



SENATE

NOTICE OF MEETING

March 20, 2026

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, March 27, 2026, at 2 p.m., in the Norman D. Hébert, LLD Meeting Room (Room EV 2.260) on the SGW Campus.

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

Please note that there is no Closed Session for this meeting. The Senate meeting will start with the Open Session at 2 p.m. and all members of the University community who wish to view the Open Session meeting will be admitted at this time.

Karan Singh
Secretary of Senate



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

Friday, March 27, 2026 at 2:00 p.m.
in the Norman D. Hébert, LL.D. Meeting Room
(Room EV 2.260) on the SGW Campus
and 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 Minutes from the Open Session meeting of February 6, 2026	G. Carr	Approval
CONSENT AGENDA		
2. Committee report (Document US-2026-2-D1)		Information
3. Committee appointments (Document US-2026-2-D2)		Approval
REGULAR AGENDA		
4. Business arising from the Minutes not included on the Agenda		
5. President's remarks	G. Carr	Information
6. Academic update (Document US-2026-2-D3)	E. Diamantoudi	Information
7. Policy on Research Entities (Document US-2026-2-D4)	G. Carr/ T. Evans	Approval

- | | | |
|---|---|-----------------|
| 8. Department Name Change: Concordia
Institute for Information Systems Engineering
(CIISE) to the Department of Cybersecurity
and Intelligent Systems Engineering
(Document US-2026-2-D5) | G. Carr/
E. Diamantoudi/
M. Debbabi | Approval |
| 9. Question period (<i>maximum 15 minutes</i>) | | |
| 10. Other business | | |
| 11. Adjournment | G. Carr | |

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

Friday, February 6, 2026 at 2:00 p.m.
in the Norman D. Hébert, LLD Meeting Room (EV 2.260)
on the SGW Campus and via Zoom video conferencing

PRESENT

Voting members:

Graham Carr (Chair)	Lina El-Bakaye	Xavier Ottenwaelder (zoom)
Saraluz Barton-Gomez	Zoe Erika-Okoye	Véronique Pepin
Theresa Bianco	Tim Evans	Isabella Providenti
Patrice Blais	Ariela Freedman	Isabelle Ranger
Onur Bodur (zoom)	Annie Gérin	Rosemary Reilly (zoom)
Narmine Boubasla	Michael Gillis	Aphrodite Salas
Cynthia Bruce	Eléanore Handsone	Adam Semergian
Amy Buckland	Andrea Harland	Anna Sheftel
Robin Chemtov	Steven Henle (zoom)	Pascale Sicotte
Roy Cross	Maggie McDonnell	Kamila Sobol
Anne-Marie Croteau	Christopher Moore	Reza Soleymani (zoom)
Fabienne Cyrius	Peter Morden (zoom)	Ahmed Soliman
Mourad Debbabi	Catherine Mulligan	Preethi Srikanth (zoom)
Effrosyni Diamantoudi	Muhammad Ilyas Nadeem	Huu Thien Tran
Geoffrey Dover	(zoom)	Radu Zmeureanu

Non-voting members: Charmian Harvey (attended as delegate for P. Beauregard) (zoom), Stéphanie de Celles, Michael Di Grappa, Frederica Jacobs, Kathleen Lizé, Frederica Martin, Brad Nelson, Olivia Ward

Also attending: Caroline Baril, Rachel Berger, Sandra Betton, Richard Courtemanche, Richard DeMont, Julie Fortier (zoom), Shelina Houssenaly Kassim (zoom), Aaron Johnson, Benoit Léger, Xiodan Pan, Emad Shihab, Nancy St-Onge, Aisha Topsakal, Manon Tremblay, Rusdam Vahidov, Christine York (zoom)

ABSENT

Voting members:

Seif Bedair	Vanessa Massot	Sina Queyras
Alexandra Dawson	Sanaz Naghdi	Ramin Sedaghati
Moshe Lander	Mireille Paquet	Roberto Viereck-Salinas

Non-voting member: Paul Chesser, Isabel Dunnigan, Tom Hughes

1. Call to order

The Chair called the meeting to order at 2:01 p.m.

1.1 Approval of the Agenda

R-2026-1-1 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved with item 4 being moved to the Regular Agenda.

1.2 Adoption of December 12, 2025 Minutes

R-2026-1-2 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of December 12, 2025 be adopted.

CONSENT

2. Committee reports (Document US-2026-1-D1)

The reports were provided for information only.

3. APC recommendation: FA-FA-5891 – Regulation Change – (Readmitted students have the same two options as conditional standing students) (Document US-2026-1-D2)

R-2026-1-3 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the proposed undergraduate curriculum regulation change: FA-FA-5891 – Regulation Change (Readmitted students have the same two options as conditional standing students).

REGULAR

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

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

On a question that was asked at a previous meeting of Senate, the Chair confirmed that the Report on Indigenous Directions will be unveiled on Orange Shirt Day. There was also a follow up question on the status of the recommendations made by the Ombudsperson, which were reported to Senate in December. The Secretary of Senate confirmed that they would follow up with the Ombuds Office.

5. President's remarks

- Dr. Carr began his report with the political updates. There is unpredictability with the leadership races underway in the *Parti libéral du Québec* and in the CAQ following the Premier's decision to step down early January 2026. The government is continuing to proceed with its legislative agenda: Bill 1 (new constitution) and Bill 9 (laïcité), which are in addition to the proposed budget in March.
- On Bill 9, the university sector has identified a host of problematic issues involving the lack of clarity, confusion, misunderstanding of universities' realities, as well as the inoperability of what is proposed. The major academic issue of concern is any measure that would prevent students from fulfilling their degree requirements, such as being prevented from doing teacher training in public schools because of the clothing one wears.
- Universities are also joining their voices to other organizations – including municipalities, chambres du commerce, hospitals, and employer networks -- requesting that the government re-open access to the *PEQ*.
- On January 23rd, the ministry informed McGill and Concordia that it had issued new *Règles budgétaires* (RB's) that would maintain the differential tuition for Rest of Canada students at ~\$12K as opposed to \$9K per year. The main argument made by the government in response to the court's decision was that Québec taxpayers should not bear the cost of educating students from elsewhere (even though students from Québec studying elsewhere in Canada do not pay differential fees). No additional justification was required by the government. The decision is disappointing as it goes on to say that students from the Rest of Canada in French programs will pay a lower fee.
- The *Vérificateur générale du Québec* issued a report in November on the government's management of the international student question. The report was highly critical of the government, pointing out the lack of assessment of the impact of the measures and the inefficiencies in the initial selection process for qualified students.

- Dr. Carr reported that for the whole academic year – summer, fall and winter – the University’s overall FTEs (all cycles) are marginally higher than was the case last academic year (2024-25). However, these numbers are unfortunately still lower than the numbers in any previous years. The goal is that, with the slight uptick in applications, these interests will be converted in registrations in the coming weeks.
- The next phase is critical, as the University needs to close the remaining budget deficit of ~\$12M to meet the recovery plan target for fiscal year 2025-26
- The Interim Provost, Faye Diamantoudi, has been meeting with every department to give accurate information on the budget situation and identify challenges that the University faces. These departmental visits have focused on how departments can reimagine or develop new programs aimed at revenue generation.
- On the non-academic side, Dr. Carr has held meetings to solicit ideas and proposals for cost-efficiencies and potential new sources of revenue.
- February 21st will be the Winter Open House, which, though smaller than the Fall Open House, remains an important opportunity to recruit and seed interest among potential future students.
- A hold for March 27th was circulated for the proposed Senate retreat (scheduled to take place before the Senate meeting on the afternoon of the same day). The purpose of the retreat is to facilitate a working session for Senate to look beyond the current challenging reality in which the University is operating and to begin focusing on aspirational objectives for the future, for 2030 and beyond.
- The University remains committed to delivering top-ranked academic programs in many fields, leading cutting-edge areas of research, and showcasing initiatives – such as work-integrated learning and transformative projects such as PLAN/NET ZERØ - that are vastly expanding Concordia’s partnership base, which includes a rapidly expanding and increasingly influential alumni network that supports the University’s success.
- Although not yet finalized, tentatively the proposed agenda of the Senate retreat will include:
 - A presentation on the budget from F. Diamantoudi to ground our immediate and longer-term thinking in terms of the University’s financial outlook;

- A discussion of critical factors that are currently disrupting - or are bound to transform - the higher education landscape. These factors could be technology changes, such as AI; demographic trends; political and geopolitical factors locally and internationally, etc.; and
 - A discussion identifying some aspirational objectives and/or bold new directions for Concordia that could identify new priorities and initiatives to help us deliver our nine strategic directions beyond 2030.
- Dr. Carr now moved to share some accomplishments, noting that six members of the University community were named to the Order of Canada on New Year's Day, including Martha Langford, who has just retired as a professor of Art History, where she was director of the Gail and Stephen A. Jarislowsky Institute for Studies in Canadian Art.
 - The Winter Olympic Games in Milan and Cortina will be underway soon and the University is honored to share that Concordia alumnus and assistant coach of the Stingers men's hockey team Jim Corsi was one of the torchbearers of the Olympic flame as it made its way through Italy.
 - Other names include:
 - Marion Thénault, an undergraduate student in aerospace engineering who is competing in in aerial skiing;
 - Zachary Lagha, a third-year student in Contemporary Dance who will participate in Ice Dance (with his partner, Marjorie Lajoie);
 - Emma Nonnenmacher, an undergraduate psychology student who is playing for Team France in women's ice hockey;
 - joined by Alice Philbert, a recent graduate of Concordia in Therapeutic Recreation and Business Administration (Alice was a former Stinger and Emma is a current Stinger);
 - Anton Jacobs-Webb, an undergraduate student in mechanical engineering who will play on the Canadian Men's Para-Ice Hockey team at his 2nd Olympics; and
 - Caroline Ouelette, a university honorary doctorate and former assistant hockey coach of the women's Stingers who is now assistant coach of the Canadian women's hockey team;
 - and Julien Brisebois, EMBA graduate and General Manager of the Tampa Bay Lightning, who is the Assistant Manager of the Canadian men's hockey team.

6. **Academic update** (Document US-2026-1-D4)

There were no additional updates to the report that was provided. F. Diamantoudi noted that a presentation session for student groups around the University's budget was being planned.

7. **Annual report from the Office of Rights and Responsibilities**

The Director of the Office of Rights and Responsibilities, Aisha Topsakal, presented the report.

The reporting period covered May 2024 to April 30, 2025, where the office managed 507 files, which was an increase from 450 the previous year; an increase of 15%. The vast majority of the files involved confidential consultations, many of which were early interventions to address concerns before they become cases of concerns.

A. Topsakal, noted that there has been a push to move to formal complaints. This trend is indicative of campus climate, and the community members contacting the office were not inclined to informal complaints.

To illustrate the work of the Office, A. Topsakal provided three examples of cases that the Office handles, which included one case where the Office responded to instances of use of physical force and illegal activity by a member of the community, a second case related to a faculty member bullying a staff member, and a third case of a situation in a lab with a student who needed support and was put in touch with the required resources. These examples underscore the complexity of the work of the office, given the large community that it serves.

A. Topsakal concluded by expressing gratitude on behalf of the Office for the privilege of serving the community.

8. **Approval of Policy on Research Entities (VPRII-8)** (Document US-2026-1-D3)

Tim Evans presented the dossier. Senators had specific questions on the deletion of the specific mention of community related research. T. Evans explained that with the University signing the Declaration of Research Assessment (DORA) framework in 2024, which framework is inclusive of community related research, it was determined that there wasn't a continued need to explicitly refer to community related research in the policy.

There were other questions regarding the expectation for mobilization of external resources for research entities. It was confirmed that the policy accommodates research entities whose resources are not dependent on external funding.

A detailed discussion followed where other concerns were raised, including the request that the link to the procedures in the revised policy document be updated to reflect the current state of the procedures on the understanding that procedures are a living document and that Senate's role is strictly to approve the policy.

After a lengthy discussion around the above noted items, it was agreed that the policy dossier would be withdrawn at this time. This would permit concerns raised by Senators to be reflected in a minimally revised dossier that would be brought back to Senate for consideration and approval.

9. APC recommendations:

9.1. New program - JMSB-SCBTM-5777 - New Undergraduate Program: BComm in Business Analytics (Document US-2026-1-D6)

This dossier was presented by Dean Croteau as a new program: BComm in Business Analytics. There were no questions.

R-2026-1-4 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the New Undergraduate Program: BComm in Business Analytics (JMSB-SCBTM-5777).

9.2. Program change - AS-FRAN-5833 - Création d'un nouveau cheminement au sein de la Maîtrise en traductologie : recherche-crédation (avec mémoire) (Document US-2026-1-D7)

Dean Sicotte presented the dossier and R. Courtemanche provided some details, following which Benoit Léger briefly explained that the new pathway of research creation is recognized by granting agencies and also the University, and has no additional resource implication.

There were no questions.

R-2026-1-5 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the Graduate Program Regular Curriculum Change (AS-FRAN-5833).

9.3. New graduate program - AS-HKAP-3301 - Master's in Science degree (Athletic Therapy) (Document US-2026-1-D8)

Dean Sicotte presented the dossier and R. Courtemanche provided some details, including the multiple support letters for the program that have been received from various groups in the athletic therapy domain.

G. Dover reiterated that most healthcare professionals are at graduate level, and that this is a timely change to the program as Athletic Therapy will be included as a professional category in the *Ordre professionnel de la physiothérapie du Québec*.

There were no questions.

R-2026-1-6 Upon motion duly moved and seconded, it was unanimously resolved that, upon

recommendation of the Academic Programs Committee, Senate approve the new graduate program Master's in Science degree (Athletic Therapy) (AS-HKAP-3301).

9.4. Regulation change – JMSB-MSCM-5876 – dual-option model: (1) a research thesis option and (2) a supervised project option within the Master of Supply Chain Management (Document US-2026-1-D9)

Dean Croteau presented this item. Xiaodan Pan, Graduate Program Director spoke to the new structure 21 credit thesis based. The goal is to provide students impactful research opportunities and bring industry and university together. With the problems in the Canadian economy around supply chain logistics, this program will contribute to provide this specific expertise to students.

