committee Discussion: Department

For Submission to:

Elaine Cheasley Paterson, AD Academic Programs and Pedagogy,
Fine Arts Faculty Curriculum Committee, 05 Nov 2021

Approved by:

Juan Carlos Castro, Chair, Department of Art Education,
Department of Art Education Council, 21 Sep 2021

The discussion regarding ARTE-221 took place during the ARTE Department meeting held on September 21st. The summary of changes were presented as was the results from the ARTE DCC (see attached memo signed by Lorrie Blair, Chair of the Art Education DCC). No one attending the meeting had any comments or objections.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
ARTE 220 Change				X						
ARTE 230 Change				X						
ARTE 320 Change				X						
ARTE 340 Change				X						
ARTE 421 Change										
ARTE 423 Change					X	X				
ARTE 424 Change				X						
ARTE 425 Change						X				

Regulation Changes:

- Academic Standing Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: Academic Standing

Calendar Section Type: Regulation

Description of Change: Academic Standing Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Type of change: Regulation Change

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Programs > Specialization in Art Education – Visual Arts

Present Text (from 2021) calendar

Academic Standing

To remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit, students must:

1. Achieve at least a “B” grade in the practicum courses ARTE ~~420~~, 423, and 425.

a. Students who fail any of the above courses are required to withdraw from the specialization program.

b. Students who obtain a passing grade in any of the above courses that is below a “B” will be placed on conditional standing within the program and will be so informed in writing. These students will be allowed to repeat the practicum only once in order to achieve the required grade. Students who do not achieve the required grade in the repeated course will be required to withdraw from the specialization program.

2. Maintain an overall grade average of “B-” or higher in courses of the third and fourth years. Students who do not maintain the minimum grade average during that time will be required to withdraw from the specialization ~~program~~. ARTE 423 is evaluated on a pass/fail basis and therefore is not included in the calculation of the grade point average.

Proposed Text

Academic Standing

To remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit, students must:

1. Achieve at least a “B” grade in the practicum courses ARTE 421, 423, and 425.

a. Students who fail any of the above courses are required to withdraw from the specialization program.

b. Students who obtain a passing grade in any of the above courses that is below a “B” will be placed on conditional standing within the program and will be so informed in writing. These students will be allowed to repeat the practicum only once in order to achieve the required grade. Students who do not achieve the required grade in the repeated course will be required to withdraw from the specialization program.

2. Maintain an overall grade average of “B-” or higher in courses of the third and fourth years. Students who do not maintain the minimum grade average during that time will be required to withdraw from the specialization ~~program~~.

NOTE: ARTE 423 is evaluated on a pass/fail basis and therefore is not included in the calculation of the grade point average.

3. To be recommended to the Quebec Teachers Certification Service for a Quebec permanent teaching diploma, students must satisfy the English language proficiency requirements of the program.

Rationale:

Resource Implications:

Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: ARTE 220

Calendar Section Type: Course

Description of Change: ARTE 220 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 17 Sep 2021

Effective/Push to SIS date: 31 Oct 2022

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ARTE 220 Foundations of Art Education (3 credits)

Prerequisites:

Description :

A survey of content and contexts of ~~the art education profession~~. In studio activities, students explore art-making skills and techniques, creative expression, ~~artistic heritage~~ and art in society. This content is related to lesson planning for schools, museums, and community settings. Students are introduced to ~~children's artistic development as well as basic management and safety standards for the art classroom. Practicum experiences will include observation of children's art processes and some teaching.~~

Component(s):

Studio

Notes :

Students who have received credit for ARTE 200 may not take this course for credit.

Proposed Text

ARTE 220 Foundations of Art Education (3 credits)

Prerequisites:

Description :

A survey of content and contexts of art **education**. In studio activities, students explore art-making skills and techniques, creative expression, and art in society. This content is related to lesson planning for schools, museums, and community settings. Students are introduced to **the foundational connections** between artistic practice and art education.

By reflecting systematically on artistic practices, course readings and resources, and in-class activities, students will consider, design, and implement art curricula and pedagogies.

Teaching experiences will include **peer workshops**.

Component(s):

Studio

Notes :

Students who have received credit for ARTE 200 may not take this course for credit.

Rationale:

- Remove “profession”: students will work in a variety of settings post-degree, sometimes not considered “professional” in a school-based context. Instead we want to offer a broader introduction to the field of art education.

- Remove “artistic heritage”: preparing students for multicultural settings involves a more pluralistic definition than heritage.
- Remove “children’s artistic development as well as basic management and safety standards for the art classroom.”: this content is currently covered in ARTE 230.
- Add “foundational connections between artistic practice and art education”: emphasizes the relationship between Competency 1 and 3/4 in the Teacher Professional competencies.
- Add sentence on systemic reflection etc.: Emphasizes the connection between in-class learning and future practicum experiences.
- Replace “Practicum” with “Teaching: Practicum is now offered in ARTE 230.
- Replace “observation of children’s art processes and some teaching” with “peer workshops”: practicum is replaced with peer workshops.
- “Content and contexts”: were left vague to allow for the instructor to adapt to the inevitable changes in the field and practice in art education.

Resource Implications:

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: ARTE 230

Calendar Section Type: Course

Description of Change: ARTE 230 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 17 Sep 2021

Effective/Push to SIS date: 31 Oct 2022

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ARTE 230 Practicum: Observation and Analysis of Children's Learning (3 credits)

Prerequisites:

The following course must be completed previously: ARTE 220.

Description :

This practicum course gives students first-hand experience and knowledge of children's learning as it occurs in ~~the~~-schools. It also provides students with a theoretical framework for observing and analyzing individual and group learning processes in the ~~art~~-classroom. It permits students to develop preliminary skills in assessing and meeting the needs of individual children. Students are introduced to methods for evaluating learning and for critically reflecting on learning and teaching. The practicum experience consists of a placement in a primary school one day a week for a total of 70 hours.

Component(s):

Studio

Notes :

Students who have received credit for ARTE 200 may not take this course for credit.

Proposed Text

ARTE 230 Practicum: Observation and Analysis of Children's Learning (3 credits)

Prerequisites:

The following course must be completed previously: ARTE 220.

Description :

This practicum course gives students first-hand experience and knowledge of children's learning as it occurs in schools. It also provides students with a theoretical framework for observing and analyzing individual and group learning processes in the ~~art~~ elementary classroom. It permits students to develop preliminary skills in assessing and meeting the needs of individual children. Students are introduced to methods for evaluating learning and for critically reflecting on learning and teaching. The practicum experience consists of a placement in a primary school one day a week for a total of 70 hours.

Component(s):

Studio

Notes :

Students who have received credit for ARTE 200 may not take this course for credit.

Rationale:

The majority of students are placed in a generalist elementary classroom given that in the Quebec context, elementary art classes taught by art teachers are rare.

Resource Implications:

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: ARTE 320

Calendar Section Type: Course

Description of Change: ARTE 320 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 17 Sep 2021

Effective/Push to SIS date: 31 Oct 2022

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ARTE 320 Multidisciplinary Approaches to Art and Teaching (3 credits)

Prerequisites:

The following course must be completed previously: ARTE 230. If prerequisites are not satisfied, permission of the Department is required.

Description :

This course investigates various creative, historical, and critical approaches to art as a basis for developing curriculum content. Students expand their repertoire of skills and techniques for planning and teaching lessons with multiple dimensions. Students also consider the specific requirements of ~~students with special needs and those at different age levels~~. This course ~~includes~~ a practicum component.

Component(s):

Studio

Notes :

Students who have received credit for ARTE 300 may not take this course for credit.

Proposed Text

ARTE 320 Multidisciplinary Approaches to Art and Teaching (3 credits)

Prerequisites:

The following course must be completed previously: ARTE 230. If prerequisites are not satisfied, permission of the Department is required.

Description :

This course investigates various creative, historical, and critical approaches to art as a basis for developing curriculum content. Students expand their repertoire of skills and techniques for planning and teaching lessons with multiple dimensions. Students also consider the specific requirements of **diverse student populations that may vary by age, disability, ability, identity, and experience**. This course **may include** a practicum component.

Component(s):

Studio

Notes :

Students who have received credit for ARTE 300 may not take this course for credit.

Rationale:

- **Replace “students with special needs and those at different age levels”:** update language to avoid the connotations of “special needs,” the needs of disabled students are not different in nature from the needs of others.
- **Replace “includes” with “may include:** We are currently considering removing the practicum component given available resources and placements. Over the years, ARTE 320 became the content of ARTE 330, thus rendering the content of 320 absent from our curriculum.

- Please do not remove the word disability, it is the preferred terminology of disabled community members who feel that avoiding the word “disability” implies that there is something wrong with being disabled.
- Ability: was added if the FCC would like to include people who do not identify as disabled but who have capacities or impairments that are not served by majority-focused curricula.

Resource Implications:

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: ARTE 340

Calendar Section Type: Course

Description of Change: ARTE 340 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 17 Sep 2021

Effective/Push to SIS date: 31 Oct 2022

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ARTE 340 Art Education for Adolescents and Adults (3 credits)

Prerequisites:

Students must have completed 24 credits in the Major in Art Education or the Specialization in Art Education – Visual Arts. prior to enrolling.

Description :

Students are introduced to theories of adolescent and adult ~~development, and the effect these have on their behaviour and attitudes towards learning and art making.~~ Students learn about different types of group management and support techniques appropriate for adolescent and adult students. The course presents ways to effectively ~~integrate aspects of popular culture into curriculum planning.~~

Component(s):

Lecture

Notes :

Proposed Text

ARTE 340 Art Education for Adolescents and Adults (3 credits)

Prerequisites:

Students must have completed 24 credits in the Major in Art Education or the Specialization in Art Education – Visual Arts. prior to enrolling.

Description :

Students are introduced to theories of adolescent and adult **learning, and how these are practiced as teaching methods.** Students learn about different types of group management and support techniques appropriate for adolescent and adult students. The course presents ways to effectively **build relationships with learners over the age of 13, as well as strategies to plan and deliver programming in community settings or curriculum in school settings.**

Component(s):

Lecture

Notes :

Rationale:

- Add “learning, and how these are practiced as teaching methods”: focus on teaching practice and learning theories
- Remove “development, and the effect these have on their behaviour and attitudes towards learning and art making”: Remove reference to developmental theories as they may reinforce normative or ableist assumptions about learners. Omit reference to student behaviour and attitude, as this is covered by group management and support.
- Remove “integrate aspects of popular culture into curriculum planning”: omit reference to popular culture in order to emphasize pedagogy and give students choice over content.

- Add “build relationships with learners over the age of 13, as well as strategies to plan and deliver programming in community settings or curriculum in school settings”: this addition emphasizes organized, relationship-focused pedagogy. Defining “adolescent & adult” as over the age of 13.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: ARTE 421

Calendar Section Type: Course

Description of Change: ARTE 421 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 15 Nov 2021

Effective/Push to SIS date: 31 Oct 2022

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ARTE 421 Practicum in the Elementary School (3 credits)

Prerequisites:

The following course must be completed previously: ARTE 330.

Description :

Student teachers observe and assist an elementary school classroom teacher in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

Component(s):

Practicum/Internship/Work Term

Notes :

Proposed Text

ARTE 421 Practicum in the Elementary School (3 credits)

Prerequisites:

The following course must be completed previously: ARTE 330.

Description :

Student teachers observe and assist an elementary school classroom teacher in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

Component(s):

Practicum/Internship/Work Term

Notes :

A minimum grade of B is required in this course to remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit.

Rationale:

Letter grade requirement of B was added, as recommended by FCC, to clarify the letter grade requirements for ARTE 421. This information is also published in the calendar under Academic Standing.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: ARTE 423

Calendar Section Type: Course

Description of Change: ARTE 423 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 15 Nov 2021

Effective/Push to SIS date: 31 Oct 2022

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ARTE 423 Practicum in the Secondary School I (3 credits)

Prerequisites:

The following courses must be completed previously: ARTE ~~420~~, ARTE 434; EDUC 200.

Description :

Student teachers observe and assist a secondary-school art specialist in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

Component(s):

Practicum/Internship/Work Term

Notes :

Proposed Text

ARTE 423 Practicum in the Secondary School I (3 credits)

Prerequisites:

The following courses must be completed previously: ARTE ~~420~~, ARTE 434; EDUC 200.

Description :

Student teachers observe and assist a secondary-school art specialist in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

Component(s):

Practicum/Internship/Work Term

Notes :

A minimum grade of B is required in this course to remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit.

Rationale:

Letter grade requirement of B was added, as recommended by FCC, to clarify the letter grade requirements for ARTE 423. This information is also published in the calendar under Academic Standing.

Prerequisite has been changed from ARTE 420 to ARTE 421 since the practicum was moved from ARTE 420 to ARTE 421 several years ago and to ensure students are taking their practicums in a specific sequence, building from ARTE 421 to ARTE 423 and finally ARTE 425.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: ARTE 424

Calendar Section Type: Course

Description of Change: ARTE 424 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 17 Sep 2021

Effective/Push to SIS date: 31 Oct 2022

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ARTE 424 Art Education in the Secondary School II (3 credits)

Prerequisites:

The following course must be completed previously: ARTE 422.

Description :

The course concentrates on the objectives, goals, and content of the MEES Secondary School Curriculum Guidelines in visual arts.

Students analyze, reflect on, and evaluate their own practice and philosophy of art learning and teaching within the wider context of school and society.

Component(s):

Lecture

Notes :

Proposed Text

ARTE 424 Art Education in the Secondary School II (3 credits)

Prerequisites:

The following course must be completed previously: ARTE 422.

Description :

The course concentrates on the objectives, goals, and content of the MEES Secondary School Curriculum Guidelines in visual arts.

Students analyze, reflect on, and evaluate their own practice and philosophy of art learning and teaching within the wider context of school and society. [The course also provides guidance in preparing students to enter the professional teaching environment.](#)

Component(s):

Lecture

Notes :

Rationale:

Add "The course also provides guidance in preparing students to enter the professional teaching environment": Greater emphasis has been placed on preparing students for the professional teaching environment.

Resource Implications:

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023

Calendar Section Name: ARTE 425

Calendar Section Type: Course

Description of Change: ARTE 425 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art Education

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 15 Nov 2021

Effective/Push to SIS date: 31 Oct 2022

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ARTE 425 Practicum in the Secondary School II (9 credits)

Prerequisites:

The following course must be completed previously: ARTE 423.

Description :

This course is a 350-hour teaching practicum in a secondary school. Student teachers implement curriculum planning and classroom management that respects ethnic, socio-economic, and cultural diversity, and that successfully integrates students with special needs. Student teachers also apply safe use of art materials and appropriate art learning assessment procedures.

Component(s):

Practicum/Internship/Work Term

Notes :

Proposed Text

ARTE 425 Practicum in the Secondary School II (9 credits)

Prerequisites:

The following course must be completed previously: ARTE 423.

Description :

This course is a 350-hour teaching practicum in a secondary school. Student teachers implement curriculum planning and classroom management that respects ethnic, socio-economic, and cultural diversity, and that successfully integrates students with special needs. Student teachers also apply safe use of art materials and appropriate art learning assessment procedures.

Component(s):

Practicum/Internship/Work Term

Notes :

A minimum grade of B is required in this course to remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit.

Rationale:

Letter grade requirement of B was added, as recommended by FCC, to clarify the letter grade requirements for ARTE 425.

This information is also published in the calendar under Academic Standing.

Resource Implications:

Impact Report

Programs

Major in Art Education - Visual Arts

Source of Impact

- ARTE 220
- ARTE 230
- ARTE 320

Minor in Art Education – Visual Arts

Source of Impact

- ARTE 320

Specialization in Art Education – Visual Arts

Source of Impact

- ARTE 220
- ARTE 230
- ARTE 320
- ARTE 421
- ARTE 423
- ARTE 424
- ARTE 425

TO: Juan Carlos Castro, Chair, Department of Art Education
FROM: Lorrie Blair, Chair, Departmental Curriculum Committee
DATE: September 20, 2021

RE: Editorial and Curriculum Changes

The Art Education Department Curriculum Committee has unanimously approved the following curricular changes to the Undergraduate Program in its meeting on September 20, 2021.

No changes are being made to departmental credit allocations and these changes bear no resource implications.

Changes for the Undergraduate Courses

The Art Education Department proposes editorial changes and updates to their program requirements. These consist of an update the curriculum in the course calendar to align with developments in the undergraduate program and current practices since the last calendar update. Proposed changes affect the course calendar's description of Academic Standing, and for the course descriptions for ARTE 220, ARTE 230, ARTE 320, ARTE 340, and ARTE 424.

Academic Standing: The requirement for a “B” in ARTE420 is removed and replaced with the same requirement for the ARTE421. The practicum was moved to ARTE421 several years ago.

ARTE 220: Foundations of Art Education: References to “profession” have been removed to reflect that this course prepares students to work in community settings that may not be considered professional. Reference to “artistic heritage” has been removed to better describe the more pluralistic approach to art education. References to “children’s artistic development and basic management and safety standards for the art classroom” are removed because this content is now taught in other courses.

ARTE 230 Practicum: Observation and Analysis of Children’s Learning: Reference to art classrooms is replaced with elementary school classrooms to better reflect the students’ actual internship experiences.

ARTE 340 Art Education for Adolescents and Adults: Reference to theories of development is replaced with learning theories and teaching practice in order to better reflect current thinking in the field of art education. References to student behaviour and attitude have been replaced by reference to group management and support to reflect the departments community building values. Reference to popular culture is removed to enable the instructor to focus on pedagogical guidance and give students the opportunity to choose their own content.

ARTE 424 Art Education in the Secondary School II: An addition is made to place emphasis on preparing students for the teaching environment.

Sincerely,



Lorrie Blair

Fwd: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

Aileen Pugliese Castro <aileen.castro@concordia.ca>

Mon 10/18/2021 12:49 PM

To: Cristine Vista <cristine.vista@concordia.ca>

Hello Cristine,

CTEC has approved the curriculum changes for our Department of Art Education. If you can add that approval.

Now it can go forward to Faculty Curriculum.

Let me know if you have any questions.

Thank you,

Aileen

Aileen Pugliese Castro

Senior Lecturer, University Supervisor, and Program Coordinator–BFA Specialization in Art Education

Concordia University, Faculty of Fine Arts, Department of Art Education

1455 De Maisonneuve Blvd. West, Montreal, Quebec, Canada H3G 1M8

aileen.castro@concordia.ca office: 514-848-2424 Ext. 8003 cell 514-607-7913

I would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. <https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html>

Begin forwarded message:

From: Roma Medwid <roma.medwid@concordia.ca>

Subject: FW: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

Date: October 13, 2021 at 11:48:30 PM GMT-4

To: Aileen Pugliese Castro <aileen.castro@concordia.ca>

Cc: Juan Carlos Castro <JuanCarlos.Castro@concordia.ca>

Hello,

I wanted to add my approval to everyone else's for the changes that you wish to make.

Congratulations!

Roma

Roma Medwid

Executive Director/ Directrice

Concordia Teacher Education Council/

Conseil de la formation des enseignants de Concordia

Concordia University

1610 Ste. Catherine West FG 5.111

Montreal, Quebec H3H 2S2

From: "Associate Dean Academic Programs (FAS)" <adapro.fas@concordia.ca>

Date: Wednesday, October 13, 2021 at 4:01 PM

To: Roma Medwid <roma.medwid@concordia.ca>
Cc: Nicole Freeman <nicole.freeman@concordia.ca>
Subject: Re: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

Hi Roma,

Looks good, from my limited expertise vantage point. I'll look at it as an Associate Dean with the Academic Programs Committee.

It was nice to see Juan's memo. I know all did their best in the formatting of the program pages; despite the great work of Nicole and all staff, the CCMS is still an adventure.

Richard

On Oct 13, 2021, at 10:24 AM, Roma Medwid <roma.medwid@concordia.ca> wrote:

Thank you for your attention to the email below.
Roma

Roma Medwid
Executive Director/ Directrice
Concordia Teacher Education Council/
Conseil de la formation des enseignants de Concordia
Concordia University
1610 Ste. Catherine West FG 5.111
Montreal, Quebec H3H 2S2

From: Roma Medwid <roma.medwid@concordia.ca>
Date: Monday, October 11, 2021 at 3:12 PM
To: "Associate Dean Academic Programs (FAS)" <adapro.fas@concordia.ca>, Helena Patricia Osana <helena.osana@concordia.ca>
Cc: Department Of Education Chair <education.chair@concordia.ca>
Subject: FW: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

Hello,
I hope you are enjoying your Thanksgiving Day!

A gentle reminder that we are waiting for your response.

Thank you,
Roma

[<image001.jpg>](#)

[Thanksgiving clipart. You can use the turkey clipart during thanksgiving where applicable](#)

Roma Medwid

Executive Director/ Directrice
Concordia Teacher Education Council/
Conseil de la formation des enseignants de Concordia
Concordia University
1610 Ste. Catherine West FG 5.111
Montreal, Quebec H3H 2S2

From: Roma Medwid <roma.medwid@concordia.ca>
Date: Wednesday, October 6, 2021 at 3:09 PM
To: Juan Carlos Castro <JuanCarlos.Castro@concordia.ca>, Department Of Education Chair <education.chair@concordia.ca>
Cc: Helena Patricia Osana <helena.osana@concordia.ca>, Teresa M Hernandez Gonzalez <teresa.hernandezgonzalez@concordia.ca>, Nathalie Rothschild <nathalie.rothschild@concordia.ca>, Aileen Pugliese Castro <aileen.castro@concordia.ca>, "Associate Dean Academic Programs (FAS)" <adapro.fas@concordia.ca>
Subject: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

Hello,

Juan is proposing minor curriculum changes to his undergraduate program. In order to not to delay the proposed minor curriculum changes, I would ask that you review the documentation to ask any questions if there are any and if you have no questions to decide whether or not you approve the suggested changes. The summary and rationale are below and the documentation is attached to the email.

Summary and Rationale for Changes

- The academic standing change was proposed to reflect the change of the practicum course 420 to 421. It was changed to 421 to align it with other other practicums ARTE 423 and 425.
- The course description changes to ARTE 220, 230, 320, 340, and 424 were proposed to update the language used and to better reflect the current course content.

Please submit your response on or before Tuesday, October 12th.

Thank you for your attention to the above.

Roma

Roma Medwid
Executive Director/ Directrice
Concordia Teacher Education Council/
Conseil de la formation des enseignants de Concordia
Concordia University
1610 Ste. Catherine West FG 5.111
Montreal, Quebec H3H 2S2

From: Juan Carlos Castro <JuanCarlos.Castro@concordia.ca>
Date: Thursday, September 30, 2021 at 1:04 PM
To: Roma Medwid <roma.medwid@concordia.ca>
Subject: Fwd: ARTE curriculum dossiers in the CCMS

Hello, Roma.

Please find attached a suite of minor curriculum changes to our undergraduate calendar for approval by CTEC.

Thank you so much!

Juan

Juan Carlos Castro, Ph.D.
Chair
Associate Professor
Department of Art Education
Concordia University
(514) 848-2424 ex. 4787
[concordia.ca/art-education](https://www.concordia.ca/art-education)

Editor, *Mobile Media In and Outside of the Art Classroom: Attending to Identity, Spatiality, and Materiality* <https://www.palgrave.com/gp/book/9783030253158?token=2WtmrTG5AcwnpPb>

I would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. <https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html>

Begin forwarded message:

From: Cristine Vista <cristine.vista@concordia.ca>
Subject: Re: ARTE curriculum dossiers in the CCMS
Date: September 30, 2021 at 12:59:00 PM GMT-4
To: Juan Carlos Castro <JuanCarlos.Castro@concordia.ca>

Hi Juan,

Here's the consolidated dossier.
As Julie instructed, I have the implementation date to Fall 2023, please let me know if you want me to change any of the dates:

Effective/Push to SIS date
2022-10-31

Planning and Promotion Date
2021-09-17

Implementation/Start date
2023-09-01

Thank you,

Cristine

Richard Courtemanche
Associate Dean, Academic Programs
[Faculty of Arts and Science](#)
Professeur titulaire/Professor [Health, Kinesiology & Applied Physiology](#)
[Concordia University](#).

AD-221, Loyola Campus
adapro.fas@concordia.ca
514-848-2424 x2084

Undergraduate Program Regular Curriculum Change - JMSB-JMSB-721 - VERSION : 1

Summary and Rationale for Changes

This course has been successfully delivered as a slot course over three semesters with positive reception by our students. Both qualitative and quantitative feedback from students clearly underscore the need for the course and point to a deep appreciation for the course content. The course would gain visibility from official addition to the department's permanent offering, thereby ensuring continued and even growing, enrollment. Further, the course content is highly relevant and much needed by our students and the employment community served by the JMSB. This course addresses a gap in our existing course offering, in which branding is only covered peripherally in different courses.

Summary of Committee Discussion: Faculty

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee (APC), 25 Feb 2022

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 04 Feb 2022

The Department of Marketing is proposing to add a new course, MARK 456 Brand Management to the department's permanent undergraduate course roster. This course has been delivered as a slot course successfully over three semesters with positive reception by the students. The Department of Marketing considers that making MARK 456 a permanent course would provide students the competencies required to obtain job opportunities in brand management.

During its meeting on February 4, 2022, the JMSB Faculty Council approved this dossier.

I respectfully request to submit the proposed changes to the Academic Programs Committee meeting for consideration.

Summary of Committee Discussion: Faculty

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 04 Feb 2022

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Program; Chair of the Faculty Academic Program
Committee, JMSB,
Faculty Academic Program Committee (FAPC), 26 Nov 2021

The Department of Marketing is proposing to add a new course, MARK 456 Brand Management to the department's permanent undergraduate course roster. This course has been delivered as slot successfully over three semesters with positive reception by the students. The Department of Marketing considers that making MARK 456 a permanent course would provide students the competencies required to obtain job opportunities in brand management.