There were no questions.

R-2026-1-7 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the regulation and program changes to the Master of Supply Chain Management (JMSB-MSCM-5876).

10. Question period

A question was raised on discussion of Senate governance at the proposed retreat. It was advised the purpose of the retreat was not to discuss Senate governance, but the suggestion would be taken under advisement.

There were a few questions around the budget cuts and whether the cuts would impact the number of course sections offered. It was confirmed that the current number of course sections would be preserved.

To a question on when the report of the STRIVE Task Force was expected to be released, it was noted that the report with recommendations was being finalized by the STRIVE Steering Committee. The Chair confirmed that the report would be released after final reviews, and that an implementation committee would be struck with a view to making the recommendations actionable.

On the judgement rendered on the tuition dossier, a question was raised about whether the judge would review the response provided by the government. It was clarified that the judge's mandate on the matter concluded when they rendered the judgement, and therefore that the government's response did not have to be approved by the courts.

To a question about the impact of the non-renewal of LTA contracts and other budgetary cuts on student access to courses, it was confirmed that the University is considering all options, including new micro-programs and other course offerings, to ensure that recruitment and retention is at the heart of all decisions.

There was a question about Bill 9 and its impact on students and their ability to complete their internships, as some education students are experiencing challenges with their internships because they are not allowed to wear head coverings in classrooms. Dr. Carr clarified that Bill 9 has not yet been passed, and the challenges that students are experiencing in their internships are a result of Bill 94, which was adopted a few years ago to address secularism and what teachers are permitted to wear in classrooms. However, Bill 9 compounds this problem which is a concern for all universities.

To a question regarding government funding and tuition increases, it was clarified that the provincial government sets limits of what is allowable in terms of tuition increases. In the past, the formula was based on change of family income. However, the government has recently moved away from applying that formula in favour of a more discretionary approach.

A Senator noted that out of province students who were enrolled before the tuition fee increase are now unable to change programs without having to pay the new increased tuition rates. Could these students who wish to change programs also qualify for the scholarships offered to incoming students to offset the tuition increase? The University has repeatedly raised this issue to the government as this is not a problem unique to Concordia, but across the réseau. However, the government has not changed the policy. It was explained that the scholarships offered are subject to available funding - which is very limited - and as such the scholarship program for newly admitted students was not extended to students who are already enrolled.

11. Other business

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

12. Adjournment

The meeting was adjourned 4:20 p.m.

K. Singh
Karan Singh
Secretary of Senate

**ACADEMIC PROGRAMS COMMITTEE
REPORT OF APPROVED DOSSIERS**

Rachel Berger, PhD

March 12, 2026

The Academic Programs Committee has approved the following changes for the Undergraduate Calendar.

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

1. Undergraduate Curriculum Proposals (Changes for the 2027-28 Calendar)

Gina Cody School of Engineering and Computer Science

GCS-GCS-5957; APC-2026-1-D1

- Course changes

2. Graduate Curriculum Proposals (Changes for the Summer and Fall 2026 Calendar)

Faculty of Arts and Science

Department of Applied Human Sciences

AS-AHSC-5932; APC-2026-1-D2

- Program changes
- Course changes

Department of Education

AS-EDUC-5874; APC-2026-1-D3

- Regulation changes

Department of Psychology

AS-PSYC-5924; APC-2026-1-D4

- Regulation changes

Faculty of Fine Arts

Department of Studio Arts

FA-STUDART-5870; APC-2026-1-D5

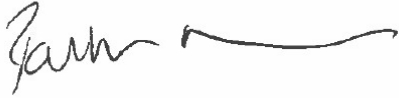
- Program changes
- Course changes
- Regulation changes

Gina Cody School of Engineering and Computer Science

Centre for Engineering in Society Programs

GCS-CES-5953; APC-2026-1-D6

- Course changes



Rachel Berger, PhD
Vice-Provost, Innovation in Teaching and Learning
March 12, 2026

Summary and Rationale for Changes

Following approval of the B.Eng. in Chemical Engineering, CHME 215 Programming for Chemical and Materials Engineers, the programming course required in the Chemical Engineering program, is being added to the prerequisites of ENGR 391 Numerical Methods in Engineering.

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 03 Feb 2026

Approved by:

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 05 Dec 2025

The dossier was approved by GCS Council with no modifications requested.
GCS Council document number: ECFC 2025.07.01

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:


Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 05 Dec 2025

Approved by:

Otmane Ait Mohamed, Associate Dean (Academic Programs),
ESC Undergraduate Studies Committee, 13 Nov 2025

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
ENGR 391										

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: ENGR 391

Calendar Section Name: ENGR 391

Calendar Section Type: Course

Description of Change: ENGR 391

Proposed: Undergraduate Curriculum Changes

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

Department: Gina Cody School of Engineering and Computer Science

Calendar publication date: 2027/2028/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.60 Engineering Course Descriptions > Engineering Courses

Type of Change: Course Change

Present Text calendar

ENGR 391 Numerical Methods in Engineering (3 credits)

Prerequisites:

The following courses must be completed previously: ENGR 213 , ENGR 233 ; COMP 248 or COEN 243 or MECH 215 or MIAE 215 or BCEE 231 .

Description :

This course focuses on roots of algebraic and transcendental equations; function approximation; solution of simultaneous algebraic equations; interpolation; regression; introduction to machine learning; numerical differentiation; numerical integration; numerical solutions of ordinary differential equations and partial differential equations; reliability; conditioning; error analysis. Implementation using GNU Octave/MATLAB.

Component(s):

Lecture (3 hours per week) ; Tutorial (1 hour per week)

Notes :

Rationale:

Following approval of the B.Eng. in Chemical Engineering, which has been implemented as of January 2026, it is necessary to add the programming course for Chemical Engineering students, CHEM 215 Programming for Chemical and Materials Engineers, to the list of programming courses taken by students in B.Eng. programs to prepare them for ENGR 391.

Resource Implications:

None.

Proposed Text

ENGR 391 Numerical Methods in Engineering (3 credits)

Prerequisites:

The following courses must be completed previously: ENGR 213 , ENGR 233 ; **CHME 215** or COMP 248 or COEN 243 or MECH 215 or MIAE 215 or BCEE 231 .

Description :

This course focuses on roots of algebraic and transcendental equations; function approximation; solution of simultaneous algebraic equations; interpolation; regression; introduction to machine learning; numerical differentiation; numerical integration; numerical solutions of ordinary differential equations and partial differential equations; reliability; conditioning; error analysis. Implementation using GNU Octave/MATLAB.

Component(s):

Lecture (3 hours per week) ; Tutorial (1 hour per week)

Notes :

Impact Report

Defined Groups

Engineering Core

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.20 BEng -> Section 71.20.5 Degree Requirements

Source of Impact

- ENGR 391

Mathematics Electives: BSc Cybersecurity

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.100 Concordia Institute for Information Systems Engineering -> Section 71.100.2 Course Requirements (BSc in Cybersecurity) -> Degree Requirements -> BSc in Cybersecurity

Source of Impact

- ENGR 391

Courses

AERO 455

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Aerospace Engineering Courses

Source of Impact

- ENGR 391

BCEE 455

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Building, Civil and Environmental Engineering Courses

Source of Impact

- ENGR 391

CHME 316

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Chemical and Materials Engineering Courses

Source of Impact

- ENGR 391

CIVI 381

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Civil Engineering Courses

Source of Impact

- ENGR 391

CIVI 382

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Civil Engineering Courses
Source of Impact

- ENGR 391

COMP 361

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.70 Department of Computer Science and Software Engineering -> Section 71.70.10 Computer Science and Software Engineering Courses -> Computer Science Courses
Source of Impact

- ENGR 391

COMP 476

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.70 Department of Computer Science and Software Engineering -> Section 71.70.10 Computer Science and Software Engineering Courses -> Computer Science Courses
Source of Impact

- ENGR 391

COMP 477

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.70 Department of Computer Science and Software Engineering -> Section 71.70.10 Computer Science and Software Engineering Courses -> Computer Science Courses
Source of Impact

- ENGR 391

ELEC 482

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Electrical Engineering Courses
Source of Impact

- ENGR 391

INSE 387

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.100 Concordia Institute for Information Systems Engineering -> Section 71.100.3 Information Systems Engineering Courses
Source of Impact

- ENGR 391

INSE 490

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.100 Concordia Institute for Information Systems Engineering -> Section 71.100.3 Information Systems Engineering Courses
Source of Impact

- ENGR 391

MECH 460

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Mechanical Engineering Courses

Source of Impact

- ENGR 391

Summary and Rationale for Changes

The Department of Applied Human Sciences is modifying the thesis option of the MA in Human Systems Intervention in order to bring it into alignment with other research-intensive thesis programs. This builds on and extends the changes recently approved in dossier AS-AHSC-5589. At the time of that proposal, we were limited in the number of credits that we were able to change. This proposal is the final step in this re-alignment process.

- Reduce the number of required credits from 24 to 9;
- Increase the number of electives credits from 3 to 12;
- Increase the credit value of the MA thesis (AHSC 697) from 18 to 21;
- and finally create a new course AHSC 693 Master's Thesis Proposal.

Please see the accompanying table that highlights the differences between the current program and the proposed changes.

By decreasing the number of required credits to 9 credits, the HSI MA thesis option will:

1. **Enhance Its Focus on Research Quality:** Reducing required coursework allows students to devote more time and intellectual energy to their research. Excessive coursework can detract from the depth and quality of thesis work.
2. **Align with Current Standards:** Many top research MA programs in the UK, Netherlands, and parts of Canada have minimal coursework, emphasizing supervised research and thesis development. Reducing coursework will bring the HSI thesis option into closer alignment with these models, enhancing program competitiveness.
3. **Improve Time-to-Degree and Reduce Burnout:** Heavy course loads can extend time-to-degree and contribute to student burnout. Under this model, students can complete their degrees more efficiently while maintaining academic rigour through focused research.

By increasing the number of elective credits to 12 credits, the HSI MA thesis option will:

1. **Provide Greater Flexibility and Customization of Learning to Support Individual Research Needs:** Allowing more electives gives students the freedom to design a curriculum that directly supports their thesis project and empowers students to build a learning pathway that aligns with their intellectual and professional goals.
2. **Support the Development of Interdisciplinary and Transferable Skills:** Electives or skills-based courses (e.g., data analysis, academic writing, disciplinary deep dives) can directly support student thesis work, rather than fulfilling potentially unrelated requirements.
3. **Encourage Intellectual Breadth and Exploration:** A broader range of electives allows students to explore various theoretical and methodological approaches, fostering more innovative and well-informed thesis projects. It can also promote multidisciplinary MA research in a department that is itself multidisciplinary.
4. **Improve Student Engagement and Motivation:** Students are more engaged when they have agency in shaping their educational experiences. Offering more electives can increase satisfaction, reduce burnout, and help students feel invested in their learning.

By increasing the number of credits for the thesis from 18 to 21 credits, the HSI MA thesis option will reflect the true academic workload, intellectual depth, and time commitment required for high-quality graduate research. This increase:

1. **Better Aligns with Actual Workload and Time Investment:** Graduate theses often demand significantly more time and effort than coursework credits suggest. Increasing the credit value from 18 to 21 acknowledges the true intensity of the thesis process. As well, a higher credit value signals the intellectual significance of the thesis and its role in achieving program learning outcomes.
2. **Encourages Research Depth and Innovation:** Allocating more credits may reduce the pressure to over-enroll in elective or required courses, freeing up time for students to engage more deeply in innovative or complex thesis projects—including fieldwork, data collection, and community-engaged projects.
3. **Improves Parity with International and Interdisciplinary Norms:** Globally, many MA programs with a research thesis assign 20–30 credits to the thesis component. Increasing the credit value enhances the program’s attractiveness and competitiveness.
4. **Supports Faculty Supervision and Program Integrity:** A thesis with a higher credit value acknowledges faculty labor in intensive supervision, feedback, and evaluation.

Creating a dedicated course focused on developing the research proposal for a research-based HSI thesis can offer significant pedagogical and structural benefits. AHSC 693 Master’s Thesis Proposal (3.00) will:

1. **Scaffold the Transition to Independent Research:** A research proposal course provides structured, step-by-step support as students move through the challenging transition from coursework to independent thesis-level research.
2. **Improve Research Quality and Thesis Completion Rates:** Early, guided development of a well-structured proposal can significantly improve the quality of the eventual thesis, reduce supervisor workload, and enhance completion rates.
3. **Create Opportunities for Mastery of the Core Academic Research Skills:** Mastering these skills at the MA level can encourage high-performing students to pursue their studies at the PhD level.
4. **Align with Best Practices in Graduate Education**
5. **Proposed Description of AHSC 693:**
Following the successful completion of coursework, students prepare and submit a written thesis proposal for evaluation by their primary supervisor and supervisory committee. The thesis proposal should describe and justify the intended topic, explain its place in relevant fields, discuss the intended research methods, and expected impact and/or outcomes.

Reducing required coursework in a research MA thesis program supports deeper engagement with research, promotes efficiency, and aligns with international standards, while increasing the electives credits allows for greater customization of the academic journey resulting in enhanced student outcomes and program appeal. These changes align with contemporary best practices in graduate education and support more holistic researcher development and student success while upholding rigorous research standards evidenced in a course focused on the research proposal and a weightier thesis.

The School of Graduate Studies has consulted with the government, and this will not constitute a new program requiring full review by the Ministry.

RELATED DOSSIER: AS-AHSC-5589

Resource Implications

With the exception of AHSC 693 Master's Thesis Proposal (3.00), this thesis option builds on the current course offerings, and therefore, no new courses will be required.

In terms of remissions for graduate supervision, we will follow the already established workload policy set out by the Faculty of Arts and Sciences that currently guides workload determinations for supervision.

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 03 Feb 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 12 Jan 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 2 D1). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development, School of Graduate Studies.,
Graduate Curriculum Committee, 12 Jan 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 21 Nov 2025

This proposal involves restructuring the MA in Human Systems thesis option and aligning it with other research-intensive programs. While the program value remains at 45 credits, the credit value of the thesis is increased from 18 to 21 (and is thus renumbered from AHSC 694 to AHSC 697); a master's thesis proposal is introduced (AHSC 693). AHSC 610 is removed. Program headings and electives are relocated to allow for these adjustments.