The JMSB Faculty Academic Programs Committee (FAPC) approved these changes on November 26, 2021. This proposal was submitted to the Faculty Council meeting scheduled for February 4, 2022.

Summary of Committee Discussion: Department

For Submission to:

Sandra Betton, Chair, Faculty Academic Programs Committee,
Faculty Academic Programs Committee (FAPC), 26 Nov 2021

Approved by:

Jooseop Lim, Associate Dean, Academic and Student Affairs, Undergraduate Programs,
Undergraduate Curriculum Committee (UCC), 18 Oct 2021

The Undergraduate Curriculum Committee (UCC) has evaluated and approved the proposed addition of MARK 456 to the offering of the Department of Marketing.

The Brand Management course was first offered in Winter 2019 as a slot course. The slot course has been delivered successfully over three semesters with positive reception by our students. On average, 23 students enrolled in this course for the last three terms. In addition, the Department members deem the course content to be highly relevant and much needed for our students.

Proposal submitted to the Faculty Academic Programs Committee (FAPC) on October 18, 2021.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
MARK 456 New	X	X	X	X	X		X	X	X	

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: MARK 456 - New Course

Calendar Section Name: MARK 456

Calendar Section Type: Course

Description of Change: MARK 456 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sept 2023

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.100 Department of Marketing > Marketing Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

[MARK 456 Brand Management \(3 credits\)](#)

Prerequisites:

Prerequisites:

The following courses must be completed previously or concurrently:
[COMM 223](#) or [COMM 224](#) or [MARK 201](#) ; [MARK 302](#) .

Description :

Description :

This course examines strategies to build, measure, and manage brand equity. The course familiarizes students with brand management terminology and concepts, and investigates topics such as brand positioning, consumer-based brand equity, brand equity creation through brand elements, marketing, and communications programs, the measurement of brand equity and brand performance, and the management and growth of brand equity over time. The course requires the application of quantitative methods in the assessment of brand equity and brand performance.

Component(s):

Component(s):

[Lecture](#)

Notes :

Notes :

[Students who have received credit for this topic under a MARK 491 number may not take this course for credit.](#)

Rationale:

This course has been successfully delivered as a slot course over three semesters with positive reception by our students. Both qualitative and quantitative feedback from students clearly underscore the need for the course and point to a deep appreciation for the course content. The course would gain visibility from official addition to the department's permanent offering, thereby ensuring continued and even growing, enrollment. Further, the course content is highly relevant and much needed by our students and the employment community served by the JMSB. This course addresses a gap in our existing course offering, in which branding is only covered peripherally in different courses.

Resource Implications:

None

Impact Report

INTERNAL MEMORANDUM

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

Cc: Julie Johnston, University Curriculum Administrator

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

Date: February 4, 2022

Subject: Request to add MARK 456 to the course offerings of the Department of Marketing

The Department of Marketing is proposing to add a new course, MARK 456 Brand Management to the department's permanent undergraduate course roster. This course has been delivered as a slot course successfully over three semesters with positive reception by the students. The Department of Marketing considers that making MARK 456 a permanent course would provide students the competencies required to obtain job opportunities in brand management.

During its meeting on February 4, 2022, the JMSB Faculty Council approved this dossier.

I respectfully request to submit the proposed changes to the Academic Programs Committee meeting for consideration.

Thank you.

INTERNAL MEMORANDUM

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

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

Date: January 25, 2022

Subject: Request to add MARK 456 to the course offerings of the Department of
Marketing

The Department of Marketing is proposing to add a new course, MARK 456 Brand Management to the department's permanent undergraduate course roster. This course has been delivered as slot successfully over three semesters with positive reception by the students. The Department of Marketing considers that making MARK 456 a permanent course would provide students the competencies required to obtain job opportunities in brand management.

The JMSB Faculty Academic Programs Committee approved these changes on November 26, 2021.

I respectfully request the submission of this proposal to the next Faculty Council meeting.

Thank you.

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

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

FROM: Dr. Jooseop Lim, Associate Dean, Academic and Student Affairs,
Undergraduate Programs 

DATE: October 18, 2021

SUBJECT: Proposed addition of MARK 456 to the offerings of the Department of Marketing

The Undergraduate Curriculum Committee (UCC) has evaluated and approved the proposed addition of MARK 456 to the offering of the Department of Marketing.

The Brand Management course was first offered in Winter 2019 as a slot course. The slot course has been delivered successfully over three semesters with positive reception by our students. On average, 23 students enrolled in this course for the last three terms. In addition, the Department members deem the course content to be highly relevant and much needed for our students.

I respectfully request that the Faculty Academic Programs Committee evaluate and approve the request so that it can be submitted to the faculty council.

Thank you.

Internal Memorandum

To: Dr. Jooseop Lim, Associate Dean
From: Dr. Darlene Walsh, Chair and Associate Professor of Marketing
Date: September 20, 2021
Subject: Request to add Brand Management as a permanent undergraduate course

Dear Dr. Lim,

During our February 26, 2021 department meeting, Dr. Jordan LeBel (Chair, Department Curriculum Committee) presented a request to add *Brand Management* to the department's permanent undergraduate course roster.

Following a discussion with members of the Marketing Department, Dr. LeBel proposed a motion to add *Brand Management* as a permanent undergraduate course offered in marketing, seconded by Prof. B. Barbieri. The outcome of the vote was twenty-one (21) in favor, zero (0) opposed and zero (0) abstentions. As a result, the motion passed.

Given the outcome of the vote, I ask that you please forward this request to the respective committee(s) for discussion and approval. Additional details can be found in the attached documents.

Do not hesitate to contact me if you have any concerns and/or questions.

MEMO

DATE: February 22, 2021

TO: Darlene Walsh, Chair, Marketing Department

CC: Bianca Grohman, Professor, Department of Marketing

FROM: Jordan LeBel, Chair, Department Curriculum Committee, Marketing



SUBJECT: Approval of Brand Management as permanent undergraduate course

On December 22, 2020, Dr Grohmann requested the addition of the slot course MARK 491C: Brand Management to the department's permanent undergraduate course roster and submitted relevant documentation to the Marketing Department Curriculum Committee (DCC). The documentation submitted by Dr Grohmann made a convincing case for the move to a permanent course. DCC members believe that making this course a permanent one would enhance JMSB's competitiveness, and it would provide our students with the confidence and competencies needed when applying for positions in brand management.

Based on the documentation submitted by Dr Grohmann and after careful consideration of this request, the **members of the Marketing Department's Curriculum Committee unanimously recommend that MARK 491C: Brand Management be made a permanent marketing course.**

What follows is a detailed reasoning and comments by the DCC members.

Proven success as slot course

The slot course has now been delivered successfully over three semesters with positive reception by our students. As registration for the course opened late after its original approval, enrollment for Winter 2019 was 21 students. It quickly grew to 32 students in Winter 2020, and this term (Winter 2021) enrollment totalled 17. Both qualitative and quantitative feedback from students clearly underscore the need for the course and point to a deep appreciation for the course content and the teaching abilities and engagement of Dr Grohmann. The course would gain visibility from official addition to the department's permanent offering, thereby ensuring continued and even growing, enrollment.

Relevant course content

DCC members all deemed the course content to be highly relevant and much needed by our students and the employment community served by the JMSB. This course addresses a gap in our existing course offering, in which branding is only covered peripherally in different courses.

DCC members noted a number of strengths and positive features of the course, including but not limited to:

- 1) Focusing the course towards the process of developing a brand audit is a strength of the proposed syllabus. Being a final-year course, DCC members suggested that students be invited to interact with the businesses or organizations that are the objects of these audits. Having the opportunity to listen to real-life brand managers talking about their thought processes would be a valuable experience for marketing majors on the verge of graduation.
- 2) Dr Grohmann made a number of modifications to the material, including opting for a revised edition (2021) of Michael Beverland's textbook *Brand Management – Co-creating Meaningful Brands*.
- 3) DCC members particularly appreciated that the course proposal included specific reference to the importance of branding in the non-profit/volunteer sector.

Solidifying Learning Outcomes

In the spirit of constructive recommendations, the DCC members offer the following suggestions for future delivery:

- 1) Increasing the experiential learning component: the syllabus submitted did not specify whether cases were to be used. DCC members believed that cases on branding could provide an excellent way for students to apply concepts. From a similar perspective, allowing for a guest speaker or two from industry could fill an important role and thus expose our students to contemporary and market-focused issues in brand building and management.
- 2) Digital brand building: (if the course doesn't already do this) covering the relevance of brands in a digital space as well as digital tools for brand building would be useful topics.

Organization Considerations

DCC members considered the impact on organizational resources. Should Dr Grohmann no longer wish or be able to teach the course (for any given reason), DCC members believed that the Department could still staff this course with appropriate talent. Case in point: as Dr Grohmann is currently on sabbatical (W21), the course is taught by Taro Abarbanel. Keeping in mind that the course may be taught by another instructor again in the future, the DCC members suggested that Dr Grohmann develop and share a grading rubric for the brand audit project in order to promote consistency over time in course delivery and learning assessments.

MEMO

Date: December 22, 2020

To: Jordan LeBel, Chair, Undergraduate Curriculum Committee, Department of Marketing

From: Bianca Grohmann, Department of Marketing

Subject: Brand Management - permanent undergraduate course offering

Message: I would like to request the addition of the advanced topics seminar *Brand Management* (MARK 491C) to the department's permanent undergraduate course offering.

This course has been offered as a slot course in Winter 2019 and 2020, and will be offered for the third time in Winter 2021.

Attached please find

- a brief presentation of the course
- student feedback
- an updated course outline, with a brief justification of modifications
- a discussion of staffing considerations

Please feel free to contact me (bianca.grohmann@concordia.ca) if you require any additional information. Thank you for your consideration.

Sincerely,



Bianca Grohmann, MBA, PhD
Professor, Marketing Department
John Molson School of Business

cc. Darlene Walsh, Chair, Department of Marketing

ABRIDGED SYLLABUS

1. GENERAL INFORMATION

Course title	Brand Management
Course number	Mark 4xx
Credits	3 credits
Semester	Winter 2022
Class date and time	Thursday, 11:45 – 14:30
Class location	TBD
Instructor	B. Grohmann, MBA, PhD, Professor Department of Marketing John Molson School of Business, Concordia University
Office	SGW MB 13.305
Email	bianca.grohmann@concordia.ca
Office hours	Thursday, 15:00 – 16:30

2. COURSE DESCRIPTION

This course examines strategies to build, measure, and manage brand equity. The course familiarizes students with brand management terminology and concepts, and investigates topics such as brand positioning, consumer-based brand equity, brand equity creation through brand elements, marketing, and communications programs, the measurement of brand equity and brand performance, and the management and growth of brand equity over time.

The course requires the application of quantitative methods in the assessment of brand equity and brand performance.

Prerequisites: COMM223 or COMM224 or MARK201; MARK 302.

3. GOALS AND OBJECTIVES

In line with the John Molson School of Business undergraduate learning and assessment goals, course goals and objectives are as follows:

<i>Goals</i>	<i>Objectives</i>
1. Students apply core branding concepts appropriately.	1.1: Identify appropriate discipline concepts necessary for understanding and addressing strategic brand management problems 1.2: Apply discipline concepts appropriate to analyze strategic brand management problems 1.3: Respond to and address strategic brand management problems using appropriate concepts
2. Students analyze brand management situations and demonstrate critical and analytical thinking to solve problems and make decisions.	2.1: Identify and summarize the issue 2.2: Having identified and summarized the issue, provide a thorough analysis which clarifies the issue and facilitates decision making 2.2.1: Provide thorough analysis 2.2.2: Use quantitative and qualitative analyses as relevant 2.3: Based on the analysis, provide a reasoned decision or set of decision choices which are supported by the analysis 2.3.1: Develop clear and mutually exclusive alternatives 2.3.2: State clear detailed recommendations and implications which relate directly back to issue and context 2.3.3: Detail logic in analyzing issue and developing recommendations for decision
3. Students demonstrate an understanding of global branding issues and practices	3.1: Develop global brand positioning strategies 3.2: Describe and develop global marketing mix decisions 3.3: Describe and design organizational structures for global brands 3.4: Devise brand equity assessment on a global scale
4. Students will communicate effectively, both orally and in writing.	4.1: Produce high quality business documents 4.2: Deliver a high quality business presentation accompanied by appropriate technology
5. Students will work effectively in teams.	5.1: Cooperation 5.2: Conceptual contributions 5.3: Practical contributions 5.4: Work ethic
6. Students understand ethical issues involved in brand management.	6.1: Corporate and brand social responsibility 6.2: Consideration of implication of branding activities for all stakeholders (consumers, employees, shareholders, community, members of the supply chain)

Graduate Program Regular Curriculum Change - AS-BIOL-2302 - VERSION : 2

Summary and Rationale for Changes

PHIL 530 Ethical, Legal, and Social Implications of Biotechnology is a core course in the Diploma in Biotechnology and Genomics and is listed solely under the Biology department's course listings. It does not appear under the Philosophy course listing but has been cross-listed with a topics course, PHIL 633 Selected Topics in Value Theory for graduate students, and under PHIL 498 for undergraduate students, interested in this area of study. Now that the Department of Philosophy is proposing a permanent listing of PHIL 629 and PHIL 429 for Philosophy program students, we request changing the course prefix and number of the PHIL 530 course to BIOL 529 for students enrolled in the Graduate Diploma in Biotechnology and Genomics. The titles and descriptions for this course align with changes proposed for PHIL 629 under AS-PHIL-521. The Biology Department Curriculum Committee unanimously approved these changes on December 6th, 2021.

Summary of Committee Discussion: Faculty

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Academic Programs Committee, 25 Feb 2022

Approved by:

Rachel Berger, Associate Dean,
Graduate Curriculum Committee, 31 Jan 2022

Approved with minor editorial changes.

Summary of Committee Discussion: Faculty

For Submission to:

Rachel Berger, Associate Dean,
Graduate Curriculum Committee, 31 Jan 2022

Approved by:

Pascale Sicotte, Dean,
Arts and Science Faculty Council, 17 Dec 2021

The following proposal was presented under ASFC-2021-8M-C and approved at the Arts and Science Faculty Council meeting of December 17, 2021. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

Summary of Committee Discussion: Faculty

For Submission to:

Pascale Sicotte, Dean,
Arts and Science Faculty Council, 17 Dec 2021

Approved by:

Richard Courtemanche, Associate Dean,
Faculty Curriculum Committee, 26 Nov 2021

The Faculty Curriculum Committee (FCC) reviewed and approved the introduction of PHIL 629 *Values and Biotechnology* under AS-PHIL-521 on November 26, 2021. FCC recommended that a companion dossier be generated for Biology to make equivalent PHIL 429/PHIL 629/BIOL 529 (currently listed as PHIL 530 in the Diploma in Biotechnology and Genomics) in the Department of Biology. Students in this class will continue to be assessed according to the level they are registered in; PHIL 429 (undergraduate students only), BIOL 529 (graduate diploma students in Biology only), or PHIL 629 (Philosophy graduate students or from other graduate programs).

Summary of Committee Discussion: Department

For Submission to:

Richard Courtemanche, Chair,
Faculty Curriculum Committee, 06 Dec 2021

Approved by:

Selvadurai Dayanandan, Chair and Professor,
Department of Biology, 06 Dec 2021

The Department of Biology supports the conversion of PHIL 530 to BIOL 529 further to corresponding changes proposed by the Department of Philosophy under AS-PHIL-521 (approved at FCC on November 26, 2021).

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
BIOL 529 New	X	X	X	X			X	X	X	X
PHIL 530 Delete	X	X	X	X			X	X	X	

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
Biotechnology and Genomics Graduate Diploma Change				X			

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: PHIL 530 renumbered to BIOL 529

Calendar Section Name: Biotechnology and Genomics Graduate Diploma

Calendar Section Type: Program

Description of Change: Biotechnology and Genomics Graduate Diploma Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Biology

Program Name: Biotechnology and Genomics Graduate Diploma

Program Type: Course-based

Degree: Graduate Diploma

Calendar publication date: 2022/2023/Fall

Planning and Promotion: 01 Aug 2022

Effective/Push to SIS date: 01 Aug 2022

Implementation/Start date: 01 Aug 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Programs > Arts and Science Programs > Biology Programs > Graduate Diploma > Biotechnology and Genomics Graduate Diploma > Degree Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

30 Biotechnology and Genomics Graduate Diploma
credits

21.0 credits of Core Courses:

BIOL 510 BIOL 511 BIOL 512 BIOL 515 BIOL 516

~~PHIL 530~~

9.0 credits of Elective Courses:

BIOL 521 BIOL 523 BIOL 524 BIOL 525 CHEM 678

Proposed Text

30 Biotechnology and Genomics Graduate Diploma
credits

21.0 credits of Core Courses:

BIOL 510 BIOL 511 BIOL 512 BIOL 515 BIOL 516

BIOL 529

9.0 credits of Elective Courses:

BIOL 521 BIOL 523 BIOL 524 BIOL 525 CHEM 678

Rationale:

PHIL 530 is renumbered to BIOL 529.

Resource Implications:

None. BIOL 529 is cross-listed with PHIL 629 (prime).

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: PHIL 530 renumbered to BIOL 529

Calendar Section Name: BIOL 529

Calendar Section Type: Course

Description of Change: BIOL 529 New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Biology

Calendar publication date: 2022/2023/Fall

Planning and Promotion: 01 Aug 2022

Effective/Push to SIS date: 01 Aug 2022

Implementation/Start date: 01 Aug 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Courses > Arts and Science Courses > Biology Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

BIOL 529 Values and Biotechnology (also listed as PHIL 629) (3 credits)

Prerequisites:

Prerequisites:

Description :

Description :

This course examines normative issues around genetic engineering or other biotechnologies, including moral, metaphysical, epistemic or political questions.

Component(s):

Component(s):

Seminar

Notes :

Notes :

Students who have received credit PHIL 429, PHIL 530, PHIL 629 or for this topic under a PHIL 498 or PHIL 633 number may not take this course for credit.

Rationale:

PHIL 530 has been taught to Biology students over several years and has been exceptionally listed in the Biology courses listing. Students from other disciplines have also enrolled in this course under a PHIL 633 (topics) course. The Philosophy department is proposing a permanent number of PHIL 629 (graduate) and PHIL 429 (undergraduate) for inclusion in their course listings. In order to retain the 500-level listing that aligns with the courses offered to Biology students, we propose changing the prefix of PHIL 530 to BIOL 529 to better align with the numbering across the two departments. A BIOL prefix ensures placement and visibility of this course to students in the Biotechnology and Genomics Graduate Diploma. Students enrolled in the BIOL 529 have a different evaluation weighting than students in the PHIL 629 (and PHIL 429).

Resource Implications:

None. The prime for this course is PHIL 629.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: PHIL 530 renumbered to BIOL 529

Calendar Section Name: PHIL 530

Calendar Section Type: Course

Description of Change: PHIL 530 Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Biology

Calendar publication date: 2022/2023/Fall

Planning and Promotion: 01 Aug 2022

Effective/Push to SIS date: 01 Aug 2022

Implementation/Start date: 01 Aug 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Courses > Arts and Science Courses > Biology Courses > Biotechnology and Genomics Graduate Diploma Courses

Type of Change: Course Deletion

Present Text (from 2021) calendar

Proposed Text

~~PHIL 530 Ethical, Legal, and Social Implications of Biotechnology (3 credits)~~

Prerequisites:

Prerequisites:

Description :

Description :

~~This interdisciplinary course examines some of the ethical, legal, and social implications of recent developments in biotechnology, genomics, and bioinformatics. Students explore current debates about biotechnologies in the fields of agricultural biotechnology, global development, and environmental risk. Issues such as commercialization and intellectual property, the role of media and public perceptions of biotechnologies, and social responsibility and policy formation are also addressed.~~

Component(s):

Component(s):

~~Lecture~~

Notes :

Notes :

Rationale:

The PHIL 530 number is being given a Biology prefix and number of BIOL 529 for students enrolled in the Biotechnology and Genomics Graduate Diploma. The course descriptions for BIOL 529, PHIL 529 and PHIL 429 are the same but the evaluation methods differ according to level.

Resource Implications:

None. The prime for this course will be PHIL 629 (as proposed under AS-PHIL 521).

Impact Report

Programs

Biotechnology and Genomics Graduate Diploma

Source of Impact

- PHIL 530

**SCHOOL OF GRADUATE STUDIES**

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

FROM: Rachel Berger, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 4, 2022

**SUBJECT: GRADUATE CURRICULUM CHANGES (EDUC-80)
(CALENDAR – 2022/2023)
DEPARTMENT OF EDUCATION
FACULTY OF ARTS AND SCIENCE**

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

The Department of Education is proposing a program change to the Area Tutorials the PhD in Education in order to allow for more precision and clarity. Additionally, the prerequisite of EDUC 807 *Qualitative Methods* has been updated.

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

cc: R. Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs



INTERNAL MEMORANDUM

TO: Dr. Rachel Berger
Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum Committee

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

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

DATE: January 28, 2022

SUBJECT: Graduate Calendar Curriculum Changes
Department of Education (EDUC-80)

The following proposal was presented under ASFC-2022-1M-C and approved at the Arts and Science Faculty Council meeting of January 28, 2022. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

INTERNAL MEMORANDUM

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

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

DATE: January 13th, 2022

SUBJECT: Graduate Calendar Curriculum Changes
Department of Education
EDUC-80
Education PhD – Renaming of area tutorials, new prerequisites for
EDUC 807

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

The **Department of Education** is proposing a graduate program change to the PhD in Education, with the main purpose of providing a clearer name to the Area tutorials given within the PhD. While the same topic areas are addressed within the tutorials, a more precise denomination will benefit the students on the job market. In addition, the dossier includes a prerequisite change for the course EDUC 807 *Qualitative Methods*, with courses ESTU 615 and CHST 606 providing useful advance knowledge for succeeding in the course.

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

Department of Education

EDUC-80

Memo from Interim Chair

New Courses

EDUC 858	Advanced Topics in Speech Learning
EDUC 859	Advanced Topics in Language Assessment
EDUC 860	Advanced Topics in Second Language Pedagogy
EDUC 861	Advanced Topics in Applied Linguistics
EDUC 862	Pragmatic Aspects of Bi/Multilingualism and Language Learning
EDUC 863	Psycholinguistic Aspects of Bi/Multilingualism and Language Learning
EDUC 864	Sociolinguistic Aspects of Bi/Multilingualism and Language Learning
EDUC 865	Technology in Second Language Learning & Teaching
EDUC 866	Advanced Research Methods in Applied Linguistics
EDUC 867	Corpus-Based Methods and Research in Applied Linguistics
EDUC 868	Individual Differences in Language Learning
EDUC 869	Contemporary Issues in Applied Linguistics Research

Course changes

EDUC 807	Qualitative Methods
EDUC 855	Applied Linguistics Area Tutorial
EDUC 856	Advanced Topics in Second Language Acquisition
EDUC 857	Advanced Topics in Second Language Writing

INTERNAL MEMORANDUM

TO: Richard Courtemanche, Associate Dean, Academic Programs, FAS
FROM: John Capobianco, Interim Chair, Department of Education
DATE: November 19, 2021
SUBJECT: **EDUC-80: PhD in Education – EDUC 807 & Tutorials - Curriculum Change**

The Department proposes for consideration the attached dossier (EDUC-80), with the following modifications to the PhD in Education. The addition of titles to topic specific area tutorials courses for the Applied Linguistics stream under the PhD in Education was approved at the May 12, 2021 Department of Education Council meeting. The prerequisite change for EDUC 807 Qualitative Methods was approved at the June 9, 2021 Department of Education Council meeting.

1) EDUC 807: addition of a prerequisite

The prerequisites of ESTU 615 or CHST 606 are added to ensure that students have a background in qualitative methods. As an advanced course, this ensures that students have a grasp of the fundamental knowledge required for class discussions. We also added the prerequisite “Permission of the instructor”, so that the instructor can assess if students have the appropriate background in qualitative methods prior to enrolling in the course.

We believe that these two master's level courses (ESTU 615 or CHST 606) will provide the requisite skills and knowledge to do well in the course at the PhD level.

2) Area Tutorials: addition of titles to topic specific areas in the Applied Linguistics stream in the PhD in Education

Currently PhD in Education students in the Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is “APPL LING AREA TUTORIALS.” Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.

Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because our transcripts provide no information about the content of our tutorials, our students are at a disadvantage as compared to applicants whose degree programs include titled courses. Without a more descriptive course title on our transcripts, students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be renamed to reflect specific areas of

expertise addressed in the tutorials. Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students.

Fourteen topic-specific tutorials were created, and one generic tutorial retained for cases where a student's tutorial topic falls outside the specific topic areas.

- Added new course EDUC 861 (Advanced Topics in Applied Linguistics).
- Added tutorials that are topic specific (EDUC 858, 859, 860, 862, 862, 864, 865, 866, 867, 868, 869). The existing generic tutorials EDUC 855, 856, 857 were changed to topic specific areas.

Please note that these changes do not have any resource implications as the EDUC 807 is currently part of our regular course allotment and the tutorials do not require classrooms.

None.

None.

Other Programs within which course is listed:

None.