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 19 Dec 2025

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 21 Nov 2025

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 21 Nov 2025

Approved by:

Rosemary Reilly, Chair, Applied Human Sciences,
Departmental Council Committee, 24 Apr 2024


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
AHSC 693 Master's Thesis Proposal New	★	★	★	★	★	★	★	★	★	★
AHSC 694 Master's Thesis Delete	✘	✘	✘	✘		✘	✘	✘	✘	
AHSC 697 Master's Thesis New	★	★	★	★	★	★	★	★	★	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Human Systems Intervention MA with Thesis Option Change			

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Changes to HSI MA with Thesis Option

Calendar Section Name: Human Systems Intervention MA with Thesis Option

Calendar Section Type: Defined group

Description of Change: Human Systems Intervention MA with Thesis Option Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2026/2027/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA > Degree Requirements > Human Systems Intervention MA

Type of Change: Defined Group Change

Present Text calendar

Proposed Text

45 credits Human Systems Intervention MA with Thesis Option

45 credits Human Systems Intervention MA with Thesis Option

~~24~~ credits of Required Courses:
~~AHSC 610 Group Process Intervention (3)~~
~~AHSC 620 Learning and Individual Change Processes (3)~~
 AHSC 631 Research Methods (3)
 AHSC 640 Facilitating Social Justice and Equity in Human Systems (3)
 AHSC 660 Philosophy and Ethics of Intervention (3)
 AHSC 672 Consultation, Planning, and Intervention (6)
~~AHSC 681 Special Topics (3)~~
~~3~~ credits of Elective Courses chosen from:
~~AHSC 675~~ Introduction to Open Systems Theory (3)
 AHSC 682 Special Topics (6)
 AHSC 683 Special Topics in Human Systems Intervention (3)
 AHSC 685 Coaching Interventions and Processes (3)
 AHSC 695 Independent Study I (3)
 AHSC 696 Independent Study II (3)

9 credits of Required Courses:
 AHSC 631 Research Methods (3)
 AHSC 640 Facilitating Social Justice and Equity in Human Systems (3)
 AHSC 660 Philosophy and Ethics of Intervention (3)
 12 credits of Elective Courses chosen from:
 AHSC 620 Learning and Individual Change Processes (3)
 AHSC 672 Consultation, Planning, and Intervention (6)
 AHSC 675 Introduction to Open Systems Theory (3)
 AHSC 681 Special Topics (3)
 AHSC 682 Special Topics (6)
 AHSC 683 Special Topics in Human Systems Intervention (3)
 AHSC 685 Coaching Interventions and Processes (3)
 AHSC 695 Independent Study I (3)
 AHSC 696 Independent Study II (3)

In addition to the courses listed above, students may be permitted to register for up to three credits of graduate-level elective courses offered in other departments. In all such cases, prior permission of the Graduate Program Director and the student's supervisor is required.

In addition to the courses listed above, students may be permitted to register for up to three credits of graduate-level elective courses offered in other departments. In all such cases, prior permission of the Graduate Program Director and the student's supervisor is required.

Present Text calendar

~~18~~ credits:

AHSC ~~694~~ Master's Thesis (~~18~~)

Proposed Text

24 credits:

AHSC 693 Master's Thesis Proposal (3)

AHSC 697 Master's Thesis (21)

Rationale:

Generally, in terms of the changes to the number of credits and electives, these changes will improve time-to-degree completion and reduce student burnout by decreasing the number of courses required; provide greater flexibility and customization of learning to support individual research by giving students' choice over their areas of study; support the development of interdisciplinary and transferable skills; encourage intellectual breadth and exploration; and improve student engagement and motivation by empowering students to create a learning pathway that supports their research. As well, the changes in the credits focused on the thesis and proposal are designed to increase the research output of the student (and the unit) by encouraging research depth and innovation, thereby enhancing research quality; aligning the program to current international and interdisciplinary norms; accurately reflecting the actual workload and time investment of a research-intensive thesis; and scaffolding the transition to independent research.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Changes to HSI MA with Thesis Option

Calendar Section Name: AHSC 693

Calendar Section Type: Course

Description of Change: AHSC 693 Master's Thesis Proposal New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2026/2027/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Applied Human Sciences Courses > Human Systems Intervention MA Courses > Human Systems Intervention MA Project Courses

Type of Change: New Course

Present Text calendar

Proposed Text

AHSC 693 Master's Thesis Proposal (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: AHSC 631 , AHSC 640 , AHSC 660 ; or permission of the department.

Description :

Description :

Students prepare and submit a written thesis proposal for evaluation by the ir primary supervisor and supervisory committee. The thesis proposal should describe and justify the intended topic, explain its place in relevant fields, discuss the intended research methods, and outline expected impact and/or outcomes.

Component(s):

Component(s):

Thesis Research

Notes :

Notes :

Non-standard assessment note :

Non-standard assessment note : This course is graded on a pass/fail basis.

Rationale:

This course is designed to provide a structured transition into independent research, creating the opportunity to consolidate the skills necessary to produce quality research and promote thesis completion.

Resource Implications:

With the exception of AHSC 693 Master's Thesis Proposal (3.00), this thesis option builds on the current course offerings, and therefore, no new courses will be required.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Changes to HSI MA with Thesis Option

Calendar Section Name: AHSC 694

Calendar Section Type: Course

Description of Change: AHSC 694 Master's Thesis Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2026/2027/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Applied Human Sciences Courses > Human Systems Intervention MA Courses > Human Systems Intervention MA Project Courses

Type of Change: Course Deletion

Present Text calendar

Proposed Text

~~AHSC 694 Master's Thesis (18 credits)~~

Prerequisites:

Prerequisites:

Description :

Description :

~~The thesis is a work of primary research that makes an original contribution to the field. It is prepared under the supervision of a full-time faculty member and approved by an advisory committee consisting of the student's supervisor and at least another faculty member or scholar from the department. An oral defense is not required.~~

Component(s):

Component(s):

~~Thesis Research~~

Notes :

Notes :

Non-standard assessment note : ~~This course is graded on a pass/fail basis.~~

Non-standard assessment note :

Rationale:

The 18-credit Master's Thesis is provided a new number due to the credit value increase to 21 credits. AHSC 694 (18 credits) is replaced with AHSC 694 (21 credits).

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Changes to HSI MA with Thesis Option

Calendar Section Name: AHSC 697

Calendar Section Type: Course

Description of Change: AHSC 697 Master's Thesis New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2026/2027/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Arts and Science Courses > Applied Human Sciences Courses > Human Systems Intervention MA Courses > Human Systems Intervention MA Project Courses

Type of Change: New Course

Present Text calendar

Proposed Text

AHSC 697 Master's Thesis (21 credits)

Prerequisites:

Prerequisites:

The following course must be completed previously: AHSC 693 .

Description :

Description :

The thesis is a work of primary research that makes an original contribution to the field. It is prepared under the supervision of a full-time faculty member and approved by an advisory committee consisting of the student's supervisor and at least one other scholar from the department.

Component(s):

Component(s):

Thesis Research

Notes :

Notes :

Non-standard assessment note :

Non-standard assessment note : This course is graded on a pass/fail basis.

Rationale:

By increasing the number of credits for the thesis from 18 to 21 credits, the HSI MA thesis option will reflect the true academic workload, intellectual depth, and time commitment required for high-quality graduate research.

Resource Implications:

None.

Impact Report

Defined Groups

Human Systems Intervention MA with Thesis Option

Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Applied Human Sciences Programs -> Master/Magisteriate -> Human Systems Intervention MA -> Degree Requirements -> Human Systems Intervention MA

Source of Impact

- AHSC 694

Courses

AHSC 693 Master's Thesis Proposal New

Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Applied Human Sciences Courses -> Human Systems Intervention MA Courses -> Human Systems Intervention MA Project Courses

Source of Impact

AHSC 697 Master's Thesis New

Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Applied Human Sciences Courses -> Human Systems Intervention MA Courses -> Human Systems Intervention MA Project Courses

Source of Impact

	<i>Total number of credits in existing program</i>	<i>Total number of credits in proposed program</i>
Required Courses	<p>24 credits</p> <ul style="list-style-type: none"> AHSC 610 Group Process Intervention (3.00) AHSC 620 Learning and Individual Change Processes (3.00) AHSC 631 Research Methods (3.00) AHSC 640 Facilitating Social Justice and Equity in Human Systems (3.00) AHSC 660 Philosophy and Ethics of Intervention (3.00) AHSC 672 Consultation, Planning, and Intervention (6.00) AHSC 681 Special Topics in Human Systems Intervention (3.00) 	<p>9 credits</p> <ul style="list-style-type: none"> AHSC 631 Research Methods (3.00) AHSC 640 Facilitating Social Justice and Equity in Human Systems (3.00) AHSC 660 Philosophy and Ethics of Intervention (3.00)
Elective Courses	<p>3 credits chosen from</p> <ul style="list-style-type: none"> AHSC 675 Introduction to Open Systems Theory (3.00) AHSC 682 Special Topics (6.00) AHSC 683 Special Topics (3.00) AHSC 695 Independent Study I (3.00) AHSC 696 Independent Study II (3.00) 	<p>12 credits chosen from</p> <ul style="list-style-type: none"> AHSC 620 Learning and Individual Change Processes (3.00) AHSC 672 Consultation, Planning, and Intervention (6.00) AHSC 675 Introduction to Open Systems Theory (3.00) AHSC 681 Special Topics in Human Systems Intervention (3.00) AHSC 682 Special Topics (6.00) AHSC 683 Special Topics (3.00) AHSC 685 Coaching Interventions and Processes (3.00) AHSC 695 Independent Study I (3.00) AHSC 696 Independent Study II (3.00)
Research	<p>Total of 18 credits</p> <ul style="list-style-type: none"> AHSC 694 Master's Thesis (18.00) 	<p>Total of 24 credits</p> <ul style="list-style-type: none"> AHSC 693 Master's Thesis Proposal (3.0) AHSC 694 Master's Thesis (21.00)
Total number of credits	45	45

Revised MA Thesis Option

Existing courses in the MA program in Human Systems Intervention

Increase credit value of course

New credit course

Human Systems Intervention MA

Admission Requirements

- Bachelor's degree with a minimum B average or a cumulative grade point average of at least 3.00.
- Capacity to undertake all core courses of the first year in the scheduled sequence of the program.
- For the Thesis Option, work or volunteer experience is an asset.
- For the Project Option, a minimum two years of full-time work experience.
- **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.

Additional Admission Requirements

An interview is required before admission to the program. Selected applicants will be contacted by the program office.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

Please see the [Applied Human Sciences Courses](#) page for course descriptions.

Human Systems Intervention MA (45 credits)

45 credits chosen from:

Human Systems Intervention MA with Thesis Option

Human Systems Intervention MA with Project Option

Human Systems Intervention MA with Project Option (45 credits)

33 credits of Required Courses:

- AHSC 610 Group Process Intervention (3.00)
- AHSC 620 Learning and Individual Change Processes (3.00)
- AHSC 631 Research Methods (3.00)
- AHSC 640 Facilitating Social Justice and Equity in Human Systems (3.00)
- AHSC 660 Philosophy and Ethics of Intervention (3.00)
- AHSC 672 Consultation, Planning, and Intervention (6.00)
- AHSC 680 Facilitating Individual and Group Learning Processes (6.00)
- AHSC 683 Special Topics in Human Systems Intervention (3.00)

- AHSC 685 Coaching Interventions and Processes (3.00)

9 credits:

- AHSC 692 Master's Project (9.00)

3 credits of Elective Courses chosen from:

- AHSC 675 Introduction to Open Systems Theory (3.00)
- AHSC 681 Special Topics (3.00)
- AHSC 682 Special Topics (6.00)
- AHSC 695 Independent Study I (3.00)
- AHSC 696 Independent Study II (3.00)

Human Systems Intervention MA with Thesis Option (45 credits)

9.0 credits of Required Courses:

- AHSC 631 Research Methods (3.00)
- AHSC 640 Facilitating Social Justice and Equity in Human Systems (3.00)
- AHSC 660 Philosophy and Ethics of Intervention (3.00)

12.0 credits of Elective Courses chosen from:

- AHSC 620 Learning and Individual Change Processes (3.00)
- AHSC 672 Consultation, Planning, and Intervention (6.00)
- AHSC 675 Introduction to Open Systems Theory (3.00)
- AHSC 681 Special Topics (3.00)
- AHSC 682 Special Topics (6.00)
- AHSC 683 Special Topics in Human Systems Intervention (3.00)
- AHSC 685 Coaching Interventions and Processes (3.00)
- AHSC 695 Independent Study I (3.00)
- AHSC 696 Independent Study II (3.00)

In addition to the courses listed above, students may be permitted to register for up to three credits of graduate-level elective courses offered in other departments. In all such cases, prior permission of the Graduate Program Director and the student's supervisor is required.

24.0 credits:

- AHSC 693 Master's Thesis Proposal (3.00)
- AHSC 697 Master's Thesis (21.00)

Notes

For thesis option students, electives should be decided in consultation with the Graduate Program Director and the student's supervisor.

Additional Degree Requirements

Course Load for MA with Project Option students. Students will only be admitted to the program on a full time status for the first year and must register for the full course load in Year I totaling 21 credits. With explicit permission of the Graduate Program Director, a student may continue on a part-time basis following the first year of study. A student may not register for more than 27 credits per year without permission from the Graduate Program Director.

Forty-two credits will be in required coursework, including 9 credits of project work. The remaining 3 credits are to be completed within or outside the department. In exceptional cases, students who produce evidence of successful performance (B grade or better) in comparable coursework at other institutions may be permitted transfer credits. A maximum of nine transfer credits will be permitted.

Course Load for MA with Thesis Option students. With explicit permission of the Graduate Program Director, a student may continue on a part-time basis following the first year of study.

Course substitution. Students may be exempted from certain courses on the basis of coursework completed prior to entry into the program. A maximum of nine transfer credits will be permitted. These credits will be counted toward the required 45 credits in the program.

Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Program Specific Requirements for MA with Project Option students.** A minimum grade of B is required in each course.
3. **Residence.** The minimum residence is one year (three terms) of full-time study.
4. **Time Limit.** Please refer to the Academic Regulations section for further details regarding Time Limits.
5. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

Summary and Rationale for Changes

The Department of Education is revising calendar text relative to admission requirements in two graduate diplomas - Preschool and Elementary Teaching, and Teaching English as a Second Language. Process language is removed from the calendar and is better placed updated on the graduate admissions website (<https://www.concordia.ca/gradstudies/future-students/how-to-apply/programs-with-additional-requirements.html>) where information may be expedited as government language evolves.

Under the admission requirements, reference to five years of "full-time teaching experience" is replaced by "accumulated teaching experience" to allow applicants with lengthy part-time experience to apply. Also, students are no longer expected to have experience in a related field to apply. This aligns with Ministère de l'Éducation du Québec (MEQ) standards as any undergraduate degree qualifies students to apply for a graduate diploma in teacher education.

In the Teaching English as a Second Language Diploma, a note referring to a student's command of English language is removed as it is already referenced under the Proficiency in English heading. Language proficiency is already assessed through GDTC 599 Language Exam for Teacher Certification (0 credits), a government requirement that students may retake until successful. This change simplifies the application process while maintaining certification standards.

Resource Implications

None.

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 03 Feb 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 12 Jan 2026

The GCC approved the enclosed curriculum changes in their final form (GCC 2526 2 D2). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Geoffrey Dover, Interim Dean of Graduate Studies,
Graduate Curriculum Committee, 12 Jan 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 23 Oct 2025

This dossier involves moving process descriptions to the graduate admissions website. Also, language is modified to better align with Ministère de l'Éducation du Québec (MEQ) standards, allowing students from all undergraduate degree types to apply to either stream of the Teacher Certification Graduate Diploma. Additional text is added highlighting that these programs are approved as pathways leading to teaching licenses by the MEQ.

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 21 Nov 2025

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 23 Oct 2025

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 23 Oct 2025

Approved by:

Walcir Cardoso, Chair, Department of Education,
Education Department Council, 17 Oct 2025

This dossier was circulated and approved by CTEC on September 19th, 2025.

Summary of Changes (Graduate Program Regular Curriculum Change)

Regulation Changes:

- Admission Requirements Change Preschool and Elementary Teaching Diploma
- Notes (Preschool) New
- Admission Requirements Change TESL Diploma
- Notes (TESL) New

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Fall 2026 removal of procedural language

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements Change Preschool and Elementary Teaching Diploma

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2026/2027/Fall

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Preschool and Elementary Teaching

Present Text calendar

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a high-standing ~~bachelor's/baccalaureate (or equivalent)~~. High standing is defined as honours, specialization, or a GPA equivalent to a B average.
- **Teaching Experience.** Applicants are expected to have a minimum of five years of ~~full-time~~ teaching ~~experience or equivalent~~. Applicants ~~will be~~ prioritized according to both their total number of ~~hours~~ accumulated and length of the contracts. ~~·~~
- ~~Recommendation letter from a school Principal, School Board, or Centre des Services Scolaires in Quebec.~~
- ~~Letter of Tolerance issued from a School Board or Centre des Services Scolaires in Quebec.~~
- ~~A teaching contract valid during the duration of the program.~~
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

Proposed Text

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a high-standing bachelor's/baccalaureate. High standing is defined as honours, specialization, or a GPA equivalent to a B average.
- **Teaching Experience.** Applicants are expected to have a minimum of five years of accumulated teaching experience. Applicants are prioritized according to both their total number of years accumulated and length of the contracts.
- **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:

Procedural text is removed from the calendar and is best placed on admissions website. Full-time teaching experience is removed to allow flexibility to allow students who have been either full-time or part-time. The 'related field' is removed to align with government standards as any undergraduate degree qualifies students to apply for a graduate diploma in teacher education.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Fall 2026 removal of procedural language

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes (Preschool) New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2026/2027/Fall

Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Preschool and Elementary Teaching

Present Text calendar

Proposed Text

Notes

This program is approved by the Ministère de l'Éducation du Québec (MEQ) as a pathway to obtain a teaching license (brevet d'enseignement). Graduates obtain a probationary permit and must complete extra probationary hours before being recommended for the teaching license.

Rationale:

This change is a coordination of undergraduate dossier OOP 3381, which adds a link to the present graduate program in Section 23 of the Undergraduate Calendar: Teacher Training and Teacher Certification. The new text specifies that this program is a pathway to obtain the teaching licences (brevets d'enseignement) and does not grant the license automatically.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Fall 2026 removal of procedural language

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements Change TESL Diploma

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2026/2027/Fall

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Teaching English as a Second Language

Present Text calendar

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a ~~highstanding bachelor's/baccalaureate in a related field (or equivalent).~~ High standing is defined as honours, specialization or a GPA equivalent to a B average. ~~Note that a applicants who do not hold a bachelor's degree in a related field must hold a bachelor's degree (or equivalent) and demonstrate their command of the English language as part of the training program admission exam—see "Proficiency in English" below.~~

- **Teaching Experience.** Applicants are expected to have a minimum of five years of ~~full-time~~ teaching ~~experience or equivalent.~~ Applicants ~~will be~~ prioritized according to both their total number of ~~hours~~ accumulated and length of the contracts.

~~—Recommendation letter from a school Principal, School Board, or Centre des Services Scolaires in Quebec—~~

~~—Letter of Tolerance issued from a School Board or Centre des Services Scolaires in Quebec—~~

~~—A teaching contract valid during the duration of the program—~~

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

Proposed Text

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a **high-standing bachelor's/baccalaureate.** High standing is defined as honours, specialization or a GPA equivalent to a B average.

- **Teaching Experience.** Applicants are expected to have a minimum of five years of **accumulated** teaching **experience.** Applicants **are** prioritized according to both their total number of **years** accumulated and length of the contracts.

- **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:

Procedural text is removed from the calendar and is best placed on admissions website. Full-time teaching experience is removed to allow flexibility to allow students who have been either full-time or part-time. The 'related field' is removed to align with government standards as any undergraduate degree qualifies students to apply for a graduate diploma in teacher education.

Language proficiency is already assessed through GDTC 599 Language Exam for Teacher Certification (0 credits), a government requirement that students may retake until successful. This change simplifies the application process while maintaining certification standards.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Fall 2026 removal of procedural language

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes (TESL) New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2026/2027/Fall

Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Teaching English as a Second Language

Present Text calendar

Proposed Text

Notes

This program is approved by the Ministère de l'Éducation du Québec (MEQ) as a pathway to obtain a teaching license (brevet d'enseignement). Graduates obtain a probationary permit and must complete extra probationary hours before being recommended for the teaching license.

Rationale:

This change is a coordination of undergraduate dossier OOP 3381, which adds a link to the present graduate program in Section 23 of the Undergraduate Calendar: Teacher Training and Teacher Certification. The new text specifies that this program is a pathway to obtain the teaching licences (brevets d'enseignement) and does not grant the license automatically.

Resource Implications:

None

Impact Report

Teacher Certification Graduate Diploma: Preschool and Elementary Teaching

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a high-standing bachelor's/baccalaureate. High standing is defined as honours, specialization, or a GPA equivalent to a B average.
- **Teaching Experience.** Applicants are expected to have a minimum of five years of accumulated teaching experience. Applicants are prioritized according to both their total number of years accumulated and length of the contracts.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the [English language proficiency](#) page for further information on requirements and exemptions.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 30 credits.

Please see the Teacher Certification Graduate Diploma Courses page for course descriptions.

Teacher Certification Graduate Diploma: Preschool and Elementary Teaching (30 credits)

18 credits:

- GDTC 500 Introduction to the Program: The Teacher's Bootcamp (1.50)
- GDTC 501 The Teacher's Workshop I (1.50)
- GDTC 502 The Teacher's Workshop II (1.50)
- GDTC 503 Planning and Implementing Learning Situations (3.00)
- GDTC 504 Evaluation of and for Learning (3.00)
- GDTC 505 Fostering Diversity in the Classroom (3.00)
- GDTC 506 Inclusive Pedagogy (3.00)
- GDTC 507 Portfolio Creation (1.50)
- GDTC 599 Language Exam for Teacher Certification (0.00)

12 credits:

- GDTC 510 Teaching Language Arts (3.00)
- GDTC 511 Teaching Mathematics (3.00)
- GDTC 512 Teaching in Early Childhood/Kindergarten (3.00)
- GDTC 513 Teaching Across the Curriculum (3.00)

Additional Degree Requirements

This program is approved by the Ministère de l'Éducation du Québec (MEQ) as a pathway to obtain a teaching license (brevet d'enseignement). Graduates obtain a probationary permit and must complete extra probationary hours before being recommended for the teaching license.

Academic Regulations

1. Academic Standing. Please refer to the Academic standing section of the Calendar for a detailed review of the Academic regulations.
2. Time Limit. Please refer to the Academic regulations page for further details regarding the Time Limits.

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Teacher Certification Graduate Diploma: Teaching English as a Second Language

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a high-standing bachelor's/baccalaureate. High standing is defined as honours, specialization or a GPA equivalent to a B average.
- **Teaching Experience.** Applicants are expected to have a minimum of five years of accumulated teaching experience. Applicants are prioritized according to both their total number of years accumulated and length of the contracts.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the [English language proficiency](#) page for further information on requirements and exemptions.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 30 credits.

Please see the Teacher Certification Graduate Diploma Courses page for course descriptions.

Teacher Certification Graduation Diploma: Teaching English as a Second Language (30 credits)

18 credits:

- GDTC 500 Introduction to the Program: The Teacher's Bootcamp (1.50)
- GDTC 501 The Teacher's Workshop I (1.50)
- GDTC 502 The Teacher's Workshop II (1.50)
- GDTC 503 Planning and Implementing Learning Situations (3.00)
- GDTC 504 Evaluation of and for Learning (3.00)
- GDTC 505 Fostering Diversity in the Classroom (3.00)
- GDTC 506 Inclusive Pedagogy (3.00)
- GDTC 507 Portfolio Creation (1.50)
- GDTC 599 Language Exam for Teacher Certification (0.00)

12 credits:

- GDTC 520 Second Language Acquisition (3.00)
- GDTC 521 Teaching Second Language Pronunciation (3.00)
- GDTC 522 Teaching Second Language Vocabulary (3.00)
- GDTC 523 Teaching Second Language Grammar (3.00)

Additional Degree Requirements

This program is approved by the Ministère de l'Éducation du Québec (MEQ) as a pathway to obtain a teaching license (brevet d'enseignement). Graduates obtain a probationary permit and must complete extra probationary hours before being recommended for the teaching license.

Academic Regulations

1. Academic Standing. Please refer to the Academic standing section of the Calendar for a detailed review of the Academic regulations.
2. Time Limit. Please refer to the Academic regulations page for further details regarding the Time Limits.

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From: [Roma Medwid](#)
To: [Nicole Freeman](#)
Subject: Re: CTEC_Email vote for change to graduate certification programs
Date: Tuesday, October 7, 2025 4:46:21 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Hello,
Yes, it was passed unanimously.

Thank you for your help.
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: Nicole Freeman <nicole.freeman@concordia.ca>
Date: Tuesday, October 7, 2025 at 4:45 PM
To: Roma Medwid <roma.medwid@concordia.ca>
Cc: Teresa Hernandez Gonzalez <teresa.hernandezgonzalez@concordia.ca>
Subject: RE: CTEC_Email vote for change to graduate certification programs

Hi Roma,

If this was approved, could you let me know? I will attach the email to the dossier.

Kind regards,

Nicole Freeman
Administrator, Academic Programs
Faculty of Arts and Science
Concordia University
[Chat with me on Teams](#)

From: Roma Medwid <roma.medwid@concordia.ca>
Sent: Friday, September 26, 2025 8:42 AM
To: Teresa Hernandez-Gonzalez <teresa.hernandezgonzalez@concordia.ca>; Cara Singh <cara.singh@concordia.ca>; Walcir Cardoso <Walcir.Cardoso@concordia.ca>; Aileen Pugliese Castro <aileen.castro@concordia.ca>; Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Cc: Nicole Freeman <nicole.freeman@concordia.ca>
Subject: FW: CTEC_Email vote for change to graduate certification programs
Importance: High

Hello,
Just a gentle reminder to vote. Just reply to this email and say you approve or you don't.
Thank you,
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: Friday, September 19, 2025 at 11:37 AM
To: Walcir Cardoso <Walcir.Cardoso@concordia.ca>, Teresa Hernandez Gonzalez <teresa.hernandezgonzalez@concordia.ca>, Nathalie Rothschild <nathalie.rothschild@concordia.ca>, Cara Singh <cara.singh@concordia.ca>, Juan Carlos Castro <JuanCarlos.Castro@concordia.ca>, Aileen Pugliese Castro <aileen.castro@concordia.ca>, "Associate Dean Academic Programs (FAS)" <adapro.fas@concordia.ca>
Subject: CTEC_Email vote for change to graduate certification programs

Hello,
Welcome to another exciting semester and a new year for CTEC. I hope you all had a wonderful summer and were able to recharge your batteries for the exciting, stressful year ahead.

Please find enclosed a matter that will require an email vote.

The Department of Education is revising calendar text relative to admission requirements in two graduate diplomas - Preschool and Elementary Teaching, and Teaching English as a Second Language:

1 Process language is removed from the calendar and is better placed and updated on the graduate admissions website (<https://www.concordia.ca/gradstudies/future-students/how-to-apply/programs-with-additionalrequirements.html>) where information may be expedited as government language evolves.

2. References to 'full-time teaching experience' are removed to increase flexibility by allowing students who have been either full-time or part-time to apply.

3. Also, students are no longer expected to have experience in a related field to apply. This aligns with government standards, as any undergraduate degree qualifies students to apply for a graduate diploma in teacher education.