COURSE CHANGE: EDUC 858 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 858 Advanced Topics in Speech Learning (3 credits)</u></p> <p><u>Description:</u> This advanced topics course is presented in tutorial format and addresses historical or contemporary issues in second language speech learning.</p> <p><u>Component(s):</u> Tutorial</p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed: None.</p>	



COURSE CHANGE: EDUC 859 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 859 Advanced Topics in Language Assessment (3 credits)</u></p> <p><u>Description: This advanced topics course is presented in tutorial format and addresses historical or contemporary issues in language assessment theory and research.</u></p> <p><u>Component(s): Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 860 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 860 Advanced Topics in Second Language Pedagogy(3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses historical or contemporary approaches to second language pedagogy and research.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 861 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 861 Advanced Topics in Applied Linguistics (3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses issues in applied linguistics that fall outside the content focus of other tutorials.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic that falls outside of the content focus of other tutorials.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 862 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 862 Pragmatic Aspects of Bi/Multilingualism and Language Learning (3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses historical or contemporary issues in pragmatic aspects of bilingualism, multilingualism, or language learning.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 863 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 863 Psycholinguistic Aspects of Bi/Multilingualism and Language Learning (3 credits)</u></p> <p><u>Description:</u> This advanced topics course is presented in tutorial format and addresses historical or contemporary issues in psycholinguistic aspects of <u>bilingualism, multilingualism, or language learning.</u></p> <p><u>Component(s):</u> Tutorial</p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 864 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 864 Sociolinguistic Aspects of Bi/Multilingualism and Language Learning (3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses historical or contemporary issues in sociolinguistic aspects of bilingualism, multilingualism, or language learning.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None

COURSE CHANGE: EDUC 865 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 865 Technology in Second Language Learning and Teaching (3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses historical or contemporary issues in the use of technology in second language learning, teaching, or assessment.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 866 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 866 Advanced Research Methods in Applied Linguistics (3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses topics in qualitative or quantitative research related to paradigms, designs, methods, tools, or statistical tests.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address advanced topics in qualitative or quantitative research.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 867 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 867 Corpus-Based Methods and Research in Applied Linguistics (3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses issues related to the creation and use of language corpora for applied linguistics research, such as web-based analytic tools, data management, and statistical tests.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address topics related to the creation and use of language corpora for applied linguistics research.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 868 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 868 Individual Differences in Language Learning (3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses historical or contemporary issues related to the role of cognitive, social, or affective learner characteristics in second language use, learning, teaching, or assessment.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address historical or contemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EDUC 869 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Education
Program: PhD in Education
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
	<p><u>EDUC 869 Contemporary Issues in Applied Linguistics Research (3 credits)</u></p> <p><u>Description:</u> <u>This advanced topics course is presented in tutorial format and addresses contemporary issues in the field of applied linguistics as they relate to current social, educational, or political trends.</u></p> <p><u>Component(s):</u> <u>Tutorial</u></p>
<p>Rationale: Currently PhD in Education students in Applied Linguistics stream take three required area tutorials. These tutorials are listed on their transcripts with three different numbers (e.g., EDUC 855, 856, 857), but they have the same generic title, which is "APPL LING AREA TUTORIALS."</p> <p>Former and current students have voiced concern about the repeated use of a single generic title because their transcripts do not provide any information about their areas of expertise to potential employers.</p> <p>Job advertisements for faculty positions in Applied Linguistics state required and preferred areas of expertise that applicants must demonstrate in their application materials. Because their transcripts provide no information about the content of their tutorials, our students are at a disadvantage as compared to applicants whose degree programs included titled courses. Without basic information like a course title on their transcripts, our students face questions about what they studied during their PhD programs. Consequently, our PhD in Education students in the Applied Linguistics stream have requested that the area tutorials be named so that their areas of expertise are explicitly mentioned on the transcripts.</p> <p>Because the field of Applied Linguistics concentrates on a relatively narrow range of topics related to language features, language use, and language learning, it is possible to create a list of area tutorial titles that capture the topics studied by our PhD in Education students. The list can accommodate future hires who also work within the field of Applied Linguistics.</p> <p>Please note, the tutorials are student-led in agreement with the tutorial instructor, in which students can choose to address ontemporary issues in the advanced topic.</p>	
<p>Resource Implications: This change will not require resources from the Department's current course sections or room allocations.</p>	
<p>Other Programs within which course is listed:</p>	

None.

Graduate Program Regular Curriculum Change - AS-PHIL-521 - VERSION : 4

Summary and Rationale for Changes

This curriculum change seeks to add course PHIL 629 Values and Biotechnology to the graduate calendar and specifically to the list of Group B courses for Philosophy MA students.

Values and Biotechnology should have been given its own graduate philosophy course code long ago, as it has been offered every year for many years as a topic "Biotechnology" under the PHIL 633 Selected Topics in Value Theory. We intend to offer it regularly as it is a required course (currently listed as PHIL 530) in the Diploma in Biotechnology and Genomics (Department of Biology) and is also popular with Philosophy students. PHIL 629 will be cross-listed with the Biology counterpart PHIL 530 (to be renumbered to BIOL 529 – see dossier number AS-BIOL-2302). We are also requesting a permanent listing at the undergraduate level under PHIL 429 (see dossier number AS-PHIL-1361). Students in this class will be assessed according to the level they are registered in; PHIL 429 (undergraduate students only), BIOL 529 (graduate diploma students in Biology only), or PHIL 629 (graduate students from Philosophy or elsewhere). This is a popular course among philosophy undergraduate and graduate students, even though seating for each is limited.

The initial version of these changes was approved at the Philosophy Department Council meeting on April 23, 2021, and the final version was ratified by Department Council via email on May 25th, 2021.

Summary of Committee Discussion: Faculty

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Academic Programs Committee, 25 Feb 2022

Approved by:

Rachel Berger, Associate Dean,
Graduate Curriculum Committee, 31 Jan 2022

Approved with minor editorial changes.

Summary of Committee Discussion: Faculty

For Submission to:

Rachel Berger, Associate Dean,
Graduate Curriculum Committee, 31 Jan 2022

Approved by:

Pascale Sicotte, Dean,
Arts and Science Faculty Council, 17 Dec 2021

The following proposal was presented under ASFC-2021-8M-D and approved at the Arts and Science Faculty Council meeting of December 17, 2021. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

Summary of Committee Discussion: Faculty

For Submission to:

Pascale Sicotte, Dean,
Arts and Science Faculty Council, 17 Dec 2021

Approved by:

Richard Courtemanche, Chair,
Faculty Curriculum Committee, 26 Nov 2021

The Faculty Curriculum Committee (FCC) was supportive of the proposed new course PHIL 629 Values and Biotechnology and its listing under the “Group B: Aesthetics, Moral Philosophy, or Social and Political Philosophy” course options in the MA in Philosophy.

While this is a new course for the Graduate Calendar section in Philosophy, it is a cross-listing of an existing Philosophy course in the Graduate Diploma in Biotechnology and Genomics. As such, the new course will be cross-listed with the existing course PHIL 530 Ethical, Legal, and Social Implications of Biotechnology which is currently only listed in the Department of Biology’s Diploma in Biotechnology and Genomics. With this, a relative calendar incongruity (a PHIL course only present in the BIOL section) will be addressed by also listing the Philosophy course in the Calendar section of the Department of Philosophy.

In order to align more easily the cross-listings, the course PHIL 530 will be given its own BIOL prefix and number (new course identifiers BIOL 529) to clarify that students enrolled under this number are from the diploma program (see AS-BIOL-2302). In the final state, the course numbers will better align across all three course listings (PHIL 429, BIOL 529, PHIL 629) differentiating undergraduate, graduate diploma (Biology), and MA Philosophy students.

The FCC committee agreed that the resulting numbering sequence will also be useful for the instructors, in providing appropriate assessments for the students from the various levels, enrolled in the same class.

Summary of Committee Discussion: Department

For Submission to:

Dr. Richard Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science,
Faculty Curriculum Committee, 26 Nov 2021

Approved by:

Dr. Matthew Barker, Department Chair,
Philosophy Department Council, 23 Apr 2021

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
PHIL 629 New	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
Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses Change		X	

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: PHIL 629 Values and Biotechnology

Calendar Section Name: Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses

Calendar Section Type: Defined group

Description of Change: Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

Calendar publication date: 2022/2023/Fall

Planning and Promotion: 01 Aug 2022

Effective/Push to SIS date: 01 Aug 2022

Implementation/Start date: 01 Aug 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Programs > Arts and Science Programs > Philosophy Programs > Master/Magisteriate > Philosophy MA > Degree Requirements > Philosophy MA

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses

PHIL 621 PHIL 623 PHIL 624 PHIL 625 PHIL 626 PHIL 627 PHIL 628 PHIL 631 PHIL 632 PHIL 633

Proposed Text

credits Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses

PHIL 621 PHIL 623 PHIL 624 PHIL 625 PHIL 626 PHIL 627 PHIL 628 PHIL 629 PHIL 631 PHIL 632 PHIL 633

Rationale:

This change follows from the addition of PHIL 629. We want to add it to the list of courses under Group B: Aesthetics, Moral Philosophy, or Social and Political Philosophy.

Calendar view:

Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses

- PHIL 621 Value Theory (3.00)
- PHIL 623 Issues in Ethical Theory (3.00)
- PHIL 624 Moral Problems (3.00)
- PHIL 625 Aesthetics (3.00)
- PHIL 626 Political Philosophy (3.00)
- PHIL 627 Marx (3.00)
- PHIL 628 Philosophy of Law (3.00)
- PHIL 629 Values and Biotechnology (3.00)
- PHIL 631 Theories of Justice (3.00)
- PHIL 632 Environmental Philosophy (3.00)
- PHIL 633 Selected Topics in Value Theory (3.00)

Resource Implications:

No resource implications.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: PHIL 629 Values and Biotechnology

Calendar Section Name: PHIL 629

Calendar Section Type: Course

Description of Change: PHIL 629 New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

Calendar publication date: 2022/2023/Fall

Planning and Promotion: 01 Aug 2022

Effective/Push to SIS date: 01 Aug 2022

Implementation/Start date: 01 Aug 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Courses > Arts and Science Courses > Philosophy Courses > B. Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

PHIL 629 Values and Biotechnology (3 credits)

Prerequisites:

Prerequisites:

Description :

Description :

This course examines normative issues around genetic engineering or other biotechnologies, including moral, metaphysical, epistemic or political questions.

Component(s):

Component(s):

Seminar

Notes :

Notes :

Students who have received credit for this topic under a PHIL 429, PHIL 498, BIOL 529, PHIL 530, or PHIL 633 number may not take this course for credit unless the instructor permits this.

Rationale:

Values and Biotechnology should have been given its own graduate philosophy course code long ago, as it has been offered every year for many years as a topic "Biotechnology" under the PHIL 633 Selected Topics in Value Theory. We intend to offer it regularly as it is a required course (currently listed as PHIL 530) in the Diploma in Biotechnology and Genomics (Department of Biology) and is also popular with Philosophy students. PHIL 629 will be cross-listed with the Biology counterpart PHIL 530 (to be renumbered to BIOL 529 – see dossier number AS-BIOL-2302). We are also requesting a permanent listing at the undergraduate level under PHIL 429 (see dossier number AS-PHIL-1361). Students in this class will be assessed according to the level they are registered in; PHIL 429 (undergraduate students only), BIOL 529 (graduate diploma students in Biology only), or PHIL 629 (graduate students from Philosophy or elsewhere). This is a popular course among philosophy undergraduate and graduate students, even though seating for each is limited to 3 and 5 seats respectively, in order to keep space open for genomics students for whom the course is a requirement. Enrollment numbers overall and in each of the sections from year to year are not necessarily indicative of popularity or interest, because they mainly reflect different strategies we've used to allow all genomics students who need the course to take it, while allowing some Philosophy students at both levels to take it as well, without ending up with an over-enrolled course. This has led to under-enrollment some years (10 of 23 last year, mainly because only 2 of 10 genomics students enrolled, unusually) and over-enrollment other years (24 of 23 in Fall 2018).

Resource Implications:

No resource implications. The course will be part of the department's regular allotment.

Impact Report

Programs

Philosophy MA

Source of Impact

- Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses

Courses

PHIL 629 New

Source of Impact

VALUES AND BIOTECHNOLOGY

PHIL 429/529/629. UNITS: 3.

Description in the Academic Calendar

This course examines normative issues around genetic engineering or other biotechnologies, including moral, metaphysical, epistemic or political questions.

Course Objectives

Philosophy courses usually teach four things: (1) knowledge about the specific course topic, (2) knowledge about the history of ideas, (3) general reasoning skills and (4) analytic writing skills. In this course you will learn about:

- Pertinent basics in philosophy of science.
- Views on what “nature” or “natural” mean, and arguments for and against engineering nature.
- Theories of what constitutes a good human life and how to deal with disease and disability.
- A variety of economic justice issues. These are not unique to, but of particular relevance for biotechnologies. Examples are patent rights and lobbyism.
- Research ethics, with a focus on publishing, animal rights, and facts versus values in science.

In addition, you will learn:

- How to read contemporary philosophical publications, and how to write in this style yourself.
- What constitutes an argument and how to distinguish good from bad arguments.
- To cull the important information from a text.
- To switch perspective and to charitably explain the views of others.
- To express yourself concisely and persuasively in writing.
- To discuss complicated and controversial topics in a structured and productive manner with fellow students.

6 Grading

6.1 Course Grade Composition

Quizzes	(11x)	20%
Paper 1	(1,500–2,000 words)	30%
Paper 2	(1,500–2,000 words)	30%
Online comments	(11x 100 words)	10%
Participation		10%
		<hr/>
		100%

Paper 2: Philosophy graduate students must pick their own topic. Other students have the option of either answering a prompt or picking their own topic.

Please note that the exact exact composition of the grade, in particular the number or length of assignments, could be subject to change (see Section 1).

PAPER 1

Please select one of the prompts below. Write a coherent essay that addresses all questions contained in the prompt.

- Your essay should have an introduction, a main part and a conclusion.
- The essay should be between 1,500–2,000 words.
- The word counts in brackets below give you an idea of how much detail is required for each part. They add up to 1,400 words, since introduction, conclusion and bibliography are not included.
- The paper is due on **March 11 at 14:00**.
- Please follow the submission instructions in the *Syllabus* (anonymization, correct citation, word limit, etc.). Submissions that fail to do so will be marked down by one step (e.g. from *B* to *B–*).

Topic A: What’s Wrong with Destroying Nature?

Richard Routley argues that it is wrong to destroy nature even in cases where no human being is harmed by this destruction. (I.e., Routley opposes what he calls “basic human chauvinism,” p. 207.)

1. Explain Routley’s argument for this claim. (*~400 words*)
2. Pick one of Routley’s four examples (“last person,” “last people,” “great entrepreneur” and “vanishing species”) and explain how it is supposed to illustrate his argument. (*~200 words*)
3. Do you agree with Routley’s meta-theoretical conclusion that any ethics which specifies a “base class” (p. 209) of relevant members is chauvinist and that we need a completely “new ethic” (p. 205) in order to properly justify the protection of nature? (Please justify your judgment.) (*~500 words*)
4. Might (a) existing ethical theories or (b) arguments that draw on the usefulness of an intact ecosystem for human beings not be sufficient? (Please consider only **one**, either *a* or *b*.) (*~300 words*)

Note: Depending on your view, you might need to treat tasks 3 and 4 together.

Topic B: Should the Poor Plant “Golden Rice”?

1. Explain what “Golden Rice” is and why it was created. (*~200 words*)
2. Environmental organizations have levelled two arguments against this philanthropic project: (i) that better alternatives are available (see, e.g., CBAN, p. 15) and (ii) “that the crop was an industry PR ploy” (Enserink, p. 469). Explain these arguments in detail. (*~400 words*)
3. Do you believe that the critics are right? Or are genetically engineered plants a good solution to hunger and health problems in poor countries? Please justify your preference. (*~600 words*)
4. If you think that they are a good solution, do you think that changes in patent law would be necessary in order for the poor to profit from GMOs? If you think that they are not a good solution, do you think that they could be if patent laws were different? Please explain. (*~200 words*)

PAPER 2

Please select **one** of the prompts below. Write a coherent essay that addresses all questions contained in the prompt.

- Your essay should have an introduction, a main part and a conclusion.
- The essay should be between 1,500–2,000 words.
- The word counts in brackets below give you an idea of how much detail is required for each part. They add up to 1,400 words, since introduction, conclusion and bibliography are not included.
- The paper is due on **April 15 at 14:00**.
- Please follow the submission instructions in the *Syllabus* (anonymization, correct citation, word limit, etc.). Submissions that fail to do so will be marked down by one step (e.g. from *B* to *B–*).

Topic A: Is there a Duty to Select the (Probably) Happiest Future Child?

Julian Savulescu, in his article “Procreative Beneficence,” defends a moral principle with the same name.

1. Explain what the Principle of Procreative Beneficence says, paying particular attention to what Savulescu means by “best life.” (~200 words)
2. Savulescu’s justification for this principle consists in an analogy with the game show Wheel of Fortune. Explain this analogy and how it is supposed to justify his principle. (~400 words)
3. Do you believe that Savulescu is right? (I.e., are we morally required to act in accordance with the Principle of Procreative Beneficence?) Please justify your opinion. If you disagree with Savulescu, consider *one* plausible reply that he could make and how you would counter it. If you agree with Savulescu, consider *one* plausible objection from one of the other course materials (e.g., Shakespeare 2005) and explain how Savulescu could counter it. (~800 words)

Topic B: Can We Assume that Disability (Probably) Lowers One's Quality of Life?

Stephen Campbell & Joseph Stromondo, in their article “The Complicated Relationship of Disability and Well-being,” reject what they call the “standard view” on disability.

1. Explain what the standard view is, paying particular attention to the concept of 'well-being' or 'quality of life'. (*~200 words*)
2. Please explain why Campbell & Stromondo reject the standard view, using *one* example from “[Our Stories](#)” at the Canadian EUGENICS ARCHIVE to illustrate their points. (*~500 words*)
3. The authors' conclusion (Sect. 7) is that “we cannot generalize about whether disabilities in general are good, bad, or neutral for people” and that the practical significance of disabilities for evaluating quality of life is probably low. Do you agree with their conclusion? Please justify your opinion. (*~700 words*)

SCHOOL OF GRADUATE STUDIES

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

FROM: Rachel Berger, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 4, 2022

**SUBJECT: GRADUATE CURRICULUM CHANGES (PHYS-28)
(CALENDAR – 2022/2023)
DEPARTMENT OF PHYSICS
FACULTY OF ARTS AND SCIENCE**

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

The Department of Physics is proposing to update the admissions requirements of the MSc and PhD programs, the descriptions of five courses (PHYS 636 *Condensed Matter Physics I*; PHYS 637 *Condensed Matter Physics II*; PHYS 642 *Statistical Physics*, PHYS 760 *MSc Seminar on Selected Topics*, PHYS 862 *Doctoral Seminar on Selected Topics II*) and the list of elective courses. Additionally, the Department is introducing a number of one-credit courses designed to accompany existing three-credit courses and a number of housekeeping changes to outdated courses and notes.

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

cc: R. Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

INTERNAL MEMORANDUM

TO: Dr. Rachel Berger, Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum Committee

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

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

DATE: November 22, 2021

SUBJECT: Graduate Calendar Curriculum Changes
Department of Physics (PHYS-28)

The following proposal was presented under ASFC-2021-7M-F and approved at the Arts and Science Faculty Council meeting of November 19, 2021. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

INTERNAL MEMORANDUM

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

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

DATE: October 29, 2021

SUBJECT: Graduate Calendar Curriculum Changes
Department of Physics
PHYS-28
Changes to MSc and PhD in Physics; new courses PHYS 608, 638, 666,
667, 668, 669, 678, 688, 689; various course changes

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

The **Department of Physics** is adjusting their admission and degree requirement in the MSc and PhD in Physics to allow students from related fields to apply to the programs. In addition, in a continuing effort to collaborate with the Gina Cody School of Engineering and Computer Science (GCS), several 1-credit module courses, which accompany their 3-credit sibling counterparts, have been added to the programs to accommodate interdisciplinary graduate students from the GCS to fulfill their credit requirements. Many “Selected Topics” courses are also added as well, comprising courses that reflect the growing interest of Faculty members and students in topics such as biomedical, computational, high-energy and quantum physics.

Other course changes include course deletions and note removals that are no longer relevant in the current calendar, as well as course description changes to align with cross-listed courses at the undergraduate level (see AS-PHYS-341).

There are no resource implications in this proposal. Thank you for your consideration.

Department of Physics

PHYS-28

Memo from Chair

Program changes

MSc in Physics

PhD in Physics

Courses Section (headings)

New courses

PHYS 608	Selected Topics in High Energy Physics
PHYS 638	Additional Module in Condensed Matter Physics (1 credit)
PHYS 666	Additional Module in Biophysics (1 credit)
PHYS 667	Selected Topics in Biophysics
PHYS 668	Additional Module in Biomedical Physics (1 credit)
PHYS 669	Selected Topics in Biomedical Physics
PHYS 678	Additional Module in Applied Physics (1 credit)
PHYS 688	Additional Module in Computational Physics (1 credit)
PHYS 689	Selected Topics in Computational Physics

Course changes

PHYS 601	Advanced Quantum Mechanics I
PHYS 602	Advanced Quantum Mechanics II
PHYS 603	High Energy Physics
PHYS 609	Selected Topics in Quantum Physics
PHYS 636	Condensed Matter Physics I
PHYS 637	Condensed Matter Physics II
PHYS 639	Selected Topics in Condensed Matter Physics
PHYS 642	Statistical Physics
PHYS 644	Advanced Classical Mechanics and Relativity
PHYS 760	MSc Seminar on Selected Topics
PHYS 790	Master's Research and Thesis
PHYS 862	Doctoral Seminar on Selected Topics II

September 23, 2021

Department of Physics
Concordia University
7141 Sherbrooke Street West
Montreal, QC H4B 1R6

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

Subject: Changes to the Dept. of Physics Curriculum (Graduate)

Dear Dr. Courtemanche and Colleagues,

With this letter, we are requesting to update (being up-to-date, refresh, and modernize) five PHYS course descriptions (PHYS 636 Condensed Matter Physics I ; PHYS 637 Condensed Matter Physics II; PHYS 642 Statistical Physics, PHYS 760 MSc Seminar on Selected Topics, PHYS 862, Doctoral Seminar on Selected Topics II), and update the elective course listings in both the MSc and PhD programs. We are also adding a few special topics courses to reflect a very significant increase in the breath and volume of research activities in our Department over the last several years.

The details and rationale of the proposed changes are described below.

The Departmental Curriculum Committee has duly approved this proposal on April 16th, 2021. The Departmental Council approved this proposal on May 7th, 2021. Thank you for your consideration, and please do not hesitate to contact us if additional information is needed.



Alexandre Champagne
Acting Chair

PROGRAM CHANGE: PhD in Physics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program: PhD in Physics
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Physics PhD</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • MSc degree in Physics with high standing from a recognized university. • Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions. <p>Additional Admission Requirements</p> <p>Meritorious students enrolled in the MSc program in Physics at this university who have completed all requirements except for the thesis may apply for permission to proceed directly to doctoral studies without submitting a master's thesis.</p>	<p>Physics PhD</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • MSc degree in Physics or a related field with high standing from a recognized university. • Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions. <p>Additional Admission Requirements</p> <p>Meritorious students enrolled in the MSc program in Physics at this university who have completed all requirements except for the thesis may apply for permission to proceed directly to doctoral studies without submitting a master's thesis.</p>

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 90 credits.
Please see the Physics Courses page for course descriptions.

Physics PhD (90 credits)

9 credits chosen from Physics PhD Electives

6 credits:

- PHYS 861 Doctoral Seminar on Selected Topics I (3.00)
- PHYS 862 Doctoral Seminar on Selected Topics II (3.00)

6 credits:

- PHYS 870 Comprehensive Examination and Research Proposal (6.00)

69 credits:

- PHYS 890 Doctoral Research and Thesis (69.00)

Physics PhD Electives

- PHYS 601 Advanced Quantum Mechanics I (3.00)
- PHYS 602 Advanced Quantum Mechanics II (3.00)
- PHYS 603 High Energy Physics (3.00)
- PHYS 609 Selected Topics in Quantum or High Energy Physics (3.00)
- PHYS 636 Condensed Matter Physics I (3.00)
- PHYS 637 Condensed Matter Physics II (3.00)
- PHYS 639 Selected Topics in Condensed Matter Physics (3.00)
- PHYS 642 Statistical Physics (3.00)
- PHYS 644 Advanced Classical Mechanics and Relativity (3.00)
- PHYS 646 Electrodynamics (3.00)
- PHYS 648 Non Linear Waves (3.00)
- PHYS 649 Selected Topics in Theoretical Physics (3.00)
- PHYS 660 Chemical Aspects of Biophysics (3.00)
- PHYS 663 Quantitative Human Systems Physiology (3.00)
- PHYS 665 Principles of Medical Imaging (3.00)
- PHYS 679 Selected Topics in Applied Physics (3.00)

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 90 credits.
Please see the Physics Courses page for course descriptions.