4. Language proficiency test was removed from the requirements for the Graduate Diploma in TESL program. When the program was first designed, its admission requirements were modelled after the B.Ed. in TESL program. In the B.Ed., students must take ENGL 212 and ENGL 213. To determine eligibility for these courses, a placement test was required at admission.

However, the Graduate Diploma does not include ENGL 212 or ENGL 213. Instead, as part of the government requirements for teacher certification, students in the Diploma program must complete GDTC 599 Language Exam for Teacher Certification (0 credits). This exam already serves as the program's official language proficiency test. Because of this, an additional admission test is unnecessary. Students will complete GDTC 599 during their studies and may retake it as many times as needed until successful. Removing the redundant admission test streamlines the application process and reduces barriers for applicants, while still ensuring compliance with Ministry requirements.

The complete package is attached. Please review the rationale as well as the documentation. The programs worked with Nocole Freeman to execute the changes.

Do not hesitate to reach out if there is anything that requires clarification.

Your vote is appreciated as soon as possible.

Thank you and have a good weekend!
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



Summary and Rationale for Changes

Following a redesign of our Departmental website, it was no longer possible to indicate the prerequisite courses for our MA and PhD Research and Clinical Training Option, which now have to be indicated in the Calendar.

Changes also include the addition of direct entry in to the PhD Research Option for students with a Bachelors degree, which was approved.

Changes also include removal of statements related to application and selection procedures which are not appropriate for the calendar.

Resource Implications

None.

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 03 Feb 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 12 Jan 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 2 D3). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development, School of Graduate Studies,
Graduate Curriculum Committee, 12 Jan 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 21 Nov 2025

This proposal involves adjusting admission requirements to reflect undergraduate courses required for the MA and PhD Research and Clinical Training Option. Text is also added relevant to accelerated admission (direct entry) to the PhD Research Option (from an undergraduate degree).

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 19 Dec 2025

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 21 Nov 2025

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 21 Nov 2025

Approved by:

Rex Kline, Chair, Department of Psychology,
Psychology Departmental Committee, 06 Nov 2025

The Department of Psychology Graduate Committee approved the changes on October 30, and the changes were also discussed at the Departmental meeting of November 6, 2025.

Summary of Changes (Graduate Program Regular Curriculum Change)

Regulation Changes:

- Admission Requirements PhD Change
- Additional Admission Requirements PhD Change
- Admission Requirements MA Change
- Additional Admission Requirements MA Change

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Psychology MA and PhD admission requirements

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements PhD Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2026/2027/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Psychology Programs > Doctor/Doctorate > Psychology PhD

Present Text calendar

Admission Requirements

- Master's degree in psychology or its equivalent in a closely related discipline.
- Research and Clinical Training Option requires that applicants have completed specific Psychology undergraduate courses required by federal and provincial licensing bodies, including an empirically based undergraduate thesis or its equivalent, ~~as well as master's level~~ courses in Psychology specified by the program.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions .

Proposed Text

Admission Requirements

- Master's degree in psychology or its equivalent in a closely related discipline.
- Research and Clinical Training Option requires that applicants have completed specific Psychology undergraduate courses required by federal and provincial licensing bodies, including an empirically based undergraduate thesis or its equivalent, [Statistics \(2 terms\), Research Methods \(2\), History and systems of Psychology \(1\), Biological bases of behaviour \(2\), Cognitive-Affective bases of behaviour \(2\), Personality \(1\), Psychopathology \(1\), and Psychometrics \(1\)](#). Students who are [lacking up to three of these courses may obtain the equivalency for the missing credits by taking appropriate undergraduate and/or graduate courses during their degree, Master's-level](#) courses in Psychology specified by the program.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions .

Rationale:

The undergraduate prerequisite courses required for our Research and Clinical Training Option are indicated, as well as the ability of students to make-up a maximum of three of the courses during their degree.

Statements regarding limited enrolment in the Research and Clinical Training Option, the selection criteria and application procedures have been removed as not appropriate for the Calendar.

The section on fast-tracking (Accelerated Admission) to the PhD program, which is described at length in our Psychology Graduate Policies and Procedures Manual, has been streamlined to avoid a long entry.

The possibility of obtaining direct entry to the PhD program for students with a Bachelor's degree (approved March 5, 2025) is now indicated.

The section on Additional Degree Requirements indicates PhD courses that must be taken by direct entry students, and the statement on Language Requirements has also been moved to this section.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Psychology MA and PhD admission requirements

Calendar Section Name: Additional Admission Requirements

Calendar Section Type: Regulation

Description of Change: Additional Admission Requirements PhD Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2026/2027/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Psychology Programs > Doctor/Doctorate > Psychology PhD

Present Text calendar

Additional Admission Requirements

~~Enrolment in these programs is limited in part by the availability of research supervisors and, for the Research and Clinical Training Option, by space in that option.~~

~~Applicants are selected on the basis of past academic record, letters of recommendation, and the relevance of their proposed research to the research expertise of the faculty. Students successfully completing their master's program in psychology at Concordia University need submit only an application form and letters of recommendation when applying for the doctoral degree. Psychology graduate courses are not open to graduate-level independent students, except in specific circumstances as defined by the department.~~

~~**Accelerated Admission.** Upon recommendation of their thesis supervisor, students enrolled in the Master of Arts (Psychology) program at Concordia University who have completed a minimum of 12 credits of graduate level course work and who have shown high academic performance and potential through performance in research may apply for accelerated admission to doctoral studies without submitting a master's thesis. Approval for accelerated admission must be obtained from the student's thesis committee and the graduate admissions subcommittee by August 15 to allow entry into the PhD program in the Fall term. Students in the Psychology MA Research Option who obtain accelerated admission to the PhD program are not required to take the elective course (chosen from PSYC 716, PSYC 721, PSYC 724, PSYC 725, PSYC 726, PSYC 727 or PSYC 734) as part of their MA coursework. Students in the Psychology MA Research and Clinical Training option may not obtain accelerated admission to the PhD program from MA Year I, but~~

Proposed Text

Additional Admission Requirements

Bachelor's to PhD direct entry. The PhD Research Option accepts direct entry of students with an undergraduate degree in Psychology or a closely related discipline. Applications are evaluated to assess whether they are sufficiently prepared for graduate studies in Psychology.

Students accepted through the direct entry to the PhD Research Option are required to take PSYC 601 (Statistical Analysis and Experimental Design) and PSYC 714 (Central Topics in Psychology) in the first year of the program. PSYC 801 (Research Seminar I) and PSYC 880 (Comprehensive Examination) are normally taken in the second year.

Master's to PhD fast-tracked students . Upon recommendation of their thesis supervisor students enrolled in the Psychology MA who have completed a minimum of 12 credits of graduate level course work and who have shown high academic performance and potential through performance in research may apply for accelerated admission to doctoral studies without submitting a master's thesis. Students in the Psychology MA Research Option who obtain accelerated admission to the PhD program are not required to take the elective course (chosen from PSYC 716 , PSYC 721 , PSYC 724 , PSYC 725 , PSYC 726 , PSYC 727 or PSYC 734) as part of their MA course work. Students in the Psychology MA research and Clinical Training Option may apply for accelerated admission from MA Year II.

Enrollment of students outside the program in Psychology graduate courses requires permission of the Department.

Language Requirements. Although no formal language courses

Present Text calendar

Proposed Text

may apply for accelerated ~~admission, upon recommendation of their thesis supervisor,~~ from MA Year II.

or examinations are required, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. Students who plan to seek admission to the Ordre des Psychologues du Québec (OPQ) are advised that Article 46 of the professional code of the Province of Quebec states that a working knowledge of French is required for professional certification.

Language Requirements. Although no formal language courses or examinations are required, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. Students who plan to seek admission to the Ordre des Psychologues du Québec (OPQ) are advised that Article 46 of the professional code of the Province of Quebec states that a working knowledge of French is required for professional certification.

Rationale:

Text has been removed related to limited availability in the Research and Clinical Training Option, internal Departmental procedures related to selection of applicants, application procedures for students in our MA program, and procedures for approval of accelerated admission. These procedures are not appropriate for the Calendar, and are described in our Departmental Policies and Procedures manual.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Psychology MA and PhD admission requirements

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements MA Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2026/2027/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Psychology Programs > Master/Magisteriate > Psychology MA

Present Text calendar

Admission Requirements

- Research Option: undergraduate degree in psychology or a closely related discipline.
- Research and Clinical Training Option: ~~honours~~ undergraduate degree in psychology or its equivalent.
- Completion of specific undergraduate courses required by federal and provincial licensing bodies, including an empirically based undergraduate thesis or its ~~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 .

Proposed Text

Admission Requirements

- Research Option: undergraduate degree in psychology or a closely related discipline.
- Research and Clinical Training Option: **Honours** undergraduate degree in psychology or its equivalent.
- Completion of specific undergraduate courses required by federal and provincial licensing bodies, including an empirically based undergraduate thesis or its **equivalent, Statistics (2 terms), Research Methods (2), History and systems of Psychology (1), Biological bases of behaviour (2), Cognitive-Affective bases of behaviour (2), Personality (1), Psychopathology (1), and Psychometrics (1).** Students who are lacking up to three of these courses may obtain the equivalency for the missing credits by taking appropriate undergraduate and/or graduate courses during their degree.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions .

Rationale:

The undergraduate prerequisite courses required for our Research and Clinical Training Option are indicated, as well as the ability of students to make-up a maximum of three of the courses during their degree.

Statements regarding limited enrolment in the Research and Clinical Training Option, the selection criteria and application procedures have been removed as not appropriate for the Calendar.

The section on Accelerated Admission to the PhD program has been removed, as it relates to admission to the PhD program rather than to the MA program.

The statement regarding Language Requirements has been moved to the new section on Additional Degree Requirements (new section). That section also indicates that the elective MA course is not required for students who fast-track.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Psychology MA and PhD admission requirements

Calendar Section Name: Additional Admission Requirements

Calendar Section Type: Regulation

Description of Change: Additional Admission Requirements MA Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2026/2027/Summer

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Arts and Science Programs > Psychology Programs > Master/Magisteriate > Psychology MA

Present Text calendar

Additional Admission Requirements

Applications from students with non-psychology degrees are evaluated to assess whether they are sufficiently prepared for graduate studies in Psychology. Students who are lacking up to three of these courses may obtain the equivalency for the missing credits by taking appropriate undergraduate and/or graduate courses during their degree.

~~Enrolment in these programs is limited in part by the availability of research supervisors and, for the Research and Clinical Training Option, by space in that option.~~

~~Applicants are selected on the basis of past academic record, letters of recommendation, and the relevance of their proposed research to the research expertise of the faculty.~~

~~Students successfully completing their master's program in psychology at Concordia University need submit only an application form and letters of recommendation when applying for the doctoral degree. Psychology graduate courses are not open to graduate-level independent students, except in specific circumstances as defined by the department.~~

~~**Accelerated Admission.** Upon recommendation of their thesis supervisor, students enrolled in the Master of Arts (Psychology) program at Concordia University who have completed a minimum of 12 credits of graduate-level course work and who have shown high academic performance and potential through performance in research may apply for accelerated admission to doctoral studies without submitting a master's thesis. Approval for accelerated admission must be obtained from the student's thesis committee and the graduate admissions subcommittee by~~

Proposed Text

Additional Admission Requirements

Applications from students with non-psychology degrees are evaluated to assess whether they are sufficiently prepared for graduate studies in Psychology. Students who are lacking up to three of these courses may obtain the equivalency for the missing credits by taking appropriate undergraduate and/or graduate courses during their degree.

Enrollment of students outside the program in Psychology graduate courses requires permission of the Department.

Master's Degree Requirement

Master's to PhD fast-tracked students. Upon recommendation of their thesis supervisor and other criteria, students enrolled in the Psychology MA may apply for accelerated admissions to the doctoral studies without submitting a master's thesis. Students in the Psychology MA Research Option who obtain accelerated admission to the PhD program are not required to take the elective course (chosen from PSYC 716 , PSYC 721 , PSYC 724 , PSYC 725 , PSYC 726 , PSYC 727 or PSYC 734) as part of their MA coursework.

Language Requirements. Although no formal language courses or examinations are required, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. Students who plan to seek admission to the Ordre des Psychologues du

Present Text calendar

Proposed Text

~~August 15 to allow entry into the PhD program in the Fall term.~~
Students in the Research Option who obtain accelerated admission are not required to take the elective course (chosen from PSYC ~~700-PSYC-716~~ PSYC 721 PSYC 724 PSYC 725 PSYC 726 PSYC 727 PSYC 734) as part of their MA coursework. ~~Students in the Research and Clinical Training option may not obtain accelerated admission to the PhD program from MA Year I, but may apply for accelerated admission, upon recommendation of their thesis supervisor, from MA Year II.~~

Québec (OPQ) are advised that Article 46 of the professional code of the Province of Quebec states that a working knowledge of French is required for professional certification.

Language Requirements. Although no formal language courses or examinations are required, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. Students who plan to seek admission to the Ordre des Psychologues du Québec (OPQ) are advised that Article 46 of the professional code of the Province of Quebec states that a working knowledge of French is required for professional certification.

Rationale:

Text has been removed related to limited availability in the Research and Clinical Training Option, internal Departmental procedures related to selection of applicants, application procedures for students in our MA program, and procedures for approval of accelerated admission. These procedures are not appropriate for the Calendar, and are described in our Departmental Policies and Procedures manual.

PSYC 700 is being removed from the list of elective courses that MA students are not required to take because the course is no longer listed as a possible elective.

Resource Implications:

None.

Impact Report

Psychology MA

Admission Requirements

- Research Option: undergraduate degree in psychology or a closely related discipline.
- Research and Clinical Training Option: Honours undergraduate degree in psychology or its equivalent.
- Completion of specific undergraduate courses required by federal and provincial licensing bodies, including an empirically based undergraduate thesis or its equivalent, Statistics (2 terms), Research Methods (2), History and systems of Psychology (1), Biological bases of behaviour (2), Cognitive-Affective bases of behaviour (2), Personality (1), Psychopathology (1), and Psychometrics (1). Students who are lacking up to three of these courses may obtain the equivalency for the missing credits by taking appropriate undergraduate and/or graduate courses during their degree.
- **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.

Additional Admission Requirements

Applications from students with non-psychology degrees are evaluated to assess whether they are sufficiently prepared for graduate studies in Psychology. Students who are lacking up to three of these courses may obtain the equivalency for the missing credits by taking appropriate undergraduate and/or graduate courses during their degree.

Psychology graduate courses are not open to graduate- level independent students, except in specific circumstances as defined by the department.

Master's Degree Requirement

Master's to PhD fast-tracked students. Upon recommendation of their thesis supervisor and other criteria, students enrolled in the Psychology MA may apply for accelerated admissions to the doctoral studies without submitting a master's thesis. Students in the Psychology MA Research Option who obtain accelerated admission to the PhD program are not required to take the elective course (chosen from PSYC 700, PSYC 716, PSYC 721, PSYC 724, PSYC 725, PSYC 726, PSYC 727 or PSYC 734) as part of their MA coursework.

Language Requirements. Although no formal language courses or examinations are required, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. Students who plan to seek admission to the Ordre des Psychologues du Québec (OPQ) are advised that Article 46 of the professional code of the Province of Quebec states that a working knowledge of French is required for professional certification.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

Please see the Psychology Courses page for course descriptions.

Psychology MA (45 credits)

45 credits chosen from:

Psychology MA Research Option

Psychology MA Research and Clinical Training Option

Psychology MA Research Option

3 credits:

- PSYC 601 Statistical Analysis and Experimental Design (3.00)

3 credits chosen from one of the following courses:

- PSYC 644 Clinical and Health Research Area Seminar I (3.00)
- PSYC 645 Cognitive Science Area Seminar I (3.00)
- PSYC 646 Human Development Area Seminar I (3.00)
- PSYC 647 Behavioural Neuroscience Area Seminar I (3.00)

6 credits:

- PSYC 714 Central Topics in Psychology (6.00)

3 credits selected from the following courses in consultation with the thesis supervisor:

- PSYC 716 Advanced Human Development (3.00)
- PSYC 721 Special Topics Seminar (3.00)
- PSYC 722 Focused Topic Seminar (1.50)
- PSYC 724 Special Topics in Clinical and Health Psychology (3.00)
- PSYC 725 Special Topics in Cognitive Science (3.00)
- PSYC 726 Special Topics in Human Development (3.00)
- PSYC 727 Special Topics in Behavioural Neuroscience (3.00)
- PSYC 734 Multivariate Statistics (3.00)

30 credits:

- PSYC 690 Research and Thesis (30.00)

Psychology MA Research and Clinical Training Option (45 credits)

Students in this option concurrently complete the courses indicated under Clinical Psychology Graduate Diploma .

3 credits:

- PSYC 601 Statistical Analysis and Experimental Design (3.00)

0 credits chosen from one of the following courses:

- PSYC 6440 Clinical and Health Research Area Seminar I (0.00)
- PSYC 6450 Cognitive Science Area Seminar I (0.00)
- PSYC 6460 Human Development Area Seminar I (0.00)
- PSYC 6470 Behavioural Neuroscience Area Seminar I (0.00)

3 credits from one of the following courses:

- PSYC 721 Special Topics Seminar (3.00)
- PSYC 722 Focused Topic Seminar (1.50)
- PSYC 724 Special Topics in Clinical and Health Psychology (3.00)
- PSYC 725 Special Topics in Cognitive Science (3.00)
- PSYC 726 Special Topics in Human Development (3.00)
- PSYC 727 Special Topics in Behavioural Neuroscience (3.00)

Note: Special Topics seminars may be taken multiple times provided that the course content has changed.

6 credits:

- PSYC 714 Central Topics in Psychology (6.00)

3 credits:

- PSYC 734 Multivariate Statistics (3.00)

30 credits:

- PSYC 690 Research and Thesis (30.00)

Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Time Limit.** Please refer to the Academic Regulations page for further details regarding the Time Limits. 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).
3. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

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Psychology PhD

Admission Requirements

- Master's degree in psychology or its equivalent in a closely related discipline.
- Research and Clinical Training Option requires that applicants have completed specific Psychology undergraduate courses required by federal and provincial licensing bodies, including an empirically based undergraduate thesis or its equivalent, Statistics (2 terms), Research Methods (2), History and systems of Psychology (1), Biological bases of behaviour (2), Cognitive-Affective bases of behaviour (2), Personality (1), Psychopathology (1), and Psychometrics (1). Students who are lacking up to three of these courses may obtain the equivalency for the missing credits by taking appropriate undergraduate and/or graduate courses during their degree, Master's-level courses in Psychology specified by the program.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the [English language proficiency](#) page for further information on requirements and exemptions.

Additional Admission Requirements

Bachelor's to PhD direct entry. The PhD Research Option accepts direct entry of students with an undergraduate degree in Psychology or a closely related discipline. Applications are evaluated to assess whether they are sufficiently prepared for graduate studies in Psychology.

Students accepted through the direct entry to the PhD Research Option are required to take PSYC 601 (Statistical Analysis and Experimental Design) and PSYC 714 (Central Topics in Psychology) in the first year of the program. PSYC 801 (Research Seminar I) and PSYC 880 (Comprehensive Examination) are normally taken in the second year.

Master's to PhD accelerated admission. Upon recommendation of their thesis supervisor students enrolled in the Psychology MA who have completed a minimum of 12 credits of graduate level course work and who have shown high academic performance and potential through performance in research may apply for accelerated admission to doctoral studies without submitting a master's thesis. Students in the Psychology MA Research Option who obtain accelerated admission to the PhD program are not required to take the elective course (chosen from PSYC 716, PSYC 721, PSYC 724, PSYC 725, PSYC 726, PSYC 727 or PSYC 734) as part of their MA course work. Students in the Psychology MA research and Clinical Training Option may apply for accelerated admission from MA Year II.

Psychology graduate courses are not open to graduate-level independent students, except in specific circumstances as defined by the department.

Language Requirements. Although no formal language courses or examinations are required, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. Students who plan to seek admission to the Ordre des Psychologues du Québec (OPQ) are advised that Article 46 of the professional code of the Province of Quebec states that a working knowledge of French is required for professional certification.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 90 credits.

Please see the Psychology Courses page for course descriptions.

Psychology PhD (90 credits)

90 credits chosen from one of the following options:

Psychology PhD Research Option

Psychology PhD Research and Clinical Training Option

Psychology PhD Research Option (90 credits)

66 credits of Required Courses:

- PSYC 801 Research Seminar I (3.00)
- PSYC 802 Research Seminar II (3.00)
- PSYC 880 PhD Comprehensive Examination (0.00)
- PSYC 890 Research and Thesis (60.00)

6 credits chosen from:

- PSYC 721 Special Topics Seminar (3.00)
- PSYC 722 Focused Topic Seminar (1.50)
- PSYC 724 Special Topics in Clinical and Health Psychology (3.00)
- PSYC 725 Special Topics in Cognitive Science (3.00)
- PSYC 726 Special Topics in Human Development (3.00)
- PSYC 727 Special Topics in Behavioural Neuroscience (3.00)

Note: Special Topics seminars may be taken multiple times provided that the course content has changed.

18 credits completed from Set A: Psychology PhD Research Option and Set B: Psychology PhD Research Option

Set A: Psychology PhD Research Option

Students must complete 3 to 12 credits from the following:

- PSYC 844 Clinical and Health Research Area Seminar II (3.00)
- PSYC 845 Cognitive Science Area Seminar II (3.00)
- PSYC 846 Human Development Area Seminar II (3.00)
- PSYC 847 Behavioural Neuroscience Area Seminar II (3.00)

Note: each 3-credit seminar may be taken up to 4 times as an elective option provided the topic differs.

Set B: Psychology PhD Research Option

Students must complete 6 to 15 credits from the following:

- PSYC 714 Central Topics in Psychology (6.00)Note: Special Topics seminars may be taken multiple times provided that the course content has changed.
- PSYC 716 Advanced Human Development (3.00)
- PSYC 721 Special Topics Seminar (3.00)
- PSYC 722 Focused Topic Seminar (1.50)
- PSYC 724 Special Topics in Clinical and Health Psychology (3.00)
- PSYC 725 Special Topics in Cognitive Science (3.00)
- PSYC 726 Special Topics in Human Development (3.00)
- PSYC 734 Multivariate Statistics (3.00)
- PSYC 8503 Practicum in Research Techniques (3.00)
- PSYC 8506 Practicum in Research Techniques (6.00)
- PSYC 851 Teaching of Research Techniques (3.00)

Psychology PhD Research and Clinical Training Option (90 credits)

66 credits of Required Courses:

- PSYC 801 Research Seminar I (3.00)
- PSYC 802 Research Seminar II (3.00)
- PSYC 880 PhD Comprehensive Examination (0.00)
- PSYC 890 Research and Thesis (60.00)

3 credits chosen from:

- PSYC 721 Special Topics Seminar (3.00)
- PSYC 722 Focused Topic Seminar (1.50)
- PSYC 724 Special Topics in Clinical and Health Psychology (3.00)
- PSYC 725 Special Topics in Cognitive Science (3.00)
- PSYC 726 Special Topics in Human Development (3.00)
- PSYC 727 Special Topics in Behavioural Neuroscience (3.00)

Note: Special Topics seminars may be taken multiple times provided that the course content has changed.

21 credits chosen from the following sets:

3 credits chosen from:

- PSYC 8103 Advanced Adult Psychopathology (3.00)

- PSYC 8104 Advanced Child and Adolescent Psychopathology (3.00)

3 credits chosen from:

- PSYC 8203 Advanced Adult Intervention (3.00)
- PSYC 8204 Advanced Child and Adolescent Intervention (3.00)

3 credits chosen from Internal Practicum III courses:

- PSYC 823 Internal Practicum III: General (3.00)
- PSYC 824 Internal Practicum III: Adult (3.00)
- PSYC 825 Internal Practicum III: Child and Adolescent (3.00)

3 credits:

- PSYC 834 Science in Practice: Applied Research, Consultation, and Supervision (3.00)

3 credits chosen from External Practicum II courses:

- PSYC 838 External Practicum II: General (3.00)
- PSYC 839 External Practicum II: Adult (3.00)
- PSYC 840 External Practicum II: Child and Adolescent (3.00)

3 credits chosen from External Practicum III courses:

- PSYC 841 External Practicum III: General (3.00)
- PSYC 842 External Practicum III: Adult (3.00)
- PSYC 843 External Practicum III: Child and Adolescent (3.00)

3 credits:

- PSYC 885 Predoctoral Clinical Internship (3.00)

0 credits:

- PSYC 899 Progress in Clinical Doctorate (0.00)

Additional Degree Requirements

At least one adult and one child/adolescent client must be seen in the required practicum courses (Internal Practicum II or III, External Practicum I). All students following the Research and Clinical Training Option are expected to attend case conferences at the training clinic in the Department of Psychology.

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 two years (6 terms) of full-time study beyond the MA degree, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulations page for further details regarding the Time Limits. 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).
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

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Summary and Rationale for Changes

This document outlines changes to the MFA in Studio Arts curriculum. The program will move from 60 to 45 credits and from a three-year to a two-year duration as detailed in STUDART 5730 which was approved at Senate on 21 March 2025

In this second phase of these curriculum changes, we are proposing to streamline the course offerings, reducing the number of credits in the MFA program by restructuring the Studio Concentration courses and introducing a thesis development course.

Current structure

Proposed structure

24 credits from Studio Concentration 12 credits from the MFA Core Courses

3 credits DISP 615

3 credits:
DISP 615

12 credits of 600-level electives

6 credits of 600-level MFA Elective Courses

21 credits of Thesis

24 credits:
SMFA 694 (Thesis Development)
SMFA 695 (Thesis)

The goal of this curriculum change is to more closely align with our program objectives (outlined below) and to better support our students' research goals. The student pathways will be changed but will maintain a similar structure. With a reduction of elective credits, these courses will be tailored to continue to support the program objectives.

Overview

The MFA in Studio Arts is currently a three-year, 60-credit thesis-based MFA. Students are accepted into one of the six concentrations in artistic practice: Photography, Fibres & Material Practices, Sculpture & Ceramics, Print Media, Painting & Drawing, and Intermedia. In their first two years of study, the MFA students follow studio courses and theory seminars in subjects relevant to the practice of contemporary art. In the seminars and interdisciplinary courses, students from the different studio concentrations come together to learn and exchange ideas about issues in contemporary art and culture. During the first two years of study, students typically complete 39 credits while 'in residence' in campus studios. In the third year, students complete the 21-credit thesis which entails developing a studio-based project and exhibition supplemented by a written component. The majority of MFA students rent an off-campus studio during their third year, while also making use of on-campus technical facilities for their thesis.

This proposal is phase two of a revision to the MFA Studio Arts curriculum. Since the inception of this program, there have been profound changes in the social, environmental, financial and political landscape. Our students come to the MFA program with very different concerns about sustainability on all levels. Additionally, our students are concerned with the financial implications associated with the MFA degree. These concerns, as well as an overdue review of the curriculum, are directly related to our proposal to move to a 45 credit, two-year, thesis-based MFA. An environmental scan of competing programs, such as Emily

Carr, York University, University of Guelph, NSCAD University, University of Toronto, and California College of the Arts, reflect the recent shift towards “research-creation” approaches for their thesis-based Studio Arts MFA students. Additionally, these programs provide on campus research/studio spaces for the two-year duration of their degrees. The proposed changes would thus bring our program in parallel with these peer programs.

The Department of Studio Arts proposes to better serve our MFA students by revising the current curriculum to better reflect the pedagogical practices in place and to better serve our MFA students. This proposal is based on the following rationale:

1. to align our program more closely with our program objectives,
2. to align our program with other MFA programs at Concordia and at peer institutions across Canada and the United States,
3. to take important steps in the implementation of the 2015-20 Department Appraisal recommendations,
4. to respond to the issue of campus studio/research space given the recent major rent increases in Montreal.