Physics PhD (90 credits)

9 credits chosen from Physics PhD Electives

6 credits:

- PHYS 861 Doctoral Seminar on Selected Topics I (3.00)
- PHYS 862 Doctoral Seminar on Selected Topics II (3.00)

6 credits:

- PHYS 870 Comprehensive Examination and Research Proposal (6.00)

69 credits:

- PHYS 890 Doctoral Research and Thesis (69.00)

Physics PhD Electives

- PHYS 601 Advanced Quantum Mechanics I (3.00)
- PHYS 602 Advanced Quantum Mechanics II (3.00)
- PHYS 603 High Energy Physics (3.00)
- [PHYS 608 Selected Topics in High Energy Physics \(3.00\)](#)
- PHYS 609 Selected Topics in Quantum Physics (3.00)
- PHYS 636 Condensed Matter Physics I (3.00)
- PHYS 637 Condensed Matter Physics II (3.00)
- [PHYS 638 Supplemental Module in Condensed Matter Physics \(1.00\)](#)
- PHYS 639 Selected Topics in Condensed Matter Physics (3.00)
- PHYS 642 Statistical Physics (3.00)
- PHYS 644 Advanced Classical Mechanics and Relativity (3.00)
- PHYS 646 Electrodynamics (3.00)
- PHYS 648 Non Linear Waves (3.00)
- PHYS 649 Selected Topics in Theoretical Physics (3.00)
- PHYS 660 Chemical Aspects of Biophysics (3.00)
- PHYS 663 Quantitative Human Systems Physiology (3.00)

Students may, with permission of their supervisor, ~~substitute up to two courses~~ from the following list:

- CHEM 620 Selected Topics in Organic Chemistry (3.00)
- CHEM 630 Selected Topics in Physical Chemistry (3.00)
- ~~CHEM 677 Enzyme Kinetics and Mechanism (3.00)~~
- ~~CHEM 678 Protein Engineering and Design (3.00)~~
- CHEM 690 Selected Topics in Instrumentation (3.00)
- ~~CHEM 692 Experimental Protein Chemistry (3.00)~~
- ~~MAST 689 Variational Methods (3.00)~~
- MAST 694 Group Theory (3.00) • MAST 840 Lie Groups (3.00)
- ~~MAST 841 Partial Differential Equations (P.D.E.'s) (3.00)~~
- ~~MAST 851 Differential Geometric Methods in Physics (3.00)~~
- ~~MAST 854 Quantization Methods (3.00)~~
- ~~MAST 855 Spectral Geometry (3.00)~~
- ~~MAST 856 Selected Topics in Mathematical Physics (3.00)~~
- ~~MAST 857 Selected Topics in Differential Geometry (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. **Program Specific Requirements.** Students must obtain an assessment grade point average (AGPA) of 3.00 based on a minimum of 6 credits.
2. **Residence.** The minimum period of residence is two years (6 terms) of full-time graduate study beyond the master's degree, or the equivalent in part-time study, or three years (9 terms) of full-time graduate study beyond the bachelor's degree for those students who are permitted to enrol for doctoral studies without completing a master's degree.
3. **Time Limit.** Please refer to the Academic Regulations for further details

- PHYS 665 Principles of Medical Imaging (3.00)
- [PHYS 666 Supplemental Module in Biophysics \(1.00\)](#)
- [PHYS 667 Selected Topics in Biophysics \(3.00\)](#)
- [PHYS 668 Supplemental Module in Biomedical Physics \(1.00\)](#)
- [PHYS 669 Selected Topics in Biomedical Physics \(3.00\)](#)
- [PHYS 678 Supplemental Module in Applied Physics \(1.00\)](#)
- PHYS 679 Selected Topics in Applied Physics (3.00)
- [PHYS 688 Supplemental Module in Computational Physics \(1.00\)](#)
- [PHYS 689 Selected Topics in Computational Physics \(3.00\)](#)
- PHYS 679 Selected Topics in Applied Physics (3.00)

Students may, with permission of their supervisor, [take courses](#) from the following list:

- CHEM 620 Selected Topics in Organic Chemistry (3.00)
- CHEM 630 Selected Topics in Physical Chemistry (3.00)
- [CHEM 651 Nanochemistry \(3.00\)](#)
- CHEM 690 Selected Topics in Instrumentation(3 credits)
- MAST 694 Group Theory(3 credits)
- [ELEC 6271 Nanoscience and Nanotechnology: Opto-Electronic Devices \(4.00\)](#)
- [ELEC 6271 Principles of Solid State Nanodevices \(4.00\)](#)
- [ELEC 6661 Medical Image Processing \(4.00\)](#)
- [ELEC 6671 Biological Signal Processing \(4.00\)](#)
- [CHME 6071 Materials Science and Engineering \(4.00\)](#)
- [CHME 6121 Nanomaterials Science and Engineering \(4.00\)](#)
- [COEN 6211 Biological Computing and Synthetic Biology \(4.00\)](#)

Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations. **Program Specific Requirements.** Students must obtain an assessment grade point average (AGPA) of 3.00 based on a minimum of 6 credits.
2. **Residence.** The minimum period of residence is two years (6 terms) of full-time graduate study beyond the master's degree, or the equivalent in part-time study, or three years (9 terms) of full-time graduate study beyond the bachelor's degree for those students who are permitted to enrol for doctoral studies without completing a master's degree.
3. **Time Limit.** Please refer to the Academic Regulations for further details regarding the Time Limits.

regarding the Time Limits.

4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

Rationale:

The PhD in Physics is updated to reflect current research interests of the department and its graduate students, as well as new/retired course offerings.

Resource Implications:

None

PROGRAM CHANGE: MSc in Physics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program: MSc in Physics
Degree: MSc
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Physics MSc</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> Honours degree, or its equivalent in Physics. Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions. <p>Additional Admission Requirements</p> <p>Qualified applicants lacking prerequisite courses are required to take undergraduate courses (up to 12 credits) in addition to the regular graduate program. Applicants with deficiencies in their undergraduate preparation may be required to take a one-year qualifying program before admission to the MSc program.</p>	<p>Physics MSc</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> Honours degree, or its equivalent in Physics or a related field. Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions. <p>Additional Admission Requirements</p> <p>Qualified applicants lacking prerequisite courses are required to take undergraduate courses (up to 12 credits) in addition to the regular graduate program. Applicants with deficiencies in their undergraduate preparation may be required to take a one-year qualifying program before admission to the MSc program.</p>

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits. Please see the Physics Courses page for course descriptions.

Physics MSc (45 credits)

9 credits chosen from Physics MSc courses

3 credits:

- PHYS 760 MSc Seminar on Selected Topics (3.00)

33 credits:

- PHYS 790 Master's Research and Thesis (33.00)

Physics MSc Courses

- PHYS 601 Advanced Quantum Mechanics I (3.00)
- PHYS 602 Advanced Quantum Mechanics II (3.00)
- PHYS 603 High Energy Physics (3.00)
- PHYS 609 Selected Topics in Quantum or High Energy Physics (3.00)
- PHYS 636 Condensed Matter Physics I (3.00)
- PHYS 637 Condensed Matter Physics II (3.00)
- PHYS 639 Selected Topics in Condensed Matter Physics (3.00)
- PHYS 642 Statistical Physics (3.00)
- PHYS 644 Advanced Classical Mechanics and Relativity (3.00)
- PHYS 646 Electrodynamics (3.00)
- PHYS 648 Non Linear Waves (3.00)
- PHYS 649 Selected Topics in Theoretical Physics (3.00)
- PHYS 660 Chemical Aspects of Biophysics (3.00)
- PHYS 663 Quantitative Human Systems Physiology (3.00)
- PHYS 665 Principles of Medical Imaging (3.00)
- PHYS 679 Selected Topics in Applied Physics (3.00)

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits. Please see the Physics Courses page for course descriptions.

Physics MSc (45 credits)

9 credits chosen from Physics MSc courses

3 credits:

- PHYS 760 MSc Seminar on Selected Topics (3.00)

33 credits:

- PHYS 790 Master's Research and Thesis (33.00)

Physics MSc Courses

- PHYS 601 Advanced Quantum Mechanics I (3.00)
- PHYS 602 Advanced Quantum Mechanics II (3.00)
- PHYS 603 High Energy Physics (3.00)
- [PHYS 608 Selected Topics in High Energy Physics \(3.00\)](#)
- PHYS 609 Selected Topics in Quantum Physics (3.00)
- PHYS 636 Condensed Matter Physics I (3.00)
- PHYS 637 Condensed Matter Physics II (3.00)
- [PHYS 638 Supplemental Module in Condensed Matter Physics \(1.00\)](#)
- PHYS 639 Selected Topics in Condensed Matter Physics (3.00)
- PHYS 642 Statistical Physics (3.00)
- PHYS 644 Advanced Classical Mechanics and Relativity (3.00)
- PHYS 646 Electrodynamics (3.00)
- PHYS 648 Non Linear Waves (3.00)
- PHYS 649 Selected Topics in Theoretical Physics (3.00)
- PHYS 660 Chemical Aspects of Biophysics (3.00)
- PHYS 663 Quantitative Human Systems Physiology (3.00)
- PHYS 665 Principles of Medical Imaging (3.00)
- [PHYS 666 Supplemental Module in Biophysics \(1.00\)](#)
- [PHYS 667 Selected Topics in Biophysics \(3.00\)](#)
- [PHYS 668 Supplemental Module in Biomedical Physics \(1.00\)](#)

Students may, with permission of their supervisor, ~~substitute up to two courses~~ from the following list:

- CHEM 620 Selected Topics in Organic Chemistry (3.00)
- CHEM 630 Selected Topics in Physical Chemistry (3.00)
- ~~• CHEM 677 Enzyme Kinetics and Mechanism (3.00)~~
- ~~• CHEM 678 Protein Engineering and Design (3.00)~~
- CHEM 690 Selected Topics in Instrumentation (3.00)
- ~~• CHEM 692 Experimental Protein Chemistry (3.00)~~
- ~~• MAST 689 Variational Methods (3.00)~~
- MAST 694 Group Theory (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. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulations for further details regarding the Time Limits.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

- [PHYS 669 Selected Topics in Biomedical Physics \(3.00\)](#)
- [PHYS 678 Supplemental Module in Applied Physics \(1.00\)](#)
- PHYS 679 Selected Topics in Applied Physics (3.00)
- [PHYS 688 Supplemental Module in Computational Physics \(1.00\)](#)
- [PHYS 689 Selected Topics in Computational Physics \(3.00\)](#)

Students may, with permission of their supervisor, [take courses](#) from the following list:

- CHEM 620 Selected Topics in Organic Chemistry (3.00)
- CHEM 630 Selected Topics in Physical Chemistry (3.00)
- [CHEM 651 Nanochemistry \(3.00\)](#)
- CHEM 690 Selected Topics in Instrumentation(3 credits)
- MAST 694 Group Theory(3 credits)
- [ELEC 6271 Nanoscience and Nanotechnology: Opto-Electronic Devices \(4.00\)](#)
- [ELEC 6271 Principles of Solid State Nanodevices \(4.00\)](#)
- [ELEC 6661 Medical Image Processing \(4.00\)](#)
- [ELEC 6671 Biological Signal Processing \(4.00\)](#)
- [CHME 6071 Materials Science and Engineering \(4.00\)](#)
- [CHME 6121 Nanomaterials Science and Engineering \(4.00\)](#)
- [COEN 6211 Biological Computing and Synthetic Biology \(4.00\)](#)

Academic Regulations

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

Rationale:

The MSc in Physics is updated to reflect current research interests of the department and its graduate students, as well as new/retired course offerings.

Resource Implications:

None

PROGRAM CHANGE: Courses section (topic headings)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program: MSc in Physics
Degree: MSc
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Physics Courses</p> <p>Physics MSc and PhD Courses</p> <p>Topics in Quantum and High Energy Physics</p> <p>Topics in Condensed Matter Physics</p> <p>Topics in Theoretical Physics</p> <p>Topics in Biomedical Physics</p> <p>Topics in Applied Physics</p> <p>Master's Seminar, Thesis, and Comprehensive Examination Courses</p> <p>PhD Seminar, Thesis, and Comprehensive Examination Courses</p>	<p>Physics Courses</p> <p>Physics MSc and PhD Courses</p> <p>Topics in Quantum and High Energy Physics</p> <p>Topics in Condensed Matter Physics</p> <p>Topics in Theoretical Physics</p> <p>Topics in Biomedical Physics</p> <p>Topics in Applied <u>and Computational</u> Physics</p> <p>Master's Seminar, Thesis, and Comprehensive Examination Courses</p> <p>PhD Seminar, Thesis, and Comprehensive Examination Courses</p>
<p>Rationale: The 'Topics in Applied Physics' heading now adds 'Computational Physics' to reflect the inclusion of new courses proposed under this category, PHYS 688 Supplemental Module in Computational Physics (1 credit) and PHYS 689 Selected Topics in Computational Physics (3 credits).</p>	
<p>Resource Implications: None</p>	

COURSE CHANGE: PHYS 601 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 601 Advanced Quantum Mechanics I (3 credits)</p> <p>Description: This course reviews the mathematical foundations of quantum mechanics, Heisenberg, Schroedinger, and interaction representations; time-dependent perturbation theory and the golden rule; collision theory, Born approximation, T-matrix and phase shifts; angular momentum theory: eigenvalues and eigenvectors, spherical harmonics, rotations and spin, additions theorems and their applications.</p> <p>Component(s): Lecture</p> <p>Notes: Students who have received credit for PHYS 612 may not take this course for credit.</p>	<p>PHYS 601 Advanced Quantum Mechanics I (3 credits)</p> <p>Description: This course reviews the mathematical foundations of quantum mechanics, Heisenberg, Schroedinger, and interaction representations; time-dependent perturbation theory and the golden rule; collision theory, Born approximation, T-matrix and phase shifts; angular momentum theory: eigenvalues and eigenvectors, spherical harmonics, rotations and spin, additions theorems and their applications.</p> <p>Component(s): Lecture</p>
<p>Rationale: The note refers to a course that no longer exists in the calendar and hasn't been offered for at least a decade.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 602 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 602 Advanced Quantum Mechanics II (3 credits)</p> <p>Description: The following applications are examined: non-relativistic theory - systems of identical particles, second quantization, Hartree-Fock theory, as well as path integral formulation of quantum mechanics; relativistic theory: Dirac and Klein-Gordon equations, positron theory, propagator theory and their applications; field quantization, radiative effects, Dirac and Majorana spinors, Noether's theorem.</p> <p>Component(s): Lecture</p> <p>Notes:</p> <ul style="list-style-type: none"> • Students who have received credit for PHYS 613 may not take this course for credit. 	<p>PHYS 602 Advanced Quantum Mechanics II (3 credits)</p> <p>Description: The following applications are examined: non-relativistic theory - systems of identical particles, second quantization, Hartree-Fock theory, as well as path integral formulation of quantum mechanics; relativistic theory: Dirac and Klein-Gordon equations, positron theory, propagator theory and their applications; field quantization, radiative effects, Dirac and Majorana spinors, Noether's theorem.</p> <p>Component(s): Lecture</p>
<p>Rationale: The note refers to a course that no longer exists in the calendar and hasn't been offered for at least a decade.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 603 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Note deleted; component added

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 603 High Energy Physics (3 credits)</p> <p>Description: This course discusses symmetries and groups; antiparticles; electrodynamics of spinless particles, the Dirac equation and its implications for the electrodynamics of spin 1/2 particles. A general discussion of loops, renormalization and running coupling constants, hadronic structure and partons, is used to introduce the principles of Quantum Chromodynamics and Electroweak Interactions. The course concludes with an exposition of gauge symmetries, the Weinberg-Salam model, and Grand Unification.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Students who have received credit for PHYS 616 may not take this course for credit. 	<p>PHYS 603 High Energy Physics (3 credits)</p> <p>Description: This course discusses symmetries and groups; antiparticles; electrodynamics of spinless particles, the Dirac equation and its implications for the electrodynamics of spin 1/2 particles. A general discussion of loops, renormalization and running coupling constants, hadronic structure and partons, is used to introduce the principles of Quantum Chromodynamics and Electroweak Interactions. The course concludes with an exposition of gauge symmetries, the Weinberg-Salam model, and Grand Unification.</p> <p>Component: Lecture.</p>
<p>Rationale: The note refers to a course that no longer exists in the calendar and hasn't been offered for at least a decade. Component added for new calendar style.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 608 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 608 Selected Topics in High Energy Physics (3 credits)</p> <p>Description: This course reflects the research interests of the physics faculty in high energy physics and/or those of the graduate students working with them.</p> <p>Component: Lecture.</p>
<p>Rationale: The department requires a special topics course for graduate students in high energy physics.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 609 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 609 Selected Topics in Quantum or High Energy Physics (3 credits)</p> <p>Description: This course reflects the research interests of the physics faculty in quantum or high energy physics and/or those of the graduate students working with them.</p> <p>Component(s): Lecture</p> <p>Notes:</p> <ul style="list-style-type: none"> Students who have taken the same topic under PHYS 615, PHYS 618 or PHYS 619 may not take this course for credit. 	<p>PHYS 609 Selected Topics in Quantum Physics (3 credits)</p> <p>Description: This course reflects the research interests of the physics faculty in quantum physics and/or those of the graduate students working with them.</p> <p>Component(s): Lecture</p>
<p>Rationale: The department will offer a separate selected topics course for graduate students in high energy physics. The note refers to courses which don't appear in the present calendar and which haven't been offered in at least a decade.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 638 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 638 Additional Module in Condensed Matter Physics (1 credit)</p> <p>Description: This module is intended for engineering students wishing to take physics courses while satisfying their credit requirements. It should be taken concurrently with the respective 3-credit physics course (PHYS 639); it includes additional material and assignments.</p> <p>Component: Reading</p>
<p>Rationale: The department requires a selected topics course to accomodate interdisciplinary graduate students due to ongoing collaborations with Engineering departments.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 639 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Note deleted, component added

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 639 Selected Topics in Condensed Matter Physics (3 credits)</p> <p>Description: This course reflects the research interests of the physics faculty in condensed matter physics and/or those of the graduate students working with them.</p> <p>Notes:</p> <ul style="list-style-type: none"> Students who have received credit for PHYS 635 may not take this course for credit. 	<p>PHYS 639 Selected Topics in Condensed Matter Physics (3 credits)</p> <p>Description: This course reflects the research interests of the physics faculty in condensed matter physics and/or those of the graduate students working with them.</p> <p>Component: Lecture.</p>
<p>Rationale: The note refers to a course that no longer exists in the calendar and hasn't been offered for at least a decade. Component is added for new calendar style.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 642 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 642 Statistical Physics (3 credits)</p> <p>Description: This course covers statistical concepts, probability, Gaussian probability distribution, statistical ensemble, macrostates and microstates, thermodynamic probability, statistical thermodynamics, reversible and irreversible processes, entropy, thermodynamic laws and statistical relations, partition functions, Maxwell's distribution, phase transformation, Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac statistics, quantum statistics in the classical limit, black-body radiation, conduction electrons in metals, interacting particle system, lattice vibrations, virial coefficients, Weiss molecular field approximation.</p> <p>Component(s): Lecture</p> <p>Notes:</p> <ul style="list-style-type: none"> Students who have received credit for PHYS 654 may not take this course for credit. 	<p>PHYS 642 Statistical Physics (3 credits)</p> <p>Description: This course covers statistical ensembles (micro, macro, and grand canonical); introduces Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein distributions for the microstates and their applications, and formulates a statistical treatment of the laws of thermodynamics. These concepts are applied to classic problems like black-body radiation, thermodynamics of free electrons, and phase transitions involving ferromagnetism and the Ising model. It covers fluctuations and Onsager relations, Nyquist's theorem, Brownian motion and the diffusion equation, and selected topics on transport.</p> <p>Component(s): Lecture</p>
<p>Rationale: This course is often cross-listed with PHYS 435, and the lecture topics are the same for the undergraduate course and the graduate course version. We are therefore updating the description to be identical. The note is removed because it refers to a course that does not exist in the present calendar and has not been offered in at least a decade.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed:</p>	

None

COURSE CHANGE: PHYS 644 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 644 Advanced Classical Mechanics and Relativity (3 credits)</p> <p>Description: This course covers generalized coordinates, Lagrange's equations, method of Lagrange multipliers, variational formulation, Hamilton's equations of motion, canonical transformations, Hamilton-Jacobi theory, special theory of relativity, Einstein's axioms, Lorentz transformations, form invariance and tensors, four-vectors, gravity.</p> <p>Component(s): Lecture</p> <p>Notes:-</p> <ul style="list-style-type: none"> Students who have received credit for PHYS 658 may not take this course for credit. 	<p>PHYS 644 Advanced Classical Mechanics and Relativity (3 credits)</p> <p>Description: This course covers generalized coordinates, Lagrange's equations, method of Lagrange multipliers, variational formulation, Hamilton's equations of motion, canonical transformations, Hamilton-Jacobi theory, special theory of relativity, Einstein's axioms, Lorentz transformations, form invariance and tensors, four-vectors, gravity.</p> <p>Component(s): Lecture</p>
<p>Rationale: The note refers to a course that no longer exists in the calendar and hasn't been offered for at least a decade.</p>	
<p>Resource Implications: None</p>	

Other Programs within which course is listed:

None

COURSE CHANGE: PHYS 666 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 666 Additional Module in Biophysics (1 credit)</p> <p>Description: This module is intended for engineering students wishing to take physics courses while satisfying their credit requirements. It should be taken concurrently with the respective 3-credit physics course (PHYS 667); it includes additional material and assignments.</p> <p>Component: Reading</p>
<p>Rationale: The department requires a selected topics course to accomodate interdisciplinary graduate students due to ongoing collaborations with Engineering departments.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 667 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 667 Selected Topics in Biophysics (3 credits)</p> <p>Description: This course reflects the research interests of the physics faculty in biophysics and/or those of the graduate students working with them.</p> <p>Component: Lecture.</p>
<p>Rationale: The department requires a selected topics course for graduate students in biophysics.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 668 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 668 Additional Module in Biomedical Physics (1 credit)</p> <p>Description: This module is intended for engineering students wishing to take physics courses while satisfying their credit requirements. It should be taken concurrently with the respective 3-credit physics course (PHYS 669); it includes additional material and assignments.</p> <p>Component: Reading</p>
<p>Rationale: The department requires a selected topics course to accomodate interdisciplinary graduate students due to ongoing collaborations with Engineering departments.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 669 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 669 Selected Topics in Biomedical Physics (3 credits)</p> <p>Description: This course reflects the research interests of the physics faculty in biomedical physics and/or those of the graduate students working with them.</p> <p>Component: Lecture.</p>
<p>Rationale: The department requires a selected topics course for graduate students in biomedical physics.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 678 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 678 Additional Module in Applied Physics (1 credit)</p> <p>Description: This module is intended for engineering students wishing to take physics courses while satisfying their credit requirements. It should be taken concurrently with the respective 3-credit physics course (PHYS 679); it includes additional material and assignments.</p> <p>Component: Reading</p>
<p>Rationale: The department requires a selected topics course to accomodate interdisciplinary graduate students due to ongoing collaborations with Engineering departments.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 688 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 688 Additional Module in Computational Physics (1 credit)</p> <p>Description: This module is intended for engineering students wishing to take physics courses while satisfying their credit requirements. It should be taken concurrently with the respective 3-credit physics course (PHYS 689); it includes additional material and assignments.</p> <p>Component: Reading</p>
<p>Rationale: The department requires a selected topics course to accomodate interdisciplinary graduate students due to ongoing collaborations with Engineering departments.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 689 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHYS 689 Selected Topics in Computational Physics (3 credits)</p> <p>Description: This course reflects the research interests of the physics faculty in high energy physics and/or those of the graduate students working with them.</p> <p>Component: Lecture</p>
<p>Rationale: The department requires a selected topics course for graduate students in computational physics.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 760 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program:
Degree:
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 760 MSc Seminar on Selected Topics (3 credits)</p> <p>Description: Students must give one seminar in the field of their research. In addition, full time students must participate in all seminars given in the department, and part time students must attend, during their studies, the same number of seminars that are normally given during the minimum residence requirement for full time students. The course in evaluated on a pass/fail basis. No substitution is permitted.</p> <p>Component(s): Seminar</p>	<p>PHYS 760 MSc Seminar on Selected Topics (3 credits)</p> <p>Description: Students must give one seminar in the field of their research and participate in weekly scientific writing and oral communication workshops. This course should be taken when a significant portion of the thesis is completed, but before the thesis is submitted. Writing a proposal (for a small grant or external scholarship) is part of the requirements for this course. The course in evaluated on a pass/fail basis. No substitution is permitted.</p> <p>Component(s): Seminar; Workshop</p>
<p>Rationale: We are updating the format of this research seminar course to include workshops for experiential learning, group activities, multidisciplinary discussions, and soft skills development (written and oral communication) for our graduate students.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PHYS 790 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Physics
Program:
Degree: MSc
Calendar Section/Graduate Page Number: 643

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
<p>PHYS 790 Master's Research and Thesis (33 credits)</p> <p>Description: The thesis must represent the results of the student's original research work undertaken after admission to this program. Work previously published by the student may be used only as introductory or background subject matter. The thesis is examined by a departmental committee. An oral examination is conducted to test the candidate's ability to defend the thesis. The thesis may be based on a study of a significant problem in physics or a research project conducted as part of the student's employment. Permission to submit a thesis in the latter category is granted in the event that: a. the student's employer furnishes written approval for the pursuit and reporting of the project; b. the student has research facilities which, in the opinion of the physics graduate studies committee, are adequate; c. arrangements can be made for supervision of the project by a faculty member of the Department of Physics; d. in all but exceptional cases, the student has direct supervision by a qualified supervisor at the site of the student's employment. The supervisor must be approved by the physics graduate studies committee. A written working agreement between the supervisor and the university are required; e. the proposed topic for the thesis, together with a brief statement outlining the proposed method of treatment, is approved by the physics graduate studies committee.</p> <p>Component(s): Lecture Thesis Research</p>	<p>PHYS 790 Master's Research and Thesis (33 credits)</p> <p>Description: The thesis must represent the results of the student's original research work undertaken after admission to this program. Work previously published by the student may be used only as introductory or background subject matter. The thesis is examined by a <u>supervisory</u> committee. The thesis may be based on a study of a significant problem in physics or a research project conducted as part of the student's employment. Permission to submit a thesis in the latter category is granted in the event that: a. the student's employer furnishes written approval for the pursuit and reporting of the project; b. the student has research facilities which, in the opinion of the physics graduate studies committee, are adequate; c. arrangements can be made for supervision of the project by a faculty member of the Department of Physics; d. in all but exceptional cases, the student has direct supervision by a qualified supervisor at the site of the student's employment. The supervisor must be approved by the physics graduate studies committee. A written working agreement between the supervisor and the university are required; e. the proposed topic for the thesis, together with a brief statement outlining the proposed method of treatment, is approved by the physics graduate studies committee.</p> <p>Component(s): Thesis Research</p>
<p>Rationale: The description is changed to conform to the recommendations from the School of Graduate Studies. The oral examination is no longer required for the MSc defence.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	



COURSE CHANGE: PHYS 862 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Physics
Program: PhD in Physics
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>PHYS 862 Doctoral Seminar on Selected Topics II (3 credits)</p> <p>Description: Students must present one seminar in their current research area to a critical audience. In addition, students are required to attend and participate in all departmental seminars. This course is evaluated on a pass/fail basis. No substitution is permitted.</p> <p>Component(s): Seminar</p>	<p>PHYS 862 Doctoral Seminar on Selected Topics II (3 credits)</p> <p>Description: Students must give one seminar in the field of their research and participate in weekly scientific writing and oral communication workshops. This course should be taken when a significant portion of the thesis is completed, but before the thesis is submitted. Writing a proposal (for a small grant or external scholarship) is part of the requirements for this course. The course is evaluated on a pass/fail basis. No substitution is permitted.</p> <p>Component(s): Seminar; Workshop</p>
<p>Rationale: We are updating the format of this research seminar course to include workshops for experiential learning, group activities, multidisciplinary discussions, and soft skills development (written and oral communication) for our graduate students.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

Graduate Program Regular Curriculum Change - AS-POLI-201 - VERSION : 3

Summary and Rationale for Changes

We have made adjustments to our admissions requirements for the MPPPA and PhD in order to be consistent with our MA admissions requirements and to better guide potential applicants.

The Masters in Political Science program was added relatively recently and so the proposed changes to the calendar descriptions of our admissions requirements for our other graduate programs (Masters in Public Policy and Public Administration (MPPPA) and PhD) are intended to bring the requirements into alignment.

There are an increasing number of questions from potential applicants to our Graduate Program Assistant and Directors about the requirements for admissions, in particular the GPA requirement, and thus posting this information on our website can both reduce inquiries and avoid student disappointment or frustration if they are not accepted. In order to post a minimum GPA as an admission requirement on our website, we first need to make this a Graduate Calendar change.

We have removed language about honours as a requirement for admission as this was not clear to applicants or to admissions committees. Students are accepted to our MPPPA program without honours degrees (e.g. from Concordia Political Science) and the exact requirements for honours degrees vary dramatically across universities and countries. GPA is a more standardized measure, and FAS can calculate equivalencies across countries, making this requirement for admission clearer and fairer.

We have added in a graduate GPA requirement in addition to an undergraduate GPA requirement as more students are applying to our graduate programs with previous graduate degrees. The threshold for the graduate GPA is higher than the threshold for the undergraduate GPA because the students are only taking specialized courses in a related field at the graduate level, while they usually have courses in other fields at the undergraduate level (electives, minors, second majors etc.) that may be less relevant to our program and that may bring their GPA down. Additionally, graduate degree GPAs tend to be on a different scale in practice if not in reality, as a C grade is more like an undergraduate F grade; so graduate GPAs are generally higher in practice than undergraduate GPAs.

Summary of Committee Discussion: Faculty

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Academic Programs Committee, 25 Feb 2022

Approved by:

Rachel Berger, Associate Dean,
Graduate Curriculum Committee, 31 Jan 2022

Approved with minor editorial changes.

Summary of Committee Discussion: Faculty

For Submission to:

Rachel Berger, Associate Dean,
Graduate Curriculum Committee, 31 Jan 2022

Approved by:

Pascale Sicotte, Dean,
Arts and Science Faculty Council, 28 Jan 2022

The following proposal was presented under ASFC-2022-1M-D and approved at the Arts and Science Faculty Council meeting of January 28, 2022. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

Summary of Committee Discussion: Faculty

For Submission to:

Pascale Sicotte, Dean,
Arts and Science Faculty Committee, 28 Jan 2022

Approved by:

Richard Courtemanche, Associate Dean,
Faculty Curriculum Committee, 11 Jan 2022

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

The Department of Political Science is proposing changes to the admission requirement to the Master's in Public Policy and Public Administration (MPPPA) and PhD in Political Science. Due to the large number of potential applicants contacting the department for clarification regarding the admission requirements, specific changes are proposed. The requirement for Honours as a condition of admission is being removed as it was unclear to applicants and admission committees. The use of the GPA is considered a more standardized measurement. Hence, information about the GPA requirement is now included in both the MPPPA and PhD. Moreover, an undergraduate and a graduate GPA are now specified for entry into the MPPPA, whichever applies.

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

Summary of Committee Discussion: Department

For Submission to:

Elizabeth Bloodgood, Chair,
Department Council, 27 Aug 2021

Approved by:

Daniel Salee/Ceren Belge, GPD,
Graduate Council, 15 Aug 2021

The discussions in Graduate Council regarding these proposed Calendar changes concerned maintaining flexibility for the Admissions Committee as well as setting accurate expectations of admission for potential applicants, particularly international applications which are growing in number.

Summary of Changes (Graduate Program Regular Curriculum Change)

Regulation Changes:

- Admission Requirements Change (MPPPA)
- Admission Requirements Change (PhD)

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate Curriculum Admission Requirement Changes

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements Change (MPPPA)

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

Calendar publication date: 2022/2023/Fall

Type of change: Regulation Change

Path: Graduate > See Winter 2022 Graduate Calendar > Programs > Arts and Science Programs > Political Science Programs > Master/Magisteriate > Public Policy and Public Administration (MPPPA) MA

Present Text (from 2021) calendar

Admission Requirements

- Undergraduate ~~honours~~ degree or ~~the~~ equivalent is required.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

Proposed Text

Admission Requirements

- Undergraduate degree in **Political Science** or a **related discipline**.
- **Undergraduate degree with a minimum GPA of 3.30** or equivalent is normally required. **If applying with a previous master's degree, a minimum GPA of 3.5 is normally required.**
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate Curriculum Admission Requirement Changes

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements Change (PhD)

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

Calendar publication date: 2022/2023/Fall

Type of change: Regulation Change

Path: Graduate > See Winter 2022 Graduate Calendar > Programs > Arts and Science Programs > Political Science Programs > Doctor/Doctorate > Political Science PhD

Present Text (from 2021) calendar

Admission Requirements

- MA in political science, political studies, international relations, public policy, or another relevant field from an accredited ~~university~~

- **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~~

Proposed Text

Admission Requirements

- MA in political science, political studies, international relations, public policy, or another relevant field from an accredited [university normally with a minimum GPA of 3.5 or equivalent](#).

- **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:

Resource Implications:

**SCHOOL OF GRADUATE STUDIES**

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

FROM: Rachel Berger, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 4, 2022

**SUBJECT: GRADUATE CURRICULUM CHANGES (RELI-63)
(CALENDAR – 2022/2023)
DEPARTMENT OF RELIGIONS AND CULTURES
FACULTY OF ARTS AND SCIENCE**

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

Subsequent to the revision of tuition billing at the graduate level, the Department of Religions and Cultures is proposing a number of course and program changes to their Master's programs resulting in the division of existing components into smaller segments. The Department also took the opportunity to make minor housekeeping changes.

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

cc: R. Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

INTERNAL MEMORANDUM

TO: Dr. Rachel Berger
Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum Committee

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

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

DATE: January 28, 2022

SUBJECT: Graduate Calendar Curriculum Changes
Department of Religions and Cultures (RELI-63)

The following proposal was presented under ASFC-2022-1M-E and approved at the Arts and Science Faculty Council meeting of January 28, 2022. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

INTERNAL MEMORANDUM

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

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

DATE: January 13th, 2022

SUBJECT: Graduate Calendar Curriculum Changes
Department of Religions and Cultures
RELI-63
Billing fee structure; Judaic Studies MA and Religions and Cultures
MA with Guided Research Paper Option

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

The **Department of Religions and Cultures** is proposing a graduate program change, following the initiative from the School of Graduate Studies to modify the billing procedure for non-thesis graduate degrees. This initiative aims to clarify and facilitate the predictability of the students' billing financials, to ensure a closer overview of non-thesis project work, as well as to align the Concordia University billing practices with those from the other universities in the province. As basic parameters: (1) the courses will be billed by the university as per-credit (as opposed to per-semester); (2) coursework identified as having a credit value > 15 credits will have to be parceled out into smaller course elements, as this exceeds the regular semester load; finally (3) program leadership needs to design this parcellation with a useful curricular logic, making for sound course design, and also in consideration with the overall program sequential/chronological flow.

The unit came up with a revised scheme that works well in following the student progress in their writing and development, while fitting within the parameters of the billing initiative. In summary, for the Judaic Studies MA Guided Research Paper Option, the unit is deleting the course RELI 6041 *Guided Research Paper* (worth 24 credits), replacing it with the new courses: RELI 6042 *Research Preparation I* (3 cr) and RELI 6043 *Research Preparation II* (3 cr), RELI 6045 *Guided Research Paper I* (9 cr) and RELI 6046 *Guided Research Paper II* (9 cr). Together, these 4 courses make-up the new 24-credit total value of the initial paper, with more operational oversight.

The same type of program revision was done for the Religions and Culture MA Guided Research Paper Option. In this case, the course RELI 6021 *Guided Research Paper* (24 cr) is being replaced with RELI 6022 *Research Preparation I* (3 cr), II (RELI 6023 - 3 cr), RELI 6025 *Guided Research Paper I* (9 cr) and II (RELI 6026 - 9 cr), for the 24-credit value.

While making these changes, the unit found it optimal to also revise the value of the thesis within the related options. For the Religions & Cultures MA Thesis, the value will change to 24 credits (RELI 6031 - 30 cr, giving way for RELI 6032 - 24 cr). This credit value change provides the opportunity for students to take the courses RELI 6022 *Research Preparation I* (3 cr) and RELI 6023 *Research Preparation II* (3 cr). This provides more uniformity between Guided Research Paper and Thesis options, in developing their writing, and in monitoring the student progress across the MA options. For the Judaic Studies MA Thesis, a similar scheme was identified.

Thus, a final outcome is that students in all these programs will take new *Research Preparation I* and *II* courses, each for 3 credits. In addition to complying with the new SGS billing structure, the implemented changes will positively affect the curriculum in that students will be strongly encouraged to develop their research papers in stages.

The Faculty of Arts and Science has been informed that all modifications contained in this dossier will apply retroactively to students admitted from May 2022 onwards.

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

Department of Religions and Cultures

AS-RELI-462 (RELI-63)

Memo from Chair

Program changes

MA (Judaic Studies) Additional Admission requirements
MA (Judaic Studies) with Thesis Option
MA (Judaic Studies) with Guided Research Paper Option
MA (Religions and Cultures) Additional Admission requirements
MA (Religions and Cultures) with Thesis Option
MA (Religions and Cultures) with Guided Research Paper Option
Additional Admission Requirements
Additional Degree Requirements

New courses

RELI	6022	<i>Research Preparation I (Religions and Cultures)</i>
RELI	6023	<i>Research Preparation II (Religions and Cultures)</i>
RELI	6025	<i>Guided Research Paper I (Religions and Cultures)(9 credits)</i>
RELI	6026	<i>Guided Research Paper II (Religions and Cultures)(9 credits)</i>
RELI	6032	<i>Thesis (Religions and Cultures)(24 credits)</i>
RELI	6042	<i>Research Preparation I (Judaic Studies)</i>
RELI	6043	<i>Research Preparation II (Judaic Studies)</i>
RELI	6045	<i>Guided Research Paper I (Judaic Studies)(9 credits)</i>
RELI	6046	<i>Guided Research Paper II (Judaic Studies)(9 credits)</i>
RELI	6052	<i>Thesis (Judaic Studies)(24 credits)</i>

Course deletions

RELI	6031	<i>Thesis (Religions and Cultures)</i>
RELI	6051	<i>Thesis (Judaic Studies)</i>

Course changes

RELI	6024	<i>Guided Research Paper Proposal I (Religions and Cultures)</i> (formerly RELI 6020)
RELI	6044	<i>Guided Research Paper Proposal (Judaic Studies)</i> (formerly RELI 6040)

FACULTY OF ARTS AND SCIENCE

Department of Religions and Cultures

MEMORANDUM

TO: Dr. Richard Courtemanche
Associate Dean, Academic Programs

FROM: Dr. Naftali Cohn
Chair, Department of Religions and Cultures

DATE: October 20, 2021

RE: MA Religions and Cultures
MA Judaic Studies
Changes with regards to MA fee structure

The proposed curriculum changes stem from the changes in policy initiated by the School of Graduate Studies. MA Students not in a Thesis program will be billed per credit and must take 9 credits per term to have full-time status. The department offers a non-thesis option, and the new billing structure requires a revision in credit structure of the Guided Research Paper (GRP). The GRP will be split into multiple smaller components that will be distributed across terms. These curriculum changes were approved by the Graduate Studies Committee on September 2, 2021. They were approved by the department at a department meeting on September 17, 2021.

The changes in structure which will affect both the thesis and GRP options can be summarized as follows. In the GRP option, the GRP was originally 24 credits. It will now be broken down into four parts: (1) Research Preparation I, normally taken in the first term, 3 credits; (2) Research Preparation II, normally taken in the second term, 3 credits; (3) Guided Research Paper I, the submission of a first draft of the GRP, 9 credits; and (4) Guided Research Paper II, the final draft of the GRP, 9 credits. In the Thesis option, the Thesis was originally 30 credits. It will now be 24 credits, and students in the Thesis option will take Research Preparation I and Research Preparation II, each 3 credits.

In the Guided Research Paper Option, the Guided Research Paper Proposal, 3 credits, will remain the same. Thus, the stages of the research project itself, distinct from the courses taken, is as follows: (1) Research Preparation I; (2) Research Preparation II; (3) Guided Research Paper Proposal; (4) Guided Research Paper I (first draft); (5) Guided Research Paper II (final draft). Of these stages, all will be graded pass/fail except for the Guided Research Paper II, which will receive a letter grade.

Because most students who enter the Thesis option begin in the GRP option, the credits for the thesis will also be reduced so that the two new three-credit components, labelled “Research Preparation I” and “Research Preparation II” will also apply to the Thesis option and will be taken by students who end up switching to that option, and thus by students who begin in that option as well.

The Guided Research Paper itself will now be broken into two parts, “Guided Research Paper I” and “Guided Research Paper II.” The first will be the submission of a first draft of the GRP. Guided Research Paper II, equivalent to the original Guided Research Paper, will also be renumbered. Each of the two parts of the GRP will be 9 credits. Further, a number of minor changes are being made to the description of the Guided Research Paper, to polish the language and clarify the nature of the paper.

Owing to the addition of these new components and to the changes in credit values, the GRP proposal will be renumbered, as will the Thesis.

While the impetus for these changes comes from the change in billing structure, the rationale is primarily curricular. The new structure strongly encourages students to follow a regular pattern in developing their research paper in stages. They begin in the first term with Research Preparation I, and the submission of statement describing the scope and content of their proposed research. In the second term, with Research Preparation II, they develop the idea by creating and submitting an initial bibliography. The next step is the proposal, also worth 3 credits. Once that is approved, they must submit a first draft of the paper. It need not be perfect, and they will get feedback from their supervisor. This will be built into the process. The final submission will be graded. Because it is 9 credits and not 24, a single grade will not overpower the entire GPA.

The new structure will also facilitate a smooth transition between the GRP option and the thesis option. All students will take courses and complete Research preparation in the first year. The graduate studies committee and supervisor will have adequate information to determine whether the student has the capability to switch to the Thesis option, and they can then proceed directly to the thesis proposal. Students in the GRP option will normally continue to take courses and then move through the subsequent stages of the GRP.

The financial implications of this new credit structure are that most students will take 9 credits per term, except for the first summer. Billing will thus be spread out evenly per term. If the student chooses to accelerate and take 12 credits in a term in which they are taking courses, they will pay more in earlier terms and less in later terms. If they choose to complete the two parts of the Guided Research Paper in a single term, this will lead to a significantly higher bill for that term. If a student switches to the thesis option, the billing will shift slightly not significantly. Students will be informed of this consequence and in the case of the GRP will be advised to spread the two out into two terms.

In addition to the changes that accommodate the new rules that apply to non-thesis research intensive programs with a significant research paper, we have made a number of minor modifications to the language of the requirements on the Program page and to the language of specific courses. In particular, the language of the Guided Research Paper, now Guided Research Paper II, is being significantly polished. So too the Guided Research Paper Proposal, with a new number, is having its language significantly polished. Similarly, the language for the Thesis has been significantly simplified.

PROGRAM CHANGE: MA (Judaic Studies) Additional Admission Requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Judaic Studies MA</p> <p>Admission Requirements</p> <p>...</p> <p>Additional Admission Requirements</p> <p>Options. Students apply to the guided research paper (GRP) option. Once admitted to the program, students have the opportunity to transfer to the thesis option. To enter the thesis option students must complete 9 credits and normally achieve a minimum GPA of 3.70.</p>	<p>Judaic Studies MA</p> <p>Admission Requirements</p> <p>...</p> <p>Additional Admission Requirements</p> <p>Options. Students are admitted to the guided research paper (GRP) option but can be exceptionally admitted directly to the thesis option. To enter the thesis option, students must normally have completed RELI 6001, 9 credits of electives, and Research Preparation I and Research Preparation II. In addition, students must have achieved a minimum GPA of 3.70 or equivalent.</p>
<p>Rationale: The language has been polished and made more precise to allow for some students to be admitted directly to the MA thesis option. Almost all students are admitted to the MA GRP option, but it is possible in some instances for a student to be admitted directly to the the MA thesis option. The revised language also clearly indicates that it is students who must take the initiative to switch between options. They are not simply moved between options, as the current wording seems to imply.</p>	
<p>Resource Implications:</p>	

There are no resource implications.

PROGRAM CHANGE: MA (Judaic Studies) with Guided Research Paper Option

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies with Guided Research Paper Option
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Judaic Studies Master of Arts (45 credits)</p> <p>3 credits of Core Course:</p> <ul style="list-style-type: none"> • RELI 6001 Method and Theory in the Study of Religion (3.00) <p>42 credits chosen from: MA (Judaic Studies) with Guided Research Paper Option MA (Judaic Studies) with Thesis Option</p> <p>MA (Judaic Studies) with Guided Research Paper Option</p> <p>15 credits of Elective Courses chosen from: Topics in Judaic Studies Topics in Religions and Cultures Normally students may not take more than two 3-credit courses outside the Department. Up to six credits may be taken from courses offered by other departments or other universities.</p>	<p>Judaic Studies Master of Arts (45 credits)</p> <p>3 credits of Core Course:</p> <ul style="list-style-type: none"> • RELI 6001 Method and Theory in the Study of Religion (3.00) <p>42 credits chosen from: MA (Judaic Studies) with Guided Research Paper Option MA (Judaic Studies) with Thesis Option</p> <p>MA (Judaic Studies) with Guided Research Paper Option</p> <p>15 credits of Elective Courses chosen from: Topics in Judaic Studies Topics in Religions and Cultures Normally students may not take more than two 3-credit courses outside the Department.</p> <p><u>6 credits:</u></p> <ul style="list-style-type: none"> • RELI 6042 Research Preparation I (Judaic Studies) (3.00) • RELI 6043 Research Preparation II (Judaic Studies) (3.00)

3 credits:
• RELI ~~6040~~ Guided Research Paper Proposal (Judaic Studies) (3.00)

~~24~~ credits:
• ~~RELI 6041 Guided Research Paper (Judaic Studies) (24.00)~~

3 credits:
• RELI [6044](#) Guided Research Paper Proposal (Judaic Studies) (3.00)

[18](#) credits:
• [RELI 6045 Guided Research Paper I \(Judaic Studies\) \(9.00\)](#)
• [RELI 6046 Guided Research Paper II \(Judaic Studies\) \(9.00\)](#)

Rationale:
There are two main changes here: (1) the addition of two 3-credit "Research Preparation" courses; (2) Dividing the "Guided Research Paper into two parts, an initial draft, and the final submission, each of which are now worth 9 credits. The reason for these changes is the change in billing structure. Because this is a research-intensive program without a thesis, full-time students must be registered for a minimum of 9 credits in every term. This new division of credits ensures that this is possible, and in addition, it allows for students in this option to prove their capabilities in the first year to be able to transfer into the "Thesis Option." The rationale for these changes are that they break down the research and writing process into multiple stages. These stages become regularized and are more easily tracked. They encourage more direct engagement with the supervisor from the start of the program and during the process of writing the "Guided Research Paper." With these changes, the student works with their supervisor to develop the topic and initial bibliography of their research project from the very start of their program. These initial stages of project development, done simultaneously with and influenced by courses, leads next to the Guided Research Paper Proposal. The student then writes the paper, and submits an initial draft, on which they receive feedback. The final stage is the further writing and editing of the paper, leading to its completion. In order to accommodate the new preparatory stages of research, the overall credit value of the Guided Research Paper has been reduced from 24 credits to 18 credits - divided into two parts.

Resource Implications:
There are no resource implications.

PROGRAM CHANGE: MA (Judaic Studies) with Thesis Option

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies with Thesis Option
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Judaic Studies Master of Arts (45 credits)</p> <p>3 credits of Core Course:</p> <ul style="list-style-type: none"> • RELI 6001 Method and Theory in the Study of Religion (3.00) <p>42 credits chosen from: MA (Judaic Studies) with Guided Research Paper Option MA (Judaic Studies) with Thesis Option ...</p> <p>MA (Judaic Studies) with Thesis Option</p> <p>9 credits of Elective Courses chosen from: Topics in Judaic Studies Topics in Religions and Cultures Normally students may not take more than one 3-credit course outside the Department. Up to three credits may be taken from courses offered by other departments or other universities.</p>	<p>Judaic Studies Master of Arts (45 credits)</p> <p>3 credits of Core Course:</p> <ul style="list-style-type: none"> • RELI 6001 Method and Theory in the Study of Religion (3.00) <p>42 credits chosen from: MA (Judaic Studies) with Guided Research Paper Option MA (Judaic Studies) with Thesis Option ...</p> <p>MA (Judaic Studies) with Thesis Option</p> <p>9 credits of Elective Courses chosen from: Topics in Judaic Studies Topics in Religions and Cultures Normally students may not take more than one 3-credit course outside the Department.</p> <p><u>6</u> credits: • <u>RELI 6042 Research Preparation I (Judaic Studies) (3.00)</u></p>

3 credits:

- RELI 6050 Thesis Proposal (Judaic Studies) (3.00)

~~30 credits:~~

- ~~• RELI 6051 Thesis (Judaic Studies) (30.00)~~

- [RELI 6043 Research Preparation II \(Judaic Studies\) \(3.00\)](#)

3 credits:

- RELI 6050 Thesis Proposal (Judaic Studies) (3.00)

24 credits:

- [RELI 6052 Thesis \(Judaic Studies\) \(24.00\)](#)

Rationale:

All MA students will now, in the first year, take a 3-credit "Research Preparation" course in each semester (Fall and Winter). This ensures that from the start of their program they are working with their supervisor to develop the topic and initial bibliography of their research project. For some, they will go on to write a "Guided Research Paper." Others, in this "Thesis Option" will go on to write a "Thesis." The programs are designed so that normally students do not begin in the Thesis option, but transfer into this option once they have proved themselves in the first year of the program. To accommodate the 6 credits of the Research Preparation courses, the Thesis is being reduced from 30 to 24 credits.

Resource Implications:

There are no resource implications.

PROGRAM CHANGE: MA (Judaic Studies) Additional Degree Requirements (Language Requirement)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Judaic Studies MA</p> <p>...</p> <p>Additional Degree Requirements</p> <p>Language Requirement. Normally, students acquire knowledge of Hebrew or another Jewish language either before or during the program. In addition, if the candidates' research necessitates knowledge of another classical or modern language, the Graduate Studies Committee may require proficiency in that language. Students who intend to pursue graduate studies at the PhD level are especially encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.</p>	<p>Judaic Studies MA</p> <p>...</p> <p>Additional Degree Requirements</p> <p>Language Requirement. Normally, students acquire knowledge of Hebrew or another Jewish language either before or during the program. Students who intend to pursue graduate studies at the PhD level are especially encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.</p>
<p>Rationale: The language has been made more concise and unnecessary wording omitted. Language proficiency for the MA is a matter determined on a case by case basis and need not be mentioned in the calendar.</p>	
<p>Resource Implications: There are no resource implications.</p>	

PROGRAM CHANGE: MA (Religions and Cultures) Additional Admission Requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Religions and Cultures MA</p> <p>Admission Requirements</p> <p>...</p> <p>Additional Admission Requirements</p> <p>Options. Students apply to the guided research paper (GRP) option. Once admitted to the program, students have the opportunity to transfer to the thesis option. To enter the thesis option students must complete 9 credits and normally achieve a minimum GPA of 3.70.</p>	<p>Religions and Cultures MA</p> <p>Admission Requirements</p> <p>...</p> <p>Additional Admission Requirements</p> <p>Options. Students <u>are admitted</u> to the <u>Guided Research Paper</u> (GRP) option <u>but can be exceptionally admitted directly</u> to the thesis option. To enter the thesis option, students must <u>normally have</u> completed <u>RELI 6001</u>, 9 credits <u>of electives, and Research Preparation I and Research Preparation II</u>. <u>In addition, students must have</u> achieved a minimum GPA of 3.70 <u>or equivalent</u>.</p>
<p>Rationale: The language has been polished and made more precise to recognize the fact that some students may be admitted to the MA thesis option directly, and to indicate that students take the initiative to switch between options, they are not simply moved, as the current wording implies.</p>	
<p>Resource Implications: There are no resource implications.</p>	



PROGRAM CHANGE: MA (Religions and Cultures) with Thesis option

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures Thesis Option
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Religions and Cultures MA (45 credits)</p> <p>3 credits Core Course:</p> <ul style="list-style-type: none"> • RELI 6001 Method and Theory in the Study of Religion (3.00) <p>42 credits chosen from:</p> <p>MA (Religions and Cultures) with Guided Research Paper Option MA (Religions and Cultures) with Thesis Option</p> <p>MA (Religions and Cultures) with Thesis Option</p> <p>9 credits of Elective Courses chosen from: Topics in Judaic Studies Topics in Religions and Cultures Normally students may not take more than one 3-credit course outside the Department. Up to three credits may be taken from courses offered by other departments or other universities.</p>	<p>Religions and Cultures MA (45 credits)</p> <p>3 credits Core Course:</p> <ul style="list-style-type: none"> • RELI 6001 Method and Theory in the Study of Religion (3.00) <p>42 credits chosen from:</p> <p>MA (Religions and Cultures) with Guided Research Paper Option MA (Religions and Cultures) with Thesis Option</p> <p>MA (Religions and Cultures) with Thesis Option</p> <p>9 credits of Elective Courses chosen from: Topics in Judaic Studies Topics in Religions and Cultures Normally students may not take more than one 3-credit course outside the Department or University.</p> <p><u>6</u> credits: • RELI 6022 Research Preparation I (Religions and Cultures) (3.00)</p>

- 3 credits:
• RELI 6030 Thesis Proposal (Religions and Cultures) (3.00)
- ~~30~~ credits:
• RELI ~~6034~~ Thesis (Religions and Cultures) (~~30.00~~)

• [RELI 6023 Research Preparation II \(Religions and Cultures\) \(3.00\)](#)

- 3 credits:
• RELI 6030 Thesis Proposal (Religions and Cultures) (3.00)
- [24](#) credits:
• RELI [6032](#) Thesis (Religions and Cultures) ([24.00](#))

Rationale:
All MA students will now, in the first year, take a 3-credit "Research Preparation" course in each semester (Fall and Winter). This ensures that from the start of their program they are working with their supervisor to develop the topic and initial bibliography of their research project. For some, they will go on to write a "Guided Research Paper." Others, in this "Thesis Option" will go on to write a "Thesis." The programs are designed so that normally students do not begin in the Thesis option, but transfer into this option once they have proved themselves in the first year of the program. To accommodate the 6 credits of the Research Preparation courses, the Thesis is being reduced from 30 to 24 credits.