Program Objectives

Our MFA program objectives support the fact that the MFA is the terminal degree offered to practicing artists. In the academic context, this means that artists are required to complete an MFA degree to become art professors at North American universities. Our core program objectives are to:

1. Develop a critical understanding of one’s studio work/research-creation practice within historical, social, and contemporary contexts.
2. Refine research practice through experimentation with new materials and specialized technologies.
3. Engage with interdisciplinarity, including through collaborations and community engagement.
4. Build a strong foundation in the critical theory that supports and complexifies their studio practice.
5. Prepare for multiple potential roles in contemporary art-related careers including teaching, curating, criticism, publishing, administration and research through developing professional practice skills.

These ongoing program objectives will be better supported through the addition of tailored courses in professional practices and research-creation methodologies; expanding the interdisciplinary experience through the restructuring the multidisciplinary DISP course to cover two semesters; and by allowing our students to focus a larger proportion of their time on their thesis project. A two year, 45 credit program responds to our students’ needs and the program objectives by reducing the number of required special topic theory-based courses and thereby increasing the focus on individual practice-based research creation goals.

Peer programs and institutions

We conducted an environmental scan of competing programs, such as Emily Carr, York University, University of Alberta, California College of the Arts, and Goldsmiths. Concordia is larger than most peer institutions, but the MFA program takes three years to achieve goals that these peer programs achieve in two years. Each program studied had from 45 to 60 credits for the MFA, but *all* programs were two years in length (ranging from 4 to 6 semesters including summers). These peer programs successfully emphasize the research-creation aspect of graduate-level training and prepare their students for success in the field. The ambition and breadth of our students’ research goals is one of the strengths of Concordia’s Studio Arts Master’s degree. Moving to a two-year program reinforces that strength by supporting our students through their research with campus research spaces, emphasizing their research-creation activities in the curriculum.

Our proposed changes would bring our program into line with these peer programs, delivering the outcomes related to the MFA without the additional cost to students.

Alignment with the Department Appraisal Report

The External Assessors who reviewed the DAC report analyzed curricula, statistics, community surveys, and more. The resulting assessors' report recommended exploring ways to change the MFA to a two-year program, including specific recommendations to reduce the number of required ASEM seminars and to provide research space for the duration of the program. This proposal addresses those recommendations.

The research/studio space issue

In our current program, MFA students have on-campus research/studio spaces for six out of eight semesters. In the final year, our students are asked to leave the campus spaces, and to find and pay for studio spaces in Montreal. Twenty-five years ago, when the program began, rents were significantly lower and more conveniently located studio spaces were available. Today, many MFA students cannot rent an off-campus studio and request campus spaces in their third year. Because the program is so large (29-33 students per year are accepted) Studio Arts is unable to accommodate those requests. Many students, particularly international students and students from outside Quebec, choose to work from their apartments, creating a significant negative impact on the time and space they have to complete their research. It may not be possible for students with families or roommates to work at the scale or with the materials they need. The change to a two-year program solves this equity issue by providing a research/studio space for the full five semesters of the program.

Resource Implications

Over time, there will be less demand and use of the Core Technical Centres in the EV building and shops in the Visual Arts building, as students will no longer be accessing facilities in their third year. This could improve access to students at both the undergraduate and graduate level who are currently experiencing longer wait times.

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 03 Feb 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 12 Jan 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 2 D4). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Jordan Lebel, Associate Dean, School of Graduate Studies,
Graduate Curriculum Committee, 12 Jan 2026

Approved by:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 14 Nov 2025

The Fine Arts Faculty Council reviewed and approved of the changes proposed in dossier **STUDART-5870** on November 14, 2025, and thereby forward the dossier for the consideration of the Graduate Curriculum Committee at their meeting on January 12, 2026.

The resource implications have been discussed and approved by the Dean of Fine Arts.

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 14 Nov 2025

Approved by:

Dr. Shauna Janssen, Associate Dean, Academic Programs and Pedagogy,
Faculty Curriculum Committee, 08 Oct 2025

The Faculty of Fine Arts Curriculum Committee reviewed and approved - with some minor edits - the **STUDART-5870** dossier at their meeting on October 8, 2025, and hereby forward to the FOFA Faculty Council for their consideration at the November 14, 2025 meeting.

There are no resource implications.

Summary of Committee Discussion: Department approval

For Submission to:

Shauna Janssen, Associate Dean, Academic Programs and Pedagogy,
Faculty Curriculum Committee, 08 Oct 2025

Approved by:

Surabhi Ghosh, Chair, Department of Studio Arts,
Studio Arts Department Council, 19 Sep 2025

The proposed changes were evaluated by the Studio Arts Department Curriculum Committee on September 12th, 2025 and were approved by the Studio Arts Department Council on September 19th, 2025 and hereby submit the dossier to the Faculty Curriculum Committee at their meeting of October 8th, 2025. There are no resources implications.



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
ASEM 653 Aspects of Contemporary Cinema Delete	✘	✘	✘	✘			✘	✘	✘	
ASEM 654 Aspects of Contemporary Cinema Delete	✘	✘	✘	✘			✘	✘	✘	
INDS 670 Independent Study Change										
INDS 671 Independent Study I Change										
INDS 672 Independent Study II Change										
INTP 660 Professional Internship Change				✍						
INTP 661 Professional Internship I Change				✍						
INTP 662 Professional Internship II Change				✍						
SMFA 694 Thesis Development New	★	★	★	★	★	★	★	★	★	

SMFA 695 Thesis Change										
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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
Studio Arts MFA Change							

Regulation Changes:

- Degree Requirements Change
- Studio Arts MFA Seminars Change
- MFA Core Courses Change
- Studio Arts MFA Project and Examination Delete
- Studio Arts Internship Courses Delete
- Studio Arts Independent Studies Courses Delete
- MFA Thesis Courses New

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: Degree Requirements

Calendar Section Type: Regulation

Description of Change: Degree Requirements Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Fine Arts Programs > Studio Arts Programs > Master/Magisteriate > Studio Arts MFA

Present Text calendar

Degree Requirements

Fully-qualified candidates are required to complete a minimum of ~~60~~ credits.

Please see the Studio Arts Courses page for course descriptions.

Proposed Text

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

Please see the Studio Arts Courses page for course descriptions.

Rationale:

The program will move from 60 to 45 credits and from a three-year to a two-year duration as detailed in STUDART 5730 which was approved at Senate on 21 March 2025.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: Studio Arts MFA

Calendar Section Type: Program

Description of Change: Studio Arts MFA Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Program Name: Studio Arts MFA

Program Type: Thesis

Degree: MFA

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Programs > Fine Arts Programs > Studio Arts Programs > Master/Magisteriate > Studio Arts MFA > Degree Requirements

Type of Change: Program Change

Present Text calendar

~~60~~ Studio Arts MFA
credits

~~24~~ credits chosen from the ~~Studio Concentration~~

3 credits:

DISP 615 Directed Studio Practice (3)

~~12~~ credits chosen from the ~~following courses:~~

- ASEM 620 Art: Ideas and Practices (3)
- ASEM 641 Seminar in Contemporary Art (6)
- ASEM 642 Seminar in Contemporary Art (3)
- ASEM 643 Special Topics in Art and Ideology (6)
- ASEM 644 Special Topics In Art and Ideology (3)
- ASEM 645 Special Topics in Art and Culture (6)
- ASEM 646 Special Topics in Art and Culture (3)
- ASEM 651 Special Topics in Media Arts (6)
- ASEM 652 Special Topics in Media Arts (3)
- ~~ASEM 653 Aspects of Contemporary Cinema (6)~~
- ~~ASEM 654 Aspects of Contemporary Cinema (3)~~
- INTP 660 Professional Internship (6)
- INTP 661 Professional Internship I (3)
- INTP 662 Professional Internship II (3)
- INDS 670 Independent Study (6)
- INDS 671 Independent Study I (3)
- INDS 672 Independent Study II (3)

~~21~~ credits:

SMFA 695 Thesis (21)

Proposed Text

45 Studio Arts MFA
credits

12 credits chosen from the MFA Core Courses

3 credits:

DISP 615 Directed Studio Practice (3)

6 credits chosen from the MFA Elective Courses :

- ASEM 620 Art: Ideas and Practices (3)
- ASEM 641 Seminar in Contemporary Art (6)
- ASEM 642 Seminar in Contemporary Art (3)
- ASEM 643 Special Topics in Art and Ideology (6)
- ASEM 644 Special Topics In Art and Ideology (3)
- ASEM 645 Special Topics in Art and Culture (6)
- ASEM 646 Special Topics in Art and Culture (3)
- ASEM 651 Special Topics in Media Arts (6)
- ASEM 652 Special Topics in Media Arts (3)
- INTP 660 Professional Internship (6)
- INTP 661 Professional Internship I (3)
- INTP 662 Professional Internship II (3)
- INDS 670 Independent Study (6)
- INDS 671 Independent Study I (3)
- INDS 672 Independent Study II (3)

24 credits:

SMFA 694 Thesis Development (3)
SMFA 695 Thesis (21)

Rationale:

The program will move from 60 to 45 credits and from a three-year to a two-year duration as detailed in STUDART 5730 which was approved at Senate on 21 March 2025

In this second phase of these curriculum changes, we are proposing to streamline the course offerings, reducing the number of credits in the MFA program by restructuring the Studio Concentration courses and introducing a thesis development course.

Even with the further reduction of the electives, these courses will continue to support the program objectives of interdisciplinarity, supporting the understanding of the historical, social, and contemporary context of research and building the foundation of the student's understanding of critical theory. The 6 credits of electives achieve the program objectives of enhancing interdisciplinarity, as well as understanding of critical theory and professional practice skills.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: MFA Elective Courses

Calendar Section Type: Regulation

Description of Change: Studio Arts MFA Seminars Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses

Present Text calendar

~~Studio Arts~~ MFA Seminars

Each year the Faculty of Fine Arts offers a selection of courses from the Studio Arts ~~and Cinema departments~~. A list of those courses, as well as information about the specific content of the seminar offerings is available from the MFA Studio Arts office.

Proposed Text

MFA Elective Courses

Each year the Faculty of Fine Arts offers a selection of courses from the Studio Arts ~~department~~. A list of those courses, as well as information about the specific content of the seminar offerings is available from the MFA Studio Arts office.

Rationale:

The renaming of the course cluster aligns terminology with the proposed changes and enhances clarity. The text description change maintains curriculum consistency following the removal of ASEM 653 and ASEM 654.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: MFA Core Courses

Calendar Section Type: Regulation

Description of Change: MFA Core Courses Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Type of change: Regulation Change

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses

Present Text calendar

MFA ~~Studio~~-Courses

Proposed Text

MFA ~~Studio~~ Core Courses

Rationale:

The renaming of the course cluster aligns terminology with the proposed changes and enhances clarity

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: Studio Arts MFA Project and Examination

Calendar Section Type: Regulation

Description of Change: Studio Arts MFA Project and Examination
Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Type of change: Regulation Deletion

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses

Present Text calendar

Proposed Text

~~Studio Arts MFA Project and Examination~~

Rationale:

The deletion of this course cluster ensure coherence with the approved changes in STUDART 5730 and to provide a clearer understanding of the program requirements.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: Studio Arts Internship Courses

Calendar Section Type: Regulation

Description of Change: Studio Arts Internship Courses Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Type of change: Regulation Deletion

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses

Present Text calendar

Proposed Text

~~Studio Arts Internship Courses~~

Rationale:

The Internship Courses section will be removed and the INTP courses will be moved to the "MFA Elective Courses" section in the course catalogue. This move provides a clearer understanding of the program requirements.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: Studio Arts Independent Studies Courses

Calendar Section Type: Regulation

Description of Change: Studio Arts Independent Studies Courses
Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Type of change: Regulation Deletion

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses

Present Text calendar

Proposed Text

~~Studio Arts Independent Studies Courses~~

Rationale:

This Independent Study section will be removed and the INDS courses will be moved to the "MFA Elective Courses" section in the course catalogue. This move provides a clearer understanding of the program requirements.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: MFA Thesis Courses

Calendar Section Type: Regulation

Description of Change: MFA Thesis Courses New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Type of change: New Regulation

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses

Present Text calendar

Proposed Text

[MFA Thesis Courses](#)

Rationale:

To ensure coherence with the changes in STUDART 5730 and the proposed modifications.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: ASEM 653

Calendar Section Type: Course

Description of Change: ASEM 653 Aspects of Contemporary Cinema

Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > Studio Arts MFA Seminars

Type of Change: Course Deletion

Present Text calendar

Proposed Text

~~ASEM 653 Aspects of Contemporary Cinema (6 credits)~~

Prerequisites:

Prerequisites:

Description :

Description :

~~This seminar examines critical issues in contemporary cinema.~~

Component(s):

Component(s):

~~Seminar~~

Notes :

Notes :

Rationale:

ASEM 653 and ASEM 654 are courses that were created to accommodate Film Production students when the Studio Arts MFA housed the Film Production MFA students. Studio Arts has not offered an ASEM 654 since Winter 2022. There is no record of Studio Arts ever offering ASEM 653. Additionally, other ASEM course codes are available for special topic courses that may still include aspects of contemporary cinema.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: ASEM 654

Calendar Section Type: Course

Description of Change: ASEM 654 Aspects of Contemporary Cinema

Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > Studio Arts MFA Seminars

Type of Change: Course Deletion

Present Text calendar

Proposed Text

~~ASEM 654 Aspects of Contemporary Cinema (3 credits)~~

Prerequisites:

Prerequisites:

Description :

Description :

~~This seminar examines critical issues in contemporary cinema.~~

Component(s):

Component(s):

~~Seminar~~

Notes :

Notes :

Rationale:

ASEM 653 and ASEM 654 are courses that were created to accommodate Film Production students when the Studio Arts MFA housed the Film Production MFA students. Studio Arts has not offered an ASEM 654 since Winter 2022. There is no record of Studio Arts ever offering ASEM 653. Additionally, other ASEM course codes are available for special topic courses that may still include aspects of contemporary cinema.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: INDS 670

Calendar Section Type: Course

Description of Change: INDS 670 Independent Study Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > Studio Arts MFA Seminars

Type of Change: Course Change

Present Text calendar

INDS 670 Independent Study (6 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description :

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

Notes :

Rationale:

INDS 670 will be moved to the "MFA Elective Courses" section in the course catalogue to provide a clearer understanding of the program requirements.