Resource Implications:
There are no resource implications.

PROGRAM CHANGE: MA (Religions and Cultures) with Guided Research Paper Option

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures Guided Research Paper Option
Degree: MA
Calendar Section/Graduate Page Number:

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>MA (Religions and Cultures) with Guided Research Paper Option</p> <p>15 credits of Elective Courses chosen from: Topics in Judaic Studies Topics in Religions and Cultures Normally students may not take more than two 3-credit courses outside the Department. Up to six credits may be taken from courses offered by other departments or other universities.</p> <p>3 credits: • RELI 6020 Guided Research Paper Proposal (Religions and Cultures) (3.00)</p> <p>24 credits: • RELI 6021 Guided Research Paper (Religions and Cultures) (24.00)</p>	<p>MA (Religions and Cultures) with Guided Research Paper Option</p> <p>15 credits of Elective Courses chosen from: Topics in Judaic Studies Topics in Religions and Cultures Normally students may not take more than two 3-credit courses outside the Department or University.</p> <p><u>6</u> credits: • RELI 6022 Research Preparation I (Religions and Cultures) (3.00) • RELI 6023 Research Preparation II (Religions and Cultures) (3.00)</p> <p>3 credits: • RELI 6024 Guided Research Paper Proposal (Religions and Cultures) (3.00)</p> <p><u>18</u> credits: • RELI 6025 Guided Research Paper I (Religions and Cultures) (9.00) • RELI 6026 Guided Research Paper II (Religions and Cultures) (9.00)</p>

Rationale:
 There are two main changes here: (1) the addition of two 3-credit "Research Preparation" courses; (2) Dividing the "Guided Research Paper into two parts, an initial draft, and the final submission, each of which are now for 9 credits. The reason for these changes is the change in billing structure. Because this is a research-intensive program without a thesis, full-time students must be registered for a minimum of 9 credits in every term. This new division of credits ensures that this is possible, and in addition, it allows for students in this option to prove their capabilities in the first year to be able to transfer into the "Thesis Option." The rationale for these changes are that they break down the research and writing process into multiple stages. These stages become regularized and are more easily tracked. They encourage more direct engagement with the supervisor from the start of the program and during the process of writing the "Guided Research Paper." With these changes, the student works with their supervisor to develop the topic and initial bibliography of their research project from the very start of their program. These initial stages of project development, done simultaneously with and influenced by courses, leads next to the Guided Research Paper

Proposal. The student then writes the paper, and submits an initial draft, on which they receive feedback. The final stage is the further writing and editing of the paper, leading to its completion. In order to accommodate the new initial stages of research preparation, the overall credit value of the Guided Research Paper has been reduced from 24 credits to 18 credits - divided into two parts.

Resource Implications:

There are no resource implications.

PROGRAM CHANGE: MA (Religions and Cultures) Additional Degree Requirements (Language Requirement)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p style="text-align: center;">Religions and Cultures MA</p> <p>...</p> <p style="text-align: center;">Additional Degree Requirements</p> <p>Language Requirement. Normally, students acquire knowledge of the classical and/or modern languages appropriate to their area of specialization. Students who intend to pursue graduate studies at the PhD level are also encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.</p>	<p style="text-align: center;">Religions and Cultures MA</p> <p>...</p> <p style="text-align: center;">Additional Degree Requirements</p> <p>Language Requirement. Students who intend to pursue graduate studies at the PhD level are encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.</p>
<p>Rationale: The language has been made more concise and unnecessary wording omitted. Language proficiency for the MA is a matter determined on a case by case basis and need not be mentioned in the calendar.</p>	
<p>Resource Implications: There are no resource implications.</p>	

COURSE CHANGE: RELI 6022 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>RELI 6022 Research Preparation I (Religions and Cultures) (3.00)</u></p> <p><u>Description:</u> <u>In this initial phase of the research preparation, students, under the guidance of their supervisor, develop and submit a statement describing the scope and content of their intended research.</u></p> <p><u>Component:</u> <u>Research</u></p> <p><u>Notes:</u> <u>This course is graded on a pass/fail basis.</u></p>
<p>Rationale: This new course is designed for the student to begin the process of the Guided Research Paper or the Thesis in a small increment in the first term. The language emphasizes the collaboration with the supervisor.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: RELI 6023 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>RELI 6023 Research Preparation II (Religions and Cultures) (3.00)</u></p> <p>Description: <u>This course continues to prepare students for the Guided Research Paper (GRP). Students develop and submit an annotated bibliography to the supervisor.</u></p> <p>Component: <u>Research</u></p> <p>Notes: <u>This course is graded on a pass/fail basis.</u></p>
<p>Rationale: This new course continues the process of beginning the Guided Research Paper or the Thesis in small increments. This is the second step. The language emphasizes the collaboration with the supervisor.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6025 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>RELI 6025 Guided Research Paper I (Religions and Cultures) (9.00)</u></p> <p><u>Description:</u> This is the first major step in completing the Guided Research Paper (GRP). Students submit an initial draft to the supervisor. The precise nature of this first draft is determined by the supervisor.</p> <p><u>Component:</u> Research</p> <p><u>Notes:</u> This course is graded on a pass/fail basis.</p>
<p>Rationale: This new course splits the Guided Research Paper into two. The first step is submitting a draft upon which the student received feedback. The language emphasizes the collaboration and discretion of the supervisor.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: RELI 6026 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>RELI 6026 Guided Research Paper II (Religions and Cultures) (9.00)</u></p> <p><u>Description: The Guided Research Paper (GRP) is the capstone project in which students apply the themes, methods, approaches, and material with which they have engaged during their coursework and in preparation for their project. It presents original research and is typically 10,000 - 14,000 words in length. For further specific information concerning the GRP, students should consult the departmental guidelines.</u></p> <p><u>Component: Research</u></p>
<p>Rationale: The Guided Research Paper has been divided into two parts. This Guided Research Paper (RELI 6021) is being split into two courses, RELI 6025 and 6026. This is the second one in the sequence and corresponds most closely with what 6021 was. The revised language represents a significant clarification about the nature of the paper. The word count range is expanded in line with typical lengths. Page length has been removed, since it is redundant. Reference to departmental guidelines is important to point the student to more expanded policies about the precise submission requirements that will be regularly updated by the department.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6031 New Course Number: RELI 6032

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 6034 Thesis (Religions and Cultures) (30 credits)</p> <p>Description: The thesis is a work of primary research that normally runs to 18,000-24,000 words (about 60-80 pages), exclusive of footnotes and bibliography. Students are expected to have the requisite language skills to undertake their proposed research.</p> <p>Prepared under the supervision of a faculty member, the thesis is defended orally before a committee comprised of the Graduate Program Director, the faculty supervisor, and one additional member of the Religions and Cultures faculty. The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students also demonstrate facility with one or two methodological approaches studied in the course of their program, and illustrate their capacity to apply them to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for instance, Sanskrit, Yiddish, Hebrew, Arabic, or Greek.</p> <p>Component(s): Thesis Research</p> <p>Notes: An oral thesis defence is not required for this program. Please refer to the Master's Thesis regulations section for further information on the master's thesis evaluation.</p>	<p>RELI <u>6032</u> Thesis (Religions and Cultures) (<u>24</u> credits)</p> <p>Description: The thesis is a work of primary research that normally runs to 18,000-24,000 words <u>in length</u>, exclusive of footnotes and bibliography. Students are expected to have the requisite language skills to undertake their proposed research.</p> <p>Component(s): Thesis Research</p> <p><u>Notes: This course is graded on a pass/fail basis.</u></p>
<p>Rationale: This course is being renumbered because the credit count is being reduced to allow for Research Preparation I and Research Preparation II. The language has been greatly simplified, reducing unnecessary sentences.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed:</p>	



COURSE CHANGE: RELI 6040 New Course Number: RELI 6044

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI-6040 Guided Research Paper Proposal (Judaic Studies) (3.00)</p> <p>Description: Students must submit a guided research paper proposal on a topic chosen in consultation with the GRP supervisor and the proposal must be approved by the Graduate Program Director. The proposal for the guided research paper (GRP) is 2,500-3,000 words in length. The GRP proposal outlines the nature of the student's paper. It outlines how the paper is connected to a student's coursework, career or academic goals and the timeframe in which they complete the paper. It includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.</p> <p>Component(s): Research</p>	<p>RELI <u>6044</u> Guided Research Paper Proposal (Judaic Studies) (3.00)</p> <p>Description: <u>The proposal for the Guided Research Paper (GRP), prepared under the guidance of the supervisor, outlines the nature of the student's paper, contains a bibliography, and specifies the timeframe for completing the paper.</u></p> <p>Component(s): <u>Research</u></p> <p>Notes: <u>This course is graded on a pass/fail basis.</u></p>
<p>Rationale: This course has been renumbered to highlight its place in the research sequence. It follows Research Preparation I and Research Preparation II. The language has been significantly polished based on our experience. There is no reference to word count, which in the past had been constraining. Details included previously were distracting and not useful in the proposal. Now it highlights only the nature of the paper, the bibliography, and the timeframe, leaving more to the discretion of the supervisor and the Graduate Program Director.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6042 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>RELI 6042 Research Preparation I (Judaic Studies) (3.00)</u></p> <p><u>Description: In this initial phase of the research preparation, students, under the guidance of their supervisor, develop and submit a statement describing the scope and content of their intended research.</u></p> <p><u>Component: Research</u></p> <p><u>Notes: This course is graded on a pass/fail basis.</u></p>
<p>Rationale: This new course is designed for the student to begin the process of the Guided Research Paper or the Thesis in a small increment in the first term. The language emphasizes the collaboration with the supervisor.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: RELI 6043 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>RELI 6043 Research Preparation II (Judaic Studies) (3.00)</p> <p>Description: This course continues to prepare students for the Guided Research Paper (GRP). Students develop and submit an annotated bibliography to the supervisor.</p> <p>Component: Research</p> <p>Notes: This course is graded on a pass/fail basis.</p>

Rationale:
 This new course continues the process of beginning the Guided Research Paper or the Thesis in small increments. This is the second step. The language emphasizes the collaboration with the supervisor.

Resource Implications:
 There are no resource implications.

Other Programs within which course is listed:
 None.

COURSE CHANGE: RELI 6045 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>RELI 6045 Guided Research Paper I (Judaic Studies) (9.00)</p> <p>Description: This is the first major step in completing the Guided Research Paper (GRP). Students submit an initial draft to the supervisor. The precise nature of this first draft is determined by the supervisor.</p> <p>Component: Research</p> <p>Notes: This course is graded on a pass/fail basis.</p>
<p>Rationale: This new course splits the Guided Research Paper into two. The first step is submitting a draft upon which the student receives feedback. The language emphasizes the collaboration and discretion of the supervisor.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6046 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>RELI 6046 Guided Research Paper II (Judaic Studies) (9.00)</p> <p>Description: The Guided Research Paper (GRP) is the capstone project in which students apply the themes, methods, approaches, and material with which they have engaged during their coursework and in preparation for their project. It presents original research and is typically 10,000 - 14,000 words in length. For further specific information concerning the GRP, students should consult the departmental guidelines.</p> <p>Component: Research</p>
<p>Rationale: The Guided Research Paper has been divided into two parts. This Guided Research Paper (RELI 6047) is being split into two courses, RELI 6045 and 6046. This is the second one in the sequence and corresponds most closely with what 6021 was. The revised language represents a significant clarification about the nature of the paper. The word count range is expanded in line with typical lengths. Page length has been removed, since it is redundant. Reference to departmental guidelines is important to point the student to more expanded policies about the precise submission requirements that will be regularly updated by the department.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6051 New Course Number: RELI 6052

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2022

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 6054 Thesis (Judaic Studies) (30 credits)</p> <p>Description: Students in the MA in Judaic Studies write on an aspect of Jewish history or culture. Students also demonstrate facility with one or two methodological approaches studied in the course of their program and illustrate their capacity to apply the approaches to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for instance, Yiddish or Hebrew.</p> <p>Component(s): Thesis Research</p> <p>Notes:</p> <ul style="list-style-type: none"> • Students are expected to have the requisite language skills to undertake their proposed research. • An oral thesis defence is not required for this program. Please refer to the Master's Thesis regulations section for further information on the master's thesis evaluation. 	<p>RELI <u>6052</u> Thesis (Judaic Studies) (<u>24</u> credits)</p> <p>Description: Students in the MA in Judaic Studies write on an aspect of Jewish history or culture. <u>The thesis is a work of primary research that normally runs to 18,000-24,000 words, exclusive of footnotes and bibliography. Students are expected to</u> have the requisite language skills to undertake <u>their proposed</u> research, for instance in Yiddish or Hebrew.</p> <p>Component(s): Thesis Research</p> <p><u>Notes: This course is graded on a pass/fail basis.</u></p>
<p>Rationale: This course is being renumbered because the credit count is being reduced to allow for Research Preparation I and Research Preparation II. The language has been greatly simplified, reducing unnecessary sentences.</p>	
<p>Resource Implications: There are no resource implications.</p>	
<p>Other Programs within which course is listed:</p>	

None.

**SCHOOL OF GRADUATE STUDIES**

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

FROM: Rachel Berger, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 4, 2022

**SUBJECT: GRADUATE CURRICULUM CHANGES (THEO-27)
(CALENDAR – 2022/2023)
DEPARTMENT OF THEOLOGICAL STUDIES
FACULTY OF ARTS AND SCIENCE**

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

Subsequent to the revision of tuition billing at the graduate level, the Department of Theological Studies is proposing a number of course and program changes to their course-based Master's program resulting in the division of existing components into smaller segments.

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

cc: R. Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

INTERNAL MEMORANDUM

TO: Dr. Rachel Berger
Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum Committee

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

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

DATE: December 22, 2021

SUBJECT: Graduate Calendar Curriculum Changes
Department of Theological Studies (THEO-27)

The following proposal was presented under ASFC-2021-8M-E and approved at the Arts and Science Faculty Council meeting of December 17, 2021. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

INTERNAL MEMORANDUM

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

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

DATE: December 3, 2021

SUBJECT: Graduate Calendar Curriculum Changes
Department of Theological Studies
THEO-27
Billing fee structure; Theological Studies MA, Option B

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

The **Department of Theological Studies** is proposing a graduate program change, following the initiative from the School of Graduate Studies to modify the billing procedure for non-thesis graduate degrees. This initiative aims to clarify and facilitate the predictability of the students' billing financials, to ensure a closer overview of non-thesis project work, as well as to align the Concordia University billing practices with those from the other universities in the province. As basic parameters: (1) the courses will be billed by the university as per-credit (as opposed to per-semester); (2) coursework identified as having a credit value > 15 credits will have to be parceled out into smaller course elements, as this exceeds the regular semester load; finally (3) program leadership needs to design this parcellation with a useful curricular logic, making for sound course design, and also in consideration with the overall program sequential/chronological flow.

In this particular dossier from the **Department of Theological Studies**, for the benefit of the course-based MA in Theological Studies, the courses THEO 691 *Research Paper* (9 cr) and THEO 692 *Applied Project* (9 cr) are being deleted, and replaced by (being parceled out into) 4 new courses: THEO 6910 *Research Paper Preparation* (3 cr), THEO 6911 *Research Paper* (6 cr), THEO 6920 *Applied Project in Theology Preparation* (3 cr), and THEO 6921 *Applied Project in Theology* (6 cr). The Faculty Curriculum Committee supported the logic of the curricular re-design. Currently available course outlines are included.

The Faculty of Arts and Science has been informed that all modifications contained in this dossier will apply retroactively to students admitted from May 2022 onwards.

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

Reference documents:
FCC 2021.4_THEO-27

Department of Theological Studies

THEO-27

Memo from Chair

Program changes

MA Theological Studies, Option B

Deleted courses

THEO 691	<i>Research Paper (9 credits)</i>
THEO 692	<i>Applied Project in Theology (9 credits)</i>

New courses

THEO 6910	<i>Research Paper Preparation (3 credits)</i>
THEO 6911	<i>Research Paper (6 credits)</i>
THEO 6920	<i>Applied Project in Theology Preparation (3 credits)</i>
THEO 6921	<i>Applied Project in Theology (6 credits)</i>

INTEROFFICE MEMORANDUM

TO: DR. RICHARD COURTEMANCHE, ASSOCIATE DEAN, ACADEMIC PROGRAMS, FACULTY OF ARTS AND SCIENCES

FROM: DR. MARIE-FRANCE DION, CHAIR, DEPARTMENT OF THEOLOGICAL STUDIES

SUBJECT: CHANGES TO THE MA-COURSE BASED PROGRAM CREDITS

DATE: OCTOBER 14, 2021

Dear Associate Dean Courtemanche,

I would like to submit graduate program curriculum changes for our MA Project (course-based) in Theological Studies (also known as Option B).

The School of Graduate Studies (SGS) informed us that they will be introducing two new regulations: 1) per-credit billing for all course-based masters, and 2) full-time and part-time status to be determined by the number of registered credits for all course-based masters students.

The proposed changes have been developed in consultation with SGS to adjust to these new regulations. In order to adapt to these regulations, our course-based MA Project will need to undergo the following curriculum revisions:

- Break down high-credit courses to ensure all courses are under 12 credits
- Adjust structure to ensure full-time students can take at least 9 credits per term (except in the summer and last terms)

The Department Council members met on September 13, 2021 to discuss changes to the MA course-based program credits and approved the changes unanimously.

There are no resource implications for these curriculum changes.

Sincerely,



Marie-France Dion
Professor and Chair

PROGRAM CHANGE: MA Option B

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: MA in Theological Studies, Option B
Degree: MA
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Theological Studies MA (45 credits)</p> <p>45 credits chosen from one of the following options: Theological Studies MA Option A: MA with Thesis Theological Studies MA Option B: MA with Applied Project in Theology</p> <p>.....</p> <p>Theological Studies MA Option B: MA with Applied Project in Theology (45 credits)</p> <p>9 credits of Required Courses:</p> <ul style="list-style-type: none"> • THEO 603 Method in Theology (3.00) • THEO 604 Theological Hermeneutics (3.00) • THEO 605 Methods in Biblical Studies (3.00) <p>18 credits of Theology MA Elective Courses</p> <p>18 credits:</p>	<p>Theological Studies MA (45 credits)</p> <p>45 credits chosen from one of the following options: Theological Studies MA Option A: MA with Thesis Theological Studies MA Option B: MA with Applied Project in Theology</p> <p>.....</p> <p>Theological Studies MA Option B: MA with Applied Project in Theology (45 credits)</p> <p>9 credits of Required Courses:</p> <ul style="list-style-type: none"> • THEO 603 Method in Theology (3.00) • THEO 604 Theological Hermeneutics (3.00) • THEO 605 Methods in Biblical Studies (3.00) <p>18 credits of Theology MA Elective Courses</p> <p>18 credits:</p>

- ~~THEO 691 Research Paper (9.00)~~
- ~~THEO 692 Applied Project in Theology (9.00)~~

Theology MA Elective Courses

....

- [THEO 6910 Research Paper Preparation \(3.00\)](#)
- [THEO 6911 Research Paper \(6.00\)](#)
- [THEO 6920 Applied Project in Theology Preparation \(3.00\)](#)
- [THEO 6921 Applied Project in Theology \(6.00\)](#)

Theology MA Elective Courses

....

Rationale:

The School of Graduate Studies (SGS) informed us that they will be introducing two new regulations: 1) per-credit billing for all course-based masters, and 2) full-time and part-time status to be determined by the number of registered credits for all course-based masters students. The proposed changes have been developed in consultation with SGS to adjust to these new regulations.

Under Option B of the MA in Theology, nine required credits from 1) THEO 691 Research Paper Preparation, will be eliminated and replaced by 9 credits under THEO 6910 Research Paper Preparation (3 credits) and 6911 Research Paper (6 credits). The nine credits formerly required under 2) THEO 692 Applied Project in Theology will be replaced with THEO 6920 Applied Project in Theology Preparation (3 credits) and THEO 6921 Applied Project in Theology (6 credits).

Resource Implications:

None.

COURSE CHANGE: THEO 691 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: MA in Theological Studies, Option B
Degree: MA
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>THEO 691 Research Paper (9 credits)</p> <p>Description: The guided research project involves the preparation of a substantial research paper. It may be prepared in conjunction with any seminar course but will be separate from the basic course requirements.</p> <p>Component(s): Research</p>	
<p>Rationale:</p> <p>The School of Graduate Studies (SGS) informed us that they will be introducing two new regulations: 1) per-credit billing for all course-based masters, and 2) full-time and part-time status to be determined by the number of registered credits for all course-based masters students. The proposed changes have been developed in consultation with SGS to adjust to these new regulations.</p> <p>This course is being replaced by THEO 6910 Research Paper Preparation and THEO 6911 Research Paper to accommodate a new billing structure proposed by SGS.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: THEO 6910 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: MA in Theological Studies, Option B
Degree: MA
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>THEO 6910 Research Paper Preparation (3.00)</p> <p>Description: This guided seminar helps students prepare a proposal for the substantial research paper that is completed in THEO 6911. This course is graded on a pass/fail basis.</p> <p>Component(s): Research</p>
<p>Rationale: The School of Graduate Studies (SGS) informed us that they will be introducing two new regulations: 1) per-credit billing for all course-based masters, and 2) full-time and part-time status to be determined by the number of registered credits for all course-based masters students. The proposed changes have been developed in consultation with SGS to adjust to these new regulations and to accommodate a new billing structure proposed by the SGS.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: THEO 6911 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: MA in Theological Studies, Option B
Degree: MA
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>THEO 6911 Research Paper (6.00)</p> <p>Prerequisite: The following course must be completed previously: THEO 6910</p> <p>Description: This guided course allows students to complete a substantial research paper based on the proposal developed in THEO 6910. The paper may be prepared in conjunction with any seminar course but is separate from the basic course requirements. This course is graded on a pass/fail basis.</p> <p>Component(s): Research</p>
<p>Rationale: The School of Graduate Studies (SGS) informed us that they will be introducing two new regulations: 1) per-credit billing for all course-based masters, and 2) full-time and part-time status to be determined by the number of registered credits for all course-based masters students. The proposed changes have been developed in consultation with SGS to adjust to these new regulations and to accommodate a new billing structure proposed by the SGS.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: THEO 692 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: MA in Theological Studies, Option B
Degree: MA
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
<p>THEO 692 Applied Project in Theology (9 credits)</p> <p>Description: The aim of this course is to give the student the opportunity to engage in critical theological reflection by frequenting a milieu where theological interpretation occurs on a regular basis (e.g. a local parish, a confessional school, a religious formation program like the Christian Training Program, religious programming in the media, etc.) in order to assess the theological models presupposed in the activity studied. The practicum will include a 3 credit reading component related to the field of study.</p> <p>Component(s): Practicum/Internship/Work Term</p>	
<p>Rationale:</p> <p>The School of Graduate Studies (SGS) informed us that they will be introducing two new regulations: 1) per-credit billing for all course-based masters, and 2) full-time and part-time status to be determined by the number of registered credits for all course-based masters students. The proposed changes have been developed in consultation with SGS to adjust to these new regulations.</p> <p>This course is being replaced by THEO 6920 Applied Project in Theology Preparation and THEO 6921 Applied Project in Theology to to accommodate a new billing structure proposed by the School of Graduate Studies</p>	
<p>Resource Implications:</p>	

None.

Other Programs within which course is listed:

None.

COURSE CHANGE: THEO 6920 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: MA in Theological Studies, Option B
Degree: MA
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>THEO 6920 Applied Project in Theology Preparation (3.00)</p> <p>Description: The aim of this course is to give students the opportunity to engage in critical theological reflection by frequenting a milieu where theological interpretation occurs on a regular basis (e.g. a local parish, a confessional school, a religious formation program, religious programming in the media, etc.) in order to assess the theological models presupposed in the activity studied. The practicum includes a 3-credit reading component related to the field of study. This course is graded on a pass/fail basis.</p> <p>Component(s): Practicum/Internship/Work Term</p>
<p>Rationale: The School of Graduate Studies (SGS) informed us that they will be introducing two new regulations: 1) per-credit billing for all course-based masters, and 2) full-time and part-time status to be determined by the number of registered credits for all course-based masters students. The proposed changes have been developed in consultation with SGS to adjust to these new regulations and to accommodate a new billing structure proposed by the SGS.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: THEO 6921 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: Fall 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: MA in Theological Studies, Option B
Degree: MA
Calendar Section/Graduate Page Number: Fall 2021

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>THEO 6921 Applied Project in Theology (6.00)</p> <p>Prerequisite: The following course must be completed previously: THEO 6920</p> <p>Description: The aim of this course is to give students the opportunity to complete a written project based on THEO 6920. This course is graded on a pass/fail basis.</p> <p>Component(s): Practicum/Internship/Work Term.</p>
<p>Rationale:</p> <p>The School of Graduate Studies (SGS) informed us that they will be introducing two new regulations: 1) per-credit billing for all course-based masters, and 2) full-time and part-time status to be determined by the number of registered credits for all course-based masters students. The proposed changes have been developed in consultation with SGS to adjust to these new regulations and to accommodate a new billing structure proposed by the SGS.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

THEO 691 RESEARCH PAPER (9 credits) **New course: THEO 6910 (6 credits)**

The guided research project involves the preparation of a substantial research paper. It may be prepared in conjunction with any seminar course but will be separate from the basic course requirements.

The Research Paper is a component of Option B. It will normally develop out of a course, or seminar, or Applied Project, under the direction of the professor who taught it. When a precise question has been agreed upon between professor and student, the question should be registered in the student's file and with the Graduate Program Director, and the professor will be appointed as Research Supervisor by the Chair of the Department.

The Research Paper should demonstrate competence in research in a limited area. It should test the student's ability to know when research has in fact been sufficient to answer the question asked, and to judge about the validity of conclusions based on the collected evidence. It should also test the student's ability to present findings in an orderly structure, with well-defined terminology, and clear procedures of proof.

The Research Paper represents full-time work of a least one semester, and it comprises 9 credits. Ideally it should be about 45 pages, double-spaced in length. Its nature is partially defined by the fact that, unlike the Thesis in Option A, it is not preceded by 6 credits of Annotated Bibliography and Thesis Proposal. Hence the Paper need not contain an account of the history of the question, but rather it will normally survey current research touching the question, identify a point of particular interest, and address that point. It will show mastery of research method, but not necessarily mastery of any field of knowledge.

A typical Research Paper might have something like the following form:

- The Question. (5 pages) This would merely formulate the question very clearly, showing its significance. (It would not present the "Status Questions" in the classical form, i.e. presenting the history of the question, showing its evolution to the point at which the Thesis question arises.)
- Account of Research. (35 pages) Present the discovery progressively as it occurred: how bibliography and strategy of reading was chosen; summaries of relevant information as it was collected and sequence of insights; shifts in point of view and clarifications of the question as they occurred; justification of final definition of the question and of the belief that the research has legitimately come to term.
- Conclusion. (5 pages) A systematic presentation of the results of research, both the conclusions and their proof, in the form it might have in an article in an appropriate theological journal.

The Research Paper will be evaluated by the Research Supervisor, and not submitted to a Committee.

THEO 692 APPLIED PROJECT IN THEOLOGY (9 credits) **New course: THEO 6910 (6 credits)**

The aim of this course is to give the student the opportunity to engage in critical theological reflection by frequenting a milieu where theological interpretation occurs on a regular basis (e.g. a local parish, a confessional school, a religious formation program like, religious programming in the media, etc.) in order to assess the theological models presupposed in the activity studied. The practicum will include a 3-credit reading component related to the field of study.

The practicum may have a variety of forms. Its objective is to give the student the opportunity to engage in critical theological reflection by studying a real milieu where theological reflection occurs and is expressed in action, in order to identify the theological models implicit in the activities, and reflect on them. A syllabus of each practicum will be kept on file in the Departmental Office. As a very general norm it will take about two semesters in time, but be equivalent to 9 credits (135 hours) in terms of work.

The general norm is that there will be about 3 credits given to preparatory study: a) lectures, reading, and discussion about method, and about whatever theoretical basis is required by the topic, and b) formulating specific questions and discussed with a professor.

This would be followed by, or be partially accompanied by, the work of collecting data in the place(s) selected, and organizing data in initial categories. This would be carried out by the student. The equivalent of 3 credits (45 hours) would be assigned to this.

Finally, normally in a following semester, the student reflect on the data, analysing it, identifying and formulating any emerging answers to the questions formulated at the beginning, and in writing a report. This will involve further contact hours with the faculty member. Usually the report will be presented first as a rough draft for an initial evaluation and critique by the faculty member, and then in a final form for a final evaluation. The report will consist of no more than 30 pages including bibliography, documentation, appendices, etc.

The final grade will be based, as far as possible, on the student's work through all three phases.

Ideally, this practicum will begin in a student's second semester, i.e. after completion of the two or more of the required courses where a variety of useful basic ideas will be thoroughly discussed.

Graduate Program Regular Curriculum Change - GCS-CIISE-381 - VERSION : 4

Summary and Rationale for Changes

Please find attached the Dossier GCS-CIISE-381 submitted by the Concordia Institute for Information Systems Engineering.

INSE 6330 Discrete Choice Experiments in Product and Service Design

INSE 6350 Computational Geoprocessing in Systems Engineering

We have included course changes to reflect the addition of two new courses with the goal of introducing students to discrete choice experiments in product and service design, as well as teaching them the principles of computational geoprocessing in the context of systems engineering. Both courses are hands-on and involve the development of term-long projects. These courses shall be listed under Topic Area E68 – Quality Systems Engineering.

In addition, a new topic area E65 - CYBER-PHYSICAL SYSTEMS SECURITY ENGINEERING was created listing one recent course.

These changes have been approved by the CIISE Curriculum Committee, as well as our Department Council, at our meeting held September 15, 2021.

Summary of Committee Discussion: Faculty

For Submission to:

S. Gabriele, Vice Provost, Innovation in Teaching and Learning, Academic Programs
Committee, 25 Feb 2022

Approved by:

R. Berger, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC), 31 Jan 2022

Approved with minor editorial changes.

Summary of Committee Discussion: Faculty

For Submission to:

R. Berger, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC), 31 Jan 2022

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 03 Dec 2021

At its virtual meeting on December 3, 2021, the Council of the Gina Cody School of Engineering and Computer Science has reviewed and approved the following dossier with minor corrections. Namely the creation of the following two new courses, as well as a new topic area E65 - Cyber-Physical Systems Security Engineering listing one existing course:

1. INSE 6330 Discrete Choice Experiments in Product and Service Design
2. INSE 6350 Computational Geoprocessing in Systems Engineering

No additional resources are required.

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

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Faculty

For Submission to:

M. Debbabi, The Dean,
Council of the Gina Cody School of Engineering & Computer Science, 03 Dec 2021

Approved by:

E. Shihab, Associate Dean, Research and Graduate Studies,
GCS Graduate Studies Committee, 12 Nov 2021

At its virtual meeting on November 12, 2021, the Gina Cody School Graduate Studies Committee (GCSGSC) reviewed and approved the following proposal from the CIISE and requests that it be considered at the next meeting of the Council of the GCS of Engineering and Computer Science.

The CIISE is proposing two new permanent courses and a new topic area.

There are no resource implications.

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department

For Submission to:

Emad Shihab, Associate Dean, Research and Graduate Studies,
GCS Graduate Curriculum Committee, 12 Nov 2021

Approved by:

Abdessamad Ben Hamza, Director,
Concordia Institute for Information Systems Engineering, 15 Sep 2021

Please find Dossier GCS-CIISE-381 submitted by the Concordia Institute for Information Systems Engineering.
The dossier was approved on September 15.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
INSE 6330 New	X	X	X	X			X	X	X	
INSE 6350 New	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
E65 - Cyber-Physical Systems Security Engineering New	X	X	
E68 - Quality Systems Engineering Change		X	

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: New QSE Courses & New Topic Area - October 2021

Calendar Section Name: E65 - Cyber-Physical Systems Security
Engineering

Calendar Section Type: Defined group

Description of Change: E65 - Cyber-Physical Systems Security
Engineering New

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering **Calendar publication date:** 2022/2023/Fall

Planning and Promotion: 31 May 2022

Effective/Push to SIS date: 31 May 2022

Implementation/Start date: 06 Sep 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs

Type of Change: New Defined Group

Present Text (from 2021) calendar

Proposed Text

credits [E65 - Cyber-Physical Systems Security Engineering](#)
[INSE 6710](#)

Rationale:

With the proposed MAsc and MEng programs in Cyber-Physical Systems Security Engineering, a new topic area - E65 Cyber-Physical Systems Security Engineering - is being created, and a new course added.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: New QSE Courses & New Topic Area - October 2021

Calendar Section Name: E68 - Quality Systems Engineering

Calendar Section Type: Defined group

Description of Change: E68 - Quality Systems Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering **Calendar publication date:** 2022/2023/Fall

Planning and Promotion: 31 May 2022

Effective/Push to SIS date: 31 May 2022

Implementation/Start date: 06 Sep 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

Type of Change: Defined Group Change

Present Text (from 2021) calendar

E68 - Quality Systems Engineering

INSE 6210 INSE 6220 INSE 6230 INSE 6240

INSE 6250 INSE 6260 INSE 6270 INSE 6280

INSE 6290 INSE 6300 INSE 6310

Proposed Text

credits E68 - Quality Systems Engineering

INSE 6210 INSE 6220 INSE 6230 INSE 6240

INSE 6250 INSE 6260 INSE 6270 INSE 6280

INSE 6290 INSE 6300 INSE 6310 [INSE 6330](#)

[INSE 6350](#)

Rationale:

This change is required to reflect two new courses in the area, namely INSE 6330 Discrete Choice Experiments in Product and Service Design, and INSE 6350 Computational Geoprocessing in Systems Engineering.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: New QSE Courses & New Topic Area - October 2021

Calendar Section Name: INSE 6330

Calendar Section Type: Course

Description of Change: INSE 6330 New

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering **Calendar publication date:** 2022/2023/Fall

Planning and Promotion: 31 May 2022

Effective/Push to SIS date: 31 May 2022

Implementation/Start date: 06 Sep 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Information Systems Engineering Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

INSE 6330 Discrete Choice Experiments in Product and Service Design (4 credits)

Prerequisites:

Prerequisites:

Description :

Description :

This course shows how to use discrete choice statistics and discrete choice experiments to evaluate consumer response and estimate market share for products and services, both existing and hypothetical. Strong emphasis is placed on hands-on training and students learn how to develop, administer and analyze data collected from their own choosing. Topics covered in the course include stated and revealed preference data and sources, survey design, sampling, experimental design, continuous dependent variable statistical inference, discrete choice statistical models, multinomial logit and mixed multinomial logit, and simulation with discrete choice models. A project is required.

Component(s):

Component(s):

Lecture

Notes :

Notes :

English

Rationale:

The success of a product or service ultimately lies with the end consumer. Products and services are characterized by the combination of multiple attributes. Consumers, when deciding on the products and services they wish to buy, make trade-offs between different attributes. A common task for an engineer is to develop, propose and modify products and services in the course of their work. The course is hands-on and involves the development of an actual experiment that will be able to evaluate interest in a hypothetical product or service.

This course shall be listed under Topic Area 68 - Quality Systems Engineering.

Resource Implications:

This course will be part of a faculty member's teaching load.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: New QSE Courses & New Topic Area - October 2021

Calendar Section Name: INSE 6350

Calendar Section Type: Course

Description of Change: INSE 6350 New

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering **Calendar publication date:** 2022/2023/Fall

Planning and Promotion: 31 May 2022

Effective/Push to SIS date: 31 May 2022

Implementation/Start date: 06 Sep 2022

Path: Graduate > See Winter 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Information Systems Engineering Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

[INSE 6350 Computational Geoprocessing in Systems Engineering \(4 credits\)](#)

Prerequisites:

Prerequisites:

Description :

Description :

This course teaches the principles of computational geoprocessing in the context of systems engineering. Topics covered in the course include the key concepts of geographic information systems (GIS) and how they are used to understand, process, analyze and represent geographic and network data, as well as how to perform GIS functionality in a data science workflow. Strong emphasis is placed on the automation and optimization of GIS processing, analysis and representation, facilitated through programming with generalized open-source libraries. A project is required.

Component(s):

Component(s):

[Lecture](#)

Notes :

Notes :

[English](#)

Rationale:

System engineers are increasingly expected to access, process and use large amounts of big geospatial data. This course trains students in the key concepts of geographic information systems from the systems engineering perspective. The course is hands-on and involves the development of a term-long project that will provide students with the opportunity to automate the accessing, processing, analysis and representation of real-world, large-scale geographic datasets.

This course shall be listed under Topic Area 68 - Quality Systems Engineering.

Resource Implications:

This course will be part of a faculty member's teaching load.

Impact Report

Programs

Quality Systems Engineering MEng

Source of Impact

- E68 - Quality Systems Engineering

Defined Groups

C16 - Cognate Disciplines

Source of Impact

- E68 - Quality Systems Engineering

Courses

INSE 6350 New

Source of Impact

INSE 6330 Discrete Choice Experiments in Product & Service Design (4 credits)

1. General Information

- INSE 6330: Discrete Choice Experiments in Product & Service Design (4 credits)
- Prof., Concordia Institute for Information Systems Engineering.
- Office:, E-mail:
- Office hours:
- Course website: [MyConcordia Portal \(Moodle\)](#)

2. Course Description

The success of a product or service ultimately lies with the end consumer. Products and services are characterized by the combination of multiple attributes. Consumers, when deciding on the products and services they wish to buy, make trade-offs between different attributes. This course shows how to use discrete choice statistics and Discrete Choice Experiments to evaluate consumer response and estimate market share for products and services both existing and hypothetical. Over the course of the semester, students will develop, administer and analyze data collected from their own Discrete Choice Experiment for a hypothetical product or service of their own choosing. Topics covered in the course include: stated and revealed preference data and sources, survey design, sampling, experimental design, continuous dependent variable statistical inference, discrete choice statistical models including the multinomial logit and mixed multinomial logit, and simulation with discrete choice models.

3. Learning Outcomes

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

- Analyze products and services according to their characteristics and attributes.
- Design a product or service survey instrument including Discrete Choice Experiment choice tasks.
- Develop an experimental design.
- Identify a target population and sampling frame.
- Administer a survey and collect and organize its data.
- Qualitatively describe and analyze resulting data.
- Use the data to develop discrete choice models.
- Use discrete choice models to estimate the market share of different product designs or services offerings through simulation.

4. Schedule

- **Week 1:** Discrete Choice Experiments and How they Can be Used in Product Design
- **Week 2:** Building Blocks of Discrete Choice Experiments
- **Week 3:** Continuous Dependent Variable Statistics Precursors 1
- **Week 4:** Continuous Dependent Variable Statistics Precursors 2
- **Week 5:** Experimental design – Part I

- **Week 6:** Experimental design – Part II
- **Week 7:** Discrete choice statistics – discrete choice fundamentals
- **Week 8:** Midterm
- **Week 9:** Discrete choice statistics – the logit model
- **Week 10:** Discrete choice statistics – Policy analysis with logit models
- **Week 11:** Discrete Choice Model Variations
- **Week 12:** Relaxing IID Assumptions - Advanced in Stated Choice
- **Week 13:** Presentation of term projects

5. Course Materials

The core readings for the course can be found in a course pack at the bookstore. Several sources (see References section below) have also been used in the development of this course and can be considered as supplemental reading. [4] has been used for the course material on probability distributions and continuous dependent variable statistics. [12] has been used for the course material on discrete choice statistics, as has [2]. Train's book can be accessed for free on his website elsa.berkeley.edu/books/choice2.html.

Another source that has been used is [7]. It can be purchased online from Research Publishers at research-publishers.com/rp/index.htm.

Articles referred to in the course ([1], [3], [8], [11]) can all be found electronically through the Concordia libraries website.

6. Grading

- **Grading Policy:**

Study Proposal	10%
Assignment #1	5%
Midterm	20%
Assignment #2	5%
Assignment #3	5%
Project Presentation	15%
Final Exam	25%
Project Report	15%

- **Details:**

- This course will involve a great deal of group work. Group work will be necessary for the completion of the project. Graduate students will be in groups with other graduate students.

Students will receive a group mark for the study proposal, the final presentation and the final paper (in the case of grad students). An additional individual grade will be assigned based on the group's evaluation of the individual. That is, each group member will evaluate the other members of the group (as well as themselves). See the peer evaluation form for how each group member is assigned and individual contribution mark.

- The study proposal will be a minimum of one page. It will describe the context and the question of interest to be answered in the study. A short literature review will also include references to at least five academic articles about the question.
- The final presentation will last 30-45 minutes. Each student will be expected to present for part of the presentation. It will consist of at least the following sections: introduction, background, the survey instrument used, the target population and sample, a description of the raw data, the statistical models developed, study weaknesses and possible improvements, implied results and conclusions. The paper submitted by graduate students will have the same sections. Also, the following must be submitted after the final presentation (or final paper for graduate students): An electronic copy of at least one version of the survey; all data collected in the survey (Excel file); the .mod and .dat files used for the models presented in the presentation or paper.
- The mid-term and final exams will cover all material up until the last class before the exam. Material covered in the assignments will make up an important part of the exams. Tutorials are designed to help with doing the assignments.

7. Academic Code of Conduct

Academic Integrity

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

As examples only, you are not permitted to:

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

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

8. Student's Responsibilities

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

9. Student Services

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

10. Disclaimer

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

11. References

- [1] Green PE, Krieger AM, Wind Y. Thirty years of conjoint analysis: Reflections and prospects. *Interfaces*. 2001 Jun;31(3_supplement):S56-73.
- [2] M. Ben-Akiva and S. Lerman. *Discrete Choice Analysis*. MIT Press, Cambridge, MA, 1985.
- [3] Baganzi R, Shin GC, Wu S. Using Choice-Based Conjoint Analysis to Determine Smartphone Choice - Student's Perspective. *Journal of Information Technology Applications and Management*. 2017;24(4):93-115.
- [4] William E. Griffiths, R. Carter Hill, and George C. Judge. *Learning and Practicing Econometrics*. John Wiley and Sons, Hoboken, New Jersey, 1993.

- [5] J. J. Louviere, D. A. Hensher, and J. D. Swait. *Stated Choice Methods: Analysis and Application*. Cambridge University Press, New York, 2000.
- [6] Lindsay J. Mangham, Kara Hanson, and Barbara McPake. How to do (or not to do)...designing a discrete choice experiment for application in a low-income country. *Health Policy and Planning*, 24:151–158, 2009.
- [7] Bryan K. Orme. *Getting Started with Conjoint Analysis: Strategies for Product Design and Pricing Research*. Research Publishers LLC, Madison, Wisconsin, 2 edition, 2010.
- [8] Zachary Patterson, Gordon Ewing, and Murtaza Haider. Shipper mistrust of rail use: First stated preference carrier choice survey for the Quebec City - Windsor Corridor. *Transportation Research Record*, 2008:67–74, 2007.
- [9] Zachary Patterson, Gordon Ewing, and Murtaza Haider. The potential for premium-intermodal services to reduce freight CO2 emissions in the Quebec City - Windsor Corridor. *Transportation Research D: Transport and Environment*, 13(1):1–9, 2008.
- [10] John M. Rose and Michiel C. Bliemer. Constructing efficient stated choice experimental designs. *Transport Reviews*, 29(5):587–617, 2009.
- [11] Ipek N. Sener, Naveen Eluru, and Chandra R. Bhat. An analysis of bicycle route choice preferences in texas, us. *Transportation*, (36):511–539, 2009.
- [12] Kenneth Train. *Discrete Choice Methods with Simulation*. Cambridge University Press, New York, New York, 2nd edition, 2009.

Courses Related to Proposed Course “Discrete Choice Experiments”
Zachary Patterson, 2 November 2021

Course	Difference
URBS 488 – Analyzing Choice	URBS 488 is a course that I developed for Urban Planning. The course has not been offered since the winter of 2014, and I believe that it is going to be removed from the calendar. It is similar to the course I have proposed for CIISE, but it is less advanced methodologically since it was intended for undergraduate urban planning students.
SCOM 363 Product Design and Business Process Re-Engineering	Concerns product design. This takes a broader management approach to product design and is not as technically advanced using discrete choice experiments and discrete choice statistics.
COEN 390 Computer Engineering Product Design Project	Concentrates on computer engineering applications and organizational aspects of teamwork in this context. Does not examine the use of discrete choice experiments or analysis in product design.
ELEC 390 Electrical Engineering Product Design Project	Similar to COEN 390 but for electrical engineering.

INSE 6350 Computational Geoprocessing in Systems Engineering (4 credits)

1. General Information

- INSE 6350: Computational Geoprocessing in Systems Engineering (4 credits)
- Prof., Concordia Institute for Information Systems Engineering.
- Office:, E-mail:
- Office hours:
- Course website: [MyConcordia Portal \(Moodle\)](#)

2. Course Description

This course teaches the principles of computational geoprocessing in the context of systems engineering. Topics covered include the key concepts of geographic information systems (GIS) and how they are used to understand, process, analyze and represent geographic and network data, as well as how to perform GIS functionality in a data science workflow. Strong emphasis is placed on the automation and optimization of GIS processing, analysis and representation, facilitated through programming with generalized programming languages, web-based application programming interfaces, and geoprocessing open-source libraries such as GeoPandas. A project is required.

3. Learning Outcomes

By the end of this course students will:

- Understand the central features characterizing different types of geographic data including networks.
- Understand the core branches making up Geographic Information Systems (GIS).
- Understand in which ways geographic data can be processed and manipulated in order to be able to use it.
- Understand how to characterize and analyze geographic data including network data.
- Understand how to use general purpose programming languages to automate the input, processing, analyzing and representation geographic data.

4. Schedule

- **Week 1:** Course overview
- **Week 2:** Python and Pandas
- **Week 3:** Types of geographic data
- **Week 4:** Data structures for geographic data and GeoPandas
- **Week 5:** Projecting and reprojecting geographic data
- **Week 6:** Graphically representing geographic data
- **Week 7:** Set theory and geographic data
- **Week 8:** Joining, clipping, grouping and merging
- **Week 9:** Geostatistics and spatial analysis
- **Week 10:** Networks and network analysis
- **Week 11:** Web APIs
- **Week 12:** Webmapping

- **Week 13:** Presentation of term projects

5. Course Materials

There is a lot of information on the Internet that is free about both Python programming and geoprocessing with Python. You will inevitably use many sources to accomplish what you wish to accomplish. In addition, I will include references for readings or websites when they are pertinent. At the same time, I've selected two books that bring together a lot of the information in one place. Brimicombe 2009 is an excellent book on GIS for engineering. It is available at the bookstore. The other book (Lawhead 2019) focuses on geospatial analysis with Python and is available as an e-book very reasonably from the publisher.

- Brimicombe A. GIS, environmental modeling and engineering. CRC Press; 2009 Dec 23.
- Lawhead, J. (2019). Learning Geospatial Analysis with Python, third edn, Packt Publishing Ltd.

<https://www.packtpub.com/programming/learning-geospatial-analysis-with-python-third-edition>

Optional Course Materials

I have also included optional course material on GIS should you need more background or need to brush up on GIS.

Campbell, J. E. and Shin, M. (2019). Geographic Information System Basics, BC Campus OpenEd.

This is an open textbook and can be downloaded free of charge here:

<https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=4b9e3e43-a5d7-4ec6-8c5a-f5445eb2e5f8&contributor=&keyword=&subject=>

Jensen, J. R. and Jensen, R. R. (2012). Introductory geographic information systems, Pearson Higher Ed.

This is on reserves but can also be purchased for a reasonable price on Amazon. You can also rent it.

6. Grading

- **Grading Policy:**

Study Proposal	10%
Assignment #1	10%
Assignment #2	10%
Assignment #3	10%
Project Presentation	25%
Project Report	35%

- **Details:**

Students will be evaluated on 4 assignments, a presentation and a final report. Assignments will be based on programs written in Python and using Google Colab.

The final presentation and report will be based on a term-long project that develops a tool that uses, processes, analyzes and presents geospatial data in ways that could not easily or typically be done “by hand” using GIS software. The final report will be a technical report. It should describe the tool that you develop and emphasize what was done from the perspective of the methodology and the programming and not so much on the analysis done with the tools developed. It should be around 5,000 words and include the following sections. Figures should be included in-text and not in an appendix.

- Introduction
- Background and Literature Review
- Problem Statement - Describe what analysis you will do
- Description of Data
- Methodology - This should include a flowchart (that doesn't take up more than a page but remains legible) describing the flow of the analysis
- Results
- Conclusion
- References - Use Harvard referencing style
- There should be at least 15 references altogether of which at least 5 should be academic (i.e. from journals).
- Appendix – with code used in the project

7. Academic Code of Conduct

Academic Integrity

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- **New Student Program:** <http://newstudent.concordia.ca>
- **Office for Students with Disabilities:** <http://supportservices.concordia.ca/disabilities/>
- **The Academic Integrity Website:** <http://provost.concordia.ca/academicintegrity/>

10. Disclaimer

In the event of extraordinary circumstances 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.

Courses Related to Proposed Course “Computational Geoprocessing”
Zachary Patterson, 2 November 2021

Course	Difference
GEOG 464 – Programming for Geospatial Technologies	GEOG 464 is a course that I developed for Geography and Urban Planning. The course is designed for students with a background in geographic information systems (GIS) but who do not otherwise have technical or advanced programming background. As a result, the course covers a fair bit of introductory programming material and then applies this primarily to generating maps. The difference with the proposed course is three-fold. First, it is designed for graduate students with more technical backgrounds and experience in programming. Second, it emphasizes GIS and analysis but is implemented using multi-purpose languages, frameworks and libraries to facilitate the automation of large-scale online geographic and network processing. Third, it includes more advanced topics such as more technical geo-processing, as well as the use web-based APIs to obtain data, but also to off-load and take advantage of processing (e.g. by using Google Maps API) by remote services.
CIVI 440 - Computer Applications in Civil Engineering Practice	This course includes a reference to GIS in the Civil Engineering. The class hasn’t been offered since at least 2019. The latest reference I can find to it is from 2011. GIS is only a small component of the course and it appears to be software specific and dependent, probably using proprietary ArcGIS, like other courses in geography.
Other GIS courses	There are 200- and 300- and 400-level courses in geography on GIS. The courses don’t concern programming, but rather concentrate on GIS in the context of (typically proprietary) dedicated software.

**SCHOOL OF GRADUATE STUDIES**

MEMO TO: Shelina Houssenaly
Associate Secretary-General, University Secretariat

FROM: Faye Diamantoudi
Interim Dean of Graduate Studies

DATE: March 2, 2022

SUBJECT: *Graduate Calendar regulation changes*

For Senate's information, please find attached the following documents:

CSGS 2122 3 D1 *Doctoral Thesis: Examining Committee*

SGS-SGS-3321 *Examining Committee*

Removal of 'external-to-program' examiner from the PhD Examining Committee.

This motion was passed, unopposed at the December 13, 2021 meeting of the Council of the School of Graduate Studies.

CSGS 2122 4 D1 *Various changes due to graduate billing reform*

SGS-SGS-3341 *Student Status*

Formalization of the definition of full-time for students in course-based master's programs.

SGS-SGS-3361 *Continuing In Program (CIP) registrations*

CIP notations will only be applied to students in thesis-based programs.

SGS-SGS-3362 *Time Limits*

Time limits for all course-based master's courses will be fixed at five years.

These motions were passed, unopposed at the January 24, 2022 meeting of the Council of the School of Graduate Studies.

Summary and Rationale for Changes

(1) Removal of 'external-to-program' (i.e. 'internal-external') examiner: This change allows for an increase of overall flexibility in terms of constructing examining committees. Note that a program/department can still preserve an internal-external requirement as an internal policy if they wish.

(2) Elaboration of criteria for External Examiner: These regulations already existed in our 'Criteria for External Examiners' guideline and have been previously approved by Faculty ADs and the SGS Office of the Dean; the regulations are now being inserted into the Graduate Calendar itself, which is the most appropriate location

Summary of Committee Discussion: SGS Council

For Submission to:

Graham Carr, President and Vice-Chancellor,
Senate, 18 Mar 2022

Approved by:

Faye Diamantoudi, Interim Dean of Graduate Studies,
Council of the School of Graduate Studies, 24 Jan 2022

For Senate's information, please find enclosed changes to the Graduate Calendar.

These motions were passed, unopposed at the January 24, 2022 meeting of the Council of the School of Graduate Studies.

Summary of Changes (Graduate Regulation Change)

Regulation Changes:

- Examination of thesis Change

REGULATIONS CHANGE FORM

Dossier Type: Graduate Regulation Change

Dossier Title: Examination of thesis change

Calendar Section Name: Examination of thesis

Calendar Section Type: Regulation

Description of Change: Examination of thesis Change

Proposed: Graduate Curriculum Changes

Faculty/School: School of Graduate Studies

Department: School of Graduate Studies

Calendar publication date: 2022/2023/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2022 Graduate Calendar > General information > Thesis regulations

Present Text (from 2021) calendar

Examination of thesis

Doctoral thesis

The doctoral thesis examination is the culmination of the student's program. It exposes his/her research and thesis to scholarly criticism and gives the student the opportunity to defend it. The thesis defence is an oral examination conducted by the Chair of the Examining Committee who shall be the Dean of Graduate Studies or his/her delegate. Any member of the University can attend a doctoral defence. Contractual and/or legal obligations may necessitate that all participants to a thesis defence sign an undertaking of confidentiality.

The Examining Committee consists of at least five (5) members. At least one (1) must be from outside the ~~student's department but from within the~~ University (~~external to program examiner~~) and ~~one (1) from~~ outside the University (~~external examiner~~). In programs where there is a Thesis Supervisory Committee, any or all members of this committee may be named as members of the Examining Committee, subject to the practices of the relevant program. The student's supervisor(s) must be a member of the Examining Committee. Co-author(s) of work included in the thesis cannot serve as an examiner for that thesis except for the supervisor(s).

The student's program is responsible for ensuring that the proposed date of the thesis defence is agreeable to all members of the Examining Committee prior to submitting the Doctoral Thesis Examination Committee Form. An electronic copy of the thesis and the approved Doctoral Thesis Examination Committee Form must be submitted to the Thesis Office no later than six (6) weeks prior to the date of the defence. An electronic copy of the thesis remains with the School of Graduate Studies, where it is made available for examination by any member of the University. Contractual and/or legal obligations may necessitate that all participants to a thesis

Proposed Text

Examination of thesis

Doctoral thesis

The doctoral thesis examination is the culmination of the student's program. It exposes his/her research and thesis to scholarly criticism and gives the student the opportunity to defend it. The thesis defence is an oral examination conducted by the Chair of the Examining Committee who shall be the Dean of Graduate Studies or his/her delegate. Any member of the University can attend a doctoral defence. Contractual and/or legal obligations may necessitate that all participants to a thesis defence sign an undertaking of confidentiality.

The Examining Committee consists of at least five (5) members. At least one (1) must be from outside the University (**external examiner**). **An external examiner for a doctoral defence must be a scholar with demonstrated expertise and an international reputation related to the field of research on which the thesis reports. Furthermore the examiner must have experience mentoring PhD students and ideally will have graduated their own PhD students. University faculty members outside of Concordia University are typically eligible to serve as external examiners. The student's thesis supervisor(s) should have had no demonstrated collaboration (joint research, grants or publications) with the suggested external examiner for at least six years. Under highly exceptional circumstances, external examiner candidates not meeting any of the above criteria will be considered by the School of Graduate Studies (SGS); in such cases the graduate program must make a written request to the Thesis Office with an accompanying justification. SGS reserves the right to reject external examiners not meeting the above criteria. In all cases the external examiner must not be in Conflict of Interest. The remaining members must be internal to the University or otherwise have a formal academic connection to the student's graduate program.** In programs where there is a Thesis Supervisory Committee, any or all members of this committee may be named as members of the Examining Committee, subject to the practices of the relevant program. The student's supervisor(s) must be a member of the Examining Committee. Co-author(s) of work included in the thesis cannot serve as an examiner for that thesis except for the supervisor(s).

Present Text (from 2021) calendar

defence sign an undertaking of confidentiality.

Questions on a thesis by members of the University, other than those on the Examining Committee, must be submitted in writing to the Dean of Graduate Studies no later than seven (7) days prior to the date of the thesis defence.

The relevant Graduate Studies Committee renders a decision on whether the student has fulfilled the requirements of the doctoral degree based on the Examining Committee Report and its own records of the student's progress in his/her assigned program of study. Where the relevant Graduate Studies Committee has assessed that the student has fulfilled the requirements of the doctoral degree, it shall request that the Dean of Graduate Studies recommends to the Council of the School of Graduate Studies that the doctoral degree be awarded. The Council of the School of Graduate Studies shall make a recommendation to Senate for the awarding of the doctoral degree. Once such a recommendation has been passed by Senate, the electronic version of the thesis may be made available to the public via Spectrum: Concordia University's Research Repository .

At any time, the Dean of Graduate Studies may bring before the Council of the School of Graduate Studies any matter that may affect the acceptance of the thesis or the award of the doctoral degree.

Procedures related to presentation, question period and deliberations of the defence can be found in the Thesis Preparation Guide .

Master's thesis

The Graduate Studies Committee of the student's program, in consultation with his/her supervisor, appoints an Examining Committee. The Examining Committee consists of a minimum of two (2) members, including the supervisor(s). The student's supervisor(s) must be a member of the Examining Committee. The Examining Committee must also include a member who is not in a supervisory relationship with the student. Co-author(s) of work included in the thesis cannot serve as an examiner for that thesis except for the supervisor(s). Following evaluation of the thesis, the Examining Committee will arrive at a decision to either Accept or Reject. When an Examining Committee composed of two faculty members renders a split decision, the Graduate Program Director (or Departmental Chair when appropriate) will adjudicate. Once the Examining Committee has arrived at a final decision, it is the responsibility of the Graduate Program to forward to the Thesis Office, generally within 3 weeks from the initial submission of the thesis, a completed Master's Thesis Evaluation Report that reflects the final decision of the Examining Committee.

An oral defence of a Master's thesis is not required by the

Proposed Text

The student's program is responsible for ensuring that the proposed date of the thesis defence is agreeable to all members of the Examining Committee prior to submitting the Doctoral Thesis Examination Committee Form . An electronic copy of the thesis and the approved Doctoral Thesis Examination Committee Form must be submitted to the Thesis Office no later than six (6) weeks prior to the date of the defence . An electronic copy of the thesis remains with the School of Graduate Studies, where it is made available for examination by any member of the University. Contractual and/or legal obligations may necessitate that all participants to a thesis defence sign an undertaking of confidentiality.

Questions on a thesis by members of the University, other than those on the Examining Committee, must be submitted in writing to the Dean of Graduate Studies no later than seven (7) days prior to the date of the thesis defence.

The relevant Graduate Studies Committee renders a decision on whether the student has fulfilled the requirements of the doctoral degree based on the Examining Committee Report and its own records of the student's progress in his/her assigned program of study. Where the relevant Graduate Studies Committee has assessed that the student has fulfilled the requirements of the doctoral degree, it shall request that the Dean of Graduate Studies recommends to the Council of the School of Graduate Studies that the doctoral degree be awarded. The Council of the School of Graduate Studies shall make a recommendation to Senate for the awarding of the doctoral degree. Once such a recommendation has been passed by Senate, the electronic version of the thesis may be made available to the public via Spectrum: Concordia University's Research Repository .

At any time, the Dean of Graduate Studies may bring before the Council of the School of Graduate Studies any matter that may affect the acceptance of the thesis or the award of the doctoral degree.

Procedures related to presentation, question period and deliberations of the defence can be found in the Thesis Preparation Guide .

Master's thesis

The Graduate Studies Committee of the student's program, in consultation with his/her supervisor, appoints an Examining Committee. The Examining Committee consists of a minimum of two (2) members, including the supervisor(s). The student's supervisor(s) must be a member of the Examining Committee. The Examining Committee must also include a member who is not in a supervisory relationship with the student. Co-author(s) of work included in the thesis cannot serve as an examiner for that thesis except for the supervisor(s). Following evaluation of the thesis, the Examining Committee will arrive at a decision to either Accept or Reject. When an Examining Committee composed of two faculty members renders a split decision, the Graduate Program Director (or Departmental Chair when appropriate) will adjudicate. Once the Examining Committee has arrived at a final decision, it is the responsibility of the Graduate Program to forward to the Thesis Office, generally within 3 weeks from the initial submission of the thesis, a completed Master's Thesis Evaluation Report that reflects the final decision of the Examining Committee.

Present Text (from 2021) calendar

Proposed Text

School of Graduate Studies. Programs may elect to have an oral defence as a degree requirement (please see individual program entries in the Calendar).

An oral defence of a Master's thesis is not required by the School of Graduate Studies. Programs may elect to have an oral defence as a degree requirement (please see individual program entries in the Calendar).

Rationale:

Resource Implications:

Impact Report

Summary and Rationale for Changes

1: Under the new billing system, student's status in course-based master's (Course based Master's) programs will be determined dynamically per term based on the number of course credits taken. Master's programs including internships and research reports are not thesis-based and therefore explicitly identified as course based Master's in the calendar. Added text to formalize definition of Full time for students in course based Master's programs (summers will not be included in determining Full time/Part time classification – all course based Master's students will be Full time in summer).

2: Students in course based Master's programs will have Full time/Part time status determined automatically based on course load in a given term. Thesis-based master's students will still need to submit an Service Request for status change, per our established process.

Summary of Committee Discussion: SGS Council

For Submission to:

Graham Carr, President and Vice-Chancellor,
Senate, 18 Mar 2022

Approved by:

Faye Diamantoudi, Interim Dean of Graduate Studies,
Council of the School of Graduate Studies, 24 Jan 2022

For Senate's information, please find enclosed changes to the Graduate Calendar.

These motions were passed, unopposed at the January 24, 2022 meeting of the Council of the School of Graduate Studies.

Summary of Changes (Graduate Regulation Change)

Regulation Changes:

- Changes to student classification: full/part-time status Change
- Student classification: full/part-time status Change

REGULATIONS CHANGE FORM

Dossier Type: Graduate Regulation Change

Dossier Title: Status change Part time to Full time

Calendar Section Name: Changes to student classification: full/part-time status

Calendar Section Type: Regulation

Description of Change: Changes to student classification: full/part-time status Change

Proposed: Graduate Curriculum Changes

Faculty/School: School of Graduate Studies

Department: School of Graduate Studies

Calendar publication date: 2022/2023/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2022 Graduate Calendar > General information > Classification of students and registration > Classification of students

Present Text (from 2021) calendar

Changes to student classification: full/part-time status

Requests for changes to student classification (from full-time to part-time or vice-versa) must be submitted prior to the DNE deadline of a given term. ~~Students must submit a Service Request for a change in status~~—A change of student classification may have implications for students receiving loans, bursaries, or awards; students should check the regulations associated with their loans, bursaries, or awards. International students must retain the status as indicated on their Study Permit/CAQ.

Changes to a student's classification may also affect the student's time limit and/or their payment schedule .

Proposed Text

Changes to student classification: full/part-time status

[Students in thesis-based programs must submit a Service Request for a change in status](#) . Requests for changes to student classification (from full-time to part-time or vice-versa) must be submitted prior to the DNE deadline of a given term. A change of student classification may have implications for students receiving loans, bursaries, or awards; students should check the regulations associated with their loans, bursaries, or awards. International students must retain the status as indicated on their Study Permit/CAQ.

Changes to a student's classification may also affect the student's time limit and/or their payment schedule .

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Graduate Regulation Change

Dossier Title: Status change Part time to Full time

Calendar Section Name: Student classification: full/part-time status

Calendar Section Type: Regulation

Description of Change: Student classification: full/part-time status
Change

Proposed: Graduate Curriculum Changes

Faculty/School: School of Graduate Studies

Department: School of Graduate Studies

Calendar publication date: 2022/2023/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2022 Graduate Calendar > General information > Classification of students and registration > Classification of students

Present Text (from 2021) calendar

Student classification: full/part-time status

Graduate Certificate and Diploma Programs

Students in a graduate certificate or diploma program are considered to be full-time students if they register for 9 or more credits in a term.

Students who do not fall in the situations described above are considered to be part-time students.

Master's and Doctoral Programs

Students in master's or doctoral degree programs are accepted as full or part-time students at the time of admission. These students are considered to be full or part-time according to their status at admission, regardless of the actual amount of credits for which they register. Their classification will change only if they submit a request to change their status.

MBA students enrolled in the Executive MBA program and the Investment Management MBA program are considered full-time students as they have to follow an established schedule of courses per term.

Master of Business Administration (MBA) program students are considered full-time if they register for a minimum of 12 credits in each of the Fall and Winter terms. Part-time MBA students are permitted to register for a maximum of 6 credits in each of the Fall and Winter terms and a minimum of 12 credits in the academic year.

Independent Graduate and Visiting students are considered to be part-time students.

Visiting Exchange students are considered to be full-time students.

Proposed Text

Student classification: full/part-time status

Graduate Certificate and Diploma Programs

Students in a graduate certificate or diploma program are considered to be full-time students if they register for 9 or more credits in a term.

Students who do not fall in the situations described above are considered to be part-time students.

Master's and Doctoral Programs

Students in [thesis-based](#) master's or doctoral degree programs are accepted as full or part-time students at the time of admission. These students are considered to be full or part-time according to their status at admission, regardless of the actual amount of credits for which they register. Their classification will change only if they submit a request to change their status.

[A student's status in course-based master's program is determined by the number of credits for which they are registered by the DNE deadline. In particular, students are considered full-time if they are enrolled in 9 credits per term in the Fall and Winter terms of a given academic year. Registration in less than 9 credits in the Summer or last term of study, does not impact full-time status. Students enrolled in less than 9 credits in a Fall or Winter term will automatically be classified as part-time for that term unless they are enrolled in an internship component.](#)

MBA students enrolled in the Executive MBA program and the Investment Management MBA program are considered full-time students as they have to follow an established schedule of courses per term.

Master of Business Administration (MBA) program students are considered full-time if they register for a minimum of 12 credits in each of the Fall and Winter terms. Part-time MBA students are permitted to register for a maximum of 6 credits in each of the Fall and Winter terms and a minimum of 12 credits in the academic year.

Present Text (from 2021) calendar

Proposed Text

Independent Graduate and Visiting students are considered to be part-time students.

Visiting Exchange students are considered to be full-time students.

Rationale:

Resource Implications:

Impact Report

Summary and Rationale for Changes

Following the billing change for course based master's programs, CIP notation will only be applied to students in thesis-based programs.

Summary of Committee Discussion: SGS Council

For Submission to:

Graham Carr, President and Vice-Chancellor,
Senate, 18 Mar 2022

Approved by:

Faye Diamantoudi, Interim Dean of Graduate Studies,
Council of the School of Graduate Studies, 24 Jan 2022

For Senate's information, please find enclosed changes to the Graduate Calendar.

These motions were passed, unopposed at the January 24, 2022 meeting of the Council of the School of Graduate Studies.

Summary of Changes (Graduate Regulation Change)

Regulation Changes:

- Continuing In Program (CIP) registrations Change

REGULATIONS CHANGE FORM

Dossier Type: Graduate Regulation Change

Dossier Title: Continuing in Program for course based Master's change

Calendar Section Name: Continuing In Program (CIP) registrations

Calendar Section Type: Regulation

Description of Change: Continuing In Program (CIP) registrations
Change

Proposed: Graduate Curriculum Changes

Faculty/School: School of Graduate Studies

Department: School of Graduate Studies

Calendar publication date: 2022/2023/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2022 Graduate Calendar > General information > Classification of students and registration > Classification of students > Registration

Present Text (from 2021) calendar

Continuing In Program (CIP) registrations
(for students in master's or doctoral programs)

After a student's first registration has been processed, the registration system will consider ~~master~~ and doctoral students to be continuing in their program when they are not otherwise registered in academic courses. Students who are still within their program time limit but are not registered in course credits, will be identified as "Continuing in Program" on their student record. This notation is an academic notation and not a registration for academic credit. Students with a CIP notation will be charged either tuition or a Continuation fee. Refer to the Tuition and Fees for detailed information on the financial implications.

Students who are not registered for courses in the first term of admission must get approval from the School of Graduate Studies for a CIP notation, through the submission of a Service Request .

The notation on the student record will show Continuing in Program (CIP) or Time Limit Extension (TLE), respectively, unless replaced by a course registration. The CIP is an automatic process. Should a student subsequently register for courses, the automatic CIP will be removed.

Automatic CIPs will occur for returning students only if there are no restrictions on record (e.g. academic, financial, expired time limits). Students will be withdrawn from their program if the automatic CIPs cannot be processed each term.

Proposed Text

Continuing In Program (CIP) registrations
(for students in [thesis-based](#) master's or doctoral programs)

After a student's first registration has been processed, the registration system will consider [thesis-based master's](#) and doctoral students to be continuing in their program when they are not otherwise registered in academic courses. Students who are still within their program time limit but are not registered in course credits, will be identified as "Continuing in Program" on their student record. This notation is an academic notation and not a registration for academic credit. Students with a CIP notation will be charged either tuition or a Continuation fee. Refer to the Tuition and Fees for detailed information on the financial implications.

Students [in thesis-based programs](#) who are not registered for courses in the first term of admission must get approval from the School of Graduate Studies for a CIP notation, through the submission of a Service Request .

[The CIP notation cannot be applied to students in course-based master's programs.](#)

The notation on the student record will show Continuing in Program (CIP) or Time Limit Extension (TLE), respectively, unless replaced by a course registration. The CIP is an automatic process. Should a student subsequently register for courses, the automatic CIP will be removed.

Automatic CIPs will occur for returning students only if there are no restrictions on record (e.g. academic, financial, expired time limits). Students will be withdrawn from their program if the automatic CIPs cannot be processed each term.

Rationale:

Resource Implications:

Impact Report

Summary and Rationale for Changes

Time limits for all course based master's courses will be fixed at 5 years to allow for dynamic transition between Full time and Part time.

Summary of Committee Discussion: SGS Council

For Submission to:

Graham Carr, President and Vice-Chancellor,
Senate, 18 Mar 2022

Approved by:

Faye Diamantoudi, Interim Dean of Graduate Studies,
Council of the School of Graduate Studies, 24 Jan 2022

For Senate's information, please find enclosed changes to the Graduate Calendar.

These motions were passed, unopposed at the January 24, 2022 meeting of the Council of the School of Graduate Studies.

Summary of Changes (Graduate Regulation Change)

Regulation Changes:

- Time limits Change

REGULATIONS CHANGE FORM

Dossier Type: Graduate Regulation Change

Dossier Title: Time Limit changes due to Billing

Calendar Section Name: Time limits

Calendar Section Type: Regulation

Description of Change: Time limits Change

Proposed: Graduate Curriculum Changes

Faculty/School: School of Graduate Studies

Department: School of Graduate Studies

Calendar publication date: 2022/2023/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2022 Graduate Calendar > General information > Academic regulations

Present Text (from 2021) calendar

Time limits

Students who exceed the time limit as outlined below will be withdrawn from their program. Under exceptional circumstances a time limit may be extended upon the recommendation of the Graduate Program Committee and the approval of the Dean of Graduate Studies.

~~Duration of Programs. It is expected that full-time students will complete the requirements for most doctoral degree programs within 12 terms (4 years). The expected time to completion for a master's/magisteriate degree for full-time students is 6 terms (2 years) and the diploma and certificate is 3 terms (1 year). In the case of the MFA, the expected time to completion is 8 terms.~~

Time Limits for Doctoral Degrees. All work for a doctoral degree must be completed within 18 terms (6 years) of full-time study or 24 terms (8 years) of part-time study from the time of original registration in the program.

Time Limits for ~~Master's/Magisteriate~~ Degrees. All work for a ~~master's/magisteriate~~ degree for full-time students must be completed within 9 terms (3 years) from the time of initial registration in the program; for part-time students the time limit is 15 terms (5 years). In the case of ~~MFA~~, the time limit for full-time students is ~~12 terms (4 years)~~; for part-time students the ~~time limit is 15 terms (5 years)~~. In the case of the ~~EMBA~~, the time limit for ~~full-time students is 6 terms (2 years)~~.

Time Limits for Diploma Programs. All work for a diploma program must be completed within 6 terms (2 years) from the time of initial registration in the program for full-time students; for part-time students the time limit is 12 terms (4 years). In the case of the Diploma in Clinical Psychology, the time limit is 9 terms (3 years) for full-time students; for part-time students the time limit is 15 terms (5 years).

Proposed Text

Time limits

Students who exceed the time limit as outlined below will be withdrawn from their program. Under exceptional circumstances a time limit may be extended upon the recommendation of the Graduate Program Committee and the approval of the Dean of Graduate Studies.

Time Limits for Doctoral Degrees. All work for a doctoral degree must be completed within 18 terms (6 years) of full-time study or 24 terms (8 years) of part-time study from the time of original registration in the program.

Time Limits for Master's Degrees. All work for a ~~thesis-based master's~~ degree for full-time students must be completed within 9 terms (3 years) from the time of initial registration in the program; for part-time students the time limit is 15 terms (5 years). In the case of the ~~EMBA~~, the time limit for full-time students is 6 terms (2 years). The time limit for all other course-based master's programs is 15 terms (5 years).

Time Limits for Diploma Programs. All work for a diploma program must be completed within 6 terms (2 years) from the time of initial registration in the program for full-time students; for part-time students the time limit is 12 terms (4 years). In the case of the Diploma in Clinical Psychology, the time limit is 9 terms (3 years) for full-time students; for part-time students the time limit is 15 terms (5 years).

Time Limits for Graduate Certificate Programs. All work for a graduate certificate program must be completed within 6 terms (2 years) from the time of initial registration in the program for full-time students; for part-time students the time limit is 9 terms (3 years). In the case of UNIT, the time limit for full-time students is 5 terms.

Time Limits if transferring from a PhD to Master's in a similar area of research would be granted a time limit based on the expected completion (4 years), less the number of years spent in the PhD program, or 2 years, whichever is greater; or the equivalent for part-time study.

Time Limit if transferring from a Master's to a Diploma in a similar area

Present Text (from 2021) calendar

Proposed Text

Time Limits for Graduate Certificate Programs. All work for a graduate certificate program must be completed within 6 terms (2 years) from the time of initial registration in the program for full-time students; for part-time students the time limit is 9 terms (3 years). In the case of UNIT, the time limit for full-time students is 5 terms.

of study would be granted a time limit of 2 years, less the number of years in the Master's, or 1 year, whichever is greater; or the equivalent for part-time study.

Time Limit if transferring from a Diploma to a Master's in a similar area of study would be granted a time limit of 3 years, less the number of years in the Diploma; or the equivalent for part-time study.

Time Limits if transferring from a PhD to Master's in a similar area of research would be granted a time limit based on the expected completion (4 years), less the number of years spent in the PhD program, or 2 years, whichever is greater; or the equivalent for part-time study.

Time Limit if transferring from a Master's to a Diploma in a similar area of study would be granted a time limit of 2 years, less the number of years in the Master's, or 1 year, whichever is greater; or the equivalent for part-time study.

Time Limit if transferring from a Diploma to a Master's in a similar area of study would be granted a time limit of 3 years, less the number of years in the Diploma; or the equivalent for part-time study.

Rationale:

Resource Implications:

Impact Report