Resource Implications:

None.

Proposed Text

INDS 670 Independent Study (6 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description :

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

Notes :

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: INDS 671

Calendar Section Type: Course

Description of Change: INDS 671 Independent Study I Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > Studio Arts MFA Seminars

Type of Change: Course Change

Present Text calendar

INDS 671 Independent Study I (3 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an independent study proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description :

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

Notes :

Rationale:

INDS 671 will be moved to the "MFA Elective Courses" section in the course catalogue to provide a clearer understanding of the program requirements.

Resource Implications:

None.

Proposed Text

INDS 671 Independent Study I (3 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an independent study proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description :

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

Notes :

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: INDS 672

Calendar Section Type: Course

Description of Change: INDS 672 Independent Study II Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > Studio Arts MFA Seminars

Type of Change: Course Change

Present Text calendar

INDS 672 Independent Study II (3 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an independent proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description :

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

Notes :

Rationale:

INDS 672 will be moved to the "MFA Elective Courses" section in the course catalogue to provide a clearer understanding of the program requirements.

Resource Implications:

None.

Proposed Text

INDS 672 Independent Study II (3 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an independent proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description :

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

Notes :

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: INTP 660

Calendar Section Type: Course

Description of Change: INTP 660 Professional Internship Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > Studio Arts MFA Seminars

Type of Change: Course Change

Present Text calendar

INTP 660 Professional Internship (6 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description :

Under the joint supervision of a qualified professional and a full-time faculty member, the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the ~~internship (300 hours)-~~

Component(s):

Practicum/Internship/Work Term

Notes :

Rationale:

The number of hours is indicated in department guidelines. Additionally, the current number of hours corresponds to a longer semester and is not currently accurate. Removing the specific number of hours allows the department to be flexible and not initiate a curriculum change when changes are made by the University/School of Graduate Studies.

The course will be moved to the "MFA Elective Courses" section in the course catalogue to provides a clearer understanding of the program requirements.

Resource Implications:

None.

Proposed Text

INTP 660 Professional Internship (6 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description :

Under the joint supervision of a qualified professional and a full-time faculty member, the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the [internship](#).

Component(s):

Practicum/Internship/Work Term

Notes :

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: INTP 661

Calendar Section Type: Course

Description of Change: INTP 661 Professional Internship I Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > Studio Arts MFA Seminars

Type of Change: Course Change

Present Text calendar

INTP 661 Professional Internship I (3 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description :

Under the joint supervision of a qualified professional and a full-time faculty member the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the ~~internship (150 hours)-~~

Component(s):

Practicum/Internship/Work Term

Notes :

Rationale:

The number of hours is indicated in department guidelines. Additionally, the current number of hours corresponds to a longer semester and is not currently accurate. Removing the specific number of hours allows the department to be flexible and not initiate a curriculum change when changes are made by the University/School of Graduate Studies.

The course will be moved to the "MFA Elective Courses" section in the course catalogue to provides a clearer understanding of the program requirements.

Resource Implications:

None.

Proposed Text

INTP 661 Professional Internship I (3 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description :

Under the joint supervision of a qualified professional and a full-time faculty member the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the [internship](#).

Component(s):

Practicum/Internship/Work Term

Notes :

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: INTP 662

Calendar Section Type: Course

Description of Change: INTP 662 Professional Internship II Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > Studio Arts MFA Seminars

Type of Change: Course Change

Present Text calendar

INTP 662 Professional Internship II (3 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description :

Under the joint supervision of a qualified professional and a full-time faculty member the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the ~~internship (150 hours)-~~

Component(s):

Practicum/Internship/Work Term

Notes :

Rationale:

The number of hours is indicated in department guidelines. Additionally, the current number of hours corresponds to a longer semester and is not currently accurate. Removing the specific number of hours allows the department to be flexible and not initiate a curriculum change when changes are made by the University/School of Graduate Studies.

The course will be moved to the "MFA Elective Courses" section in the course catalogue to provides a clearer understanding of the program requirements.

Resource Implications:

None.

Proposed Text

INTP 662 Professional Internship II (3 credits)

Prerequisites:

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description :

Under the joint supervision of a qualified professional and a full-time faculty member the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the [internship](#).

Component(s):

Practicum/Internship/Work Term

Notes :

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: SMFA 694

Calendar Section Type: Course

Description of Change: SMFA 694 Thesis Development New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > MFA Thesis Courses

Type of Change: New Course

Present Text calendar

Proposed Text

SMFA 694 Thesis Development (3 credits)

Prerequisites:

Prerequisites:

Students must have completed 9 credits in the MFA Program prior to enrolling.

Description :

Description :

Working under the supervision of a faculty member, students identify the content and processes essential to their thesis. Students are expected to develop related inquiries into exhibitions, installations, performances, and related readings. They develop a bibliography of these sources, a thesis proposal and a timeline of their thesis.

Component(s):

Component(s):

Seminar ; Research

Notes :

Notes :

Non-standard assessment note :

Non-standard assessment note : This course is graded on a pass/fail basis.

Rationale:

SMFA 694 (Thesis Development) will be added to the required courses to ensure that all MFA candidates have the research tools they need to lay the groundwork for their thesis.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Thesis-based MFA Program (Phase 2)

Calendar Section Name: SMFA 695

Calendar Section Type: Course

Description of Change: SMFA 695 Thesis Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Fine Arts Courses > Studio Arts Courses > MFA Thesis Courses

Type of Change: Course Change

Present Text calendar

SMFA 695 Thesis (21 credits)

Prerequisites:

Description :

Students must create a body of work or practice-led research accompanied by a written thesis. This combined research-creation reflects critically on process and production. Thesis work is prepared under the guidance of a supervisor and evaluated by a thesis committee.

Component(s):

Thesis Research

Notes :

Equivalent Courses : Students who have received credit for PROJ 691 may not take this course for credit.

Rationale:

The thesis has been put into a new section within the program requirements with the new thesis development course for ease of comprehension for students.

Resource Implications:

There are no resource implications.

Proposed Text

SMFA 695 Thesis (21 credits)

Prerequisites:

Description :

Students must create a body of work or practice-led research accompanied by a written thesis. This combined research-creation reflects critically on process and production. Thesis work is prepared under the guidance of a supervisor and evaluated by a thesis committee.

Component(s):

Thesis Research

Notes :

Equivalent Courses : Students who have received credit for PROJ 691 may not take this course for credit.

Impact Report

Programs

Studio Arts MFA

Graduate -> See Winter 2026 Graduate Calendar -> Programs -> Fine Arts Programs -> Studio Arts Programs -> Master/Magisteriate -> Studio Arts MFA -> Degree Requirements

Source of Impact

- ASEM 653
- ASEM 654
- INDS 670
- INDS 671
- INDS 672
- INTP 660
- INTP 661
- INTP 662
- MFA Studio Courses
- SMFA 695
- Studio Arts MFA Seminars

Courses

FMPR 661

Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Fine Arts Courses -> Mel Hoppenheim School of Cinema Courses -> Cinematic Arts MFA Courses

Source of Impact

- INTP 661

FMPR 671

Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Fine Arts Courses -> Mel Hoppenheim School of Cinema Courses -> Cinematic Arts MFA Courses

Source of Impact

- INDS 671

SMFA 694 Thesis Development New

Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Fine Arts Courses -> Studio Arts Courses -> MFA Thesis Courses

Source of Impact

Sample syllabus

SMFA 694 Thesis Development (3 credits)

Prerequisites:

Students must have completed 9 credits in the MFA Program prior to enrolling.

Description:

Working under the supervision of a faculty member, students identify the content and processes essential to their thesis. Students are expected to develop related inquiries into exhibitions, installations, performances, and related readings. They develop a bibliography of these sources, a thesis proposal and a timeline of their thesis.

Course learning outcomes:

Students will:

1. Develop and discuss a critical understanding of their studio work/research-creation practice within historical, social and contemporary contexts.
2. Outline a clear path from their thesis proposal to the final exhibition.
3. Build writing and speaking skills related to their research practice.

Assessment:

- Research and development of a relevant bibliography of sources in preparation for the thesis.
- Creation of a clear thesis proposal.
- Creation and organization of a timeline for the completion of the thesis.

This course will be assessed on a pass/fail basis on the completion of the assessments.

From: Martin Lefebvre <martin.lefebvre@concordia.ca>
Sent: Tuesday, September 16, 2025 11:12 AM
To: GPD Studio Arts <gpd.studioarts@concordia.ca>
Cc: Roy Cross <roy.cross@concordia.ca>; Maggie Hallam <maggie.hallam@concordia.ca>
Subject: Re: need acknowledgement from your department

Hello Erika,

We have reviewed the proposed changes to your program and are happy to support them.

Please let me know if you need anything else from us.

All best,

Martin

Dr. Martin Lefebvre
Chair, Mel Hoppenheim School of Cinema

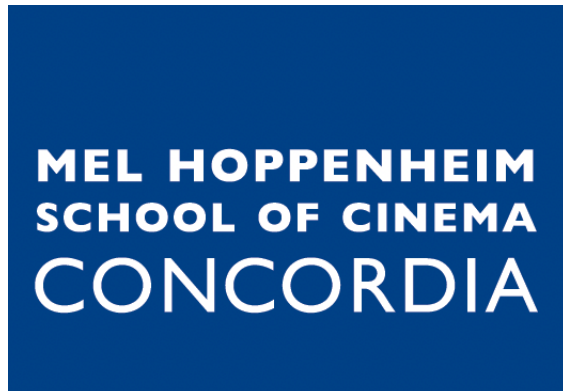
Professor & Concordia University Research Chair in Film Studies (Hon.)

Editor RECHERCHES SEMIOTIQUES/
SEMIOTIC INQUIRY

Mel Hoppenheim School of Cinema
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I 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 we now call Montreal. | Je reconnais que l'Université Concordia est située en territoire autochtone non cédé et que la nation Kanien'kehá:ka est la gardienne des terres et des eaux formant aujourd'hui Montréal. [Indigenous Directions Leadership Group, Concordia University, 2017]



On Sep 12, 2025, at 9:14 PM, GPD Studio Arts <gpd.studioarts@concordia.ca> wrote:

Dear Martin and Roy,

I am writing to inform you of changes being made to the MFA in Studio Arts being made in dossier STUDART-5870, the second phase of our major curriculum change. As these changes will affect two courses that used to be part of the Studio Arts Film Production students' program, I would ask you to acknowledge such changes by sending me a letter of acknowledgement by Friday September 19th, and to make the necessary curriculum changes on your end pending final approval of the STUDART dossier.

The changes we are proposing involve the deletion of ASEM 654, Aspects of Contemporary Cinema (3 credits) and ASEM 653 Aspects of Contemporary Cinema (6 credits) which were offered in rotation in the years before the MFA in Cinematic Arts. Topics related to Cinema may still be offered under one of the many remaining special topic course codes..

I've attached the curriculum dossier here for complete details. The Impact Report on p. 17 and 18 describes the change.

Please let me know if you have any questions,

My best,

Erika

Erika Adams

Graduate Program Director, MFA Studio Arts

Concordia University, Montreal, Quebec

E: gpd.studioarts@concordia.ca

W: www.concordia.ca/finearts/studio-arts/programs/graduate.html

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation are recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Mooniyang/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.

<DossierReport_FA-STUDART-5870_Step_1_09_11_2025_08_04_34 (1).pdf>

Studio Arts MFA

Admission Requirements

- BFA or BA with a Fine Arts or Fine Arts and Art History major, or an approved equivalent, from a recognized institution and with a minimum B average in the major area.
- Undergraduate experience and proficiency relevant to the area of specialization.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the [English language proficiency](#) page for further information on requirements and exemptions.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

Please see the [Studio Arts Courses](#) page for course descriptions.

Studio Arts MFA (45 credits)

12.0 credits chosen from the MFA Core Courses

3.0 credits:

- DISP 615 Directed Studio Practice (3.00)

6.0 credits chosen from the MFA Elective Courses :

- ASEM 620 Art: Ideas and Practices (3.00)
- ASEM 641 Seminar in Contemporary Art (6.00)
- ASEM 642 Seminar in Contemporary Art (3.00)
- ASEM 643 Special Topics in Art and Ideology (6.00)
- ASEM 644 Special Topics In Art and Ideology (3.00)
- ASEM 645 Special Topics in Art and Culture (6.00)
- ASEM 646 Special Topics in Art and Culture (3.00)
- ASEM 651 Special Topics in Media Arts (6.00)
- ASEM 652 Special Topics in Media Arts (3.00)
- INTP 660 Professional Internship (6.00)
- INTP 661 Professional Internship I (3.00)
- INTP 662 Professional Internship II (3.00)
- INDS 670 Independent Study (6.00)

- INDS 671 Independent Study I (3.00)
- INDS 672 Independent Study II (3.00)

24.0 credits:

- SMFA 694 Thesis Development (3.00)
- SMFA 695 Thesis (21.00)

Additional Degree Requirements

Thesis Project and Exhibition. In the third or fourth year and no less than six months following the successful completion of the second year of course work, students may present their thesis. Approval by both the student's supervisor(s) and the graduate program director is required prior to the examination. Students must consult the graduate handbook for thesis submission.

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 5 terms of full-time study. It should be noted that one of these terms is a summer session. Following the residency, candidates will prepare for their thesis.
3. **Time Limit.** Please refer to the Academic Regulations page 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.

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Studio Arts Courses

MFA Elective Courses

Each year the Faculty of Fine Arts offers a selection of courses from the Studio Arts department. A list of those courses, as well as information about the specific content of the seminar offerings is available from the MFA Studio Arts office.

ASEM 620 Art: Ideas and Practices (3 credits)

Description:

This seminar addresses the relationship between theory and studio practice. Professional and practical issues facing the artist will be discussed.

Component(s):

Seminar

ASEM 641 Seminar in Contemporary Art (6 credits)

Description:

This course addresses issues which situate and inform artists and their work.

Component(s):

Seminar

ASEM 642 Seminar in Contemporary Art (3 credits)

Description:

This course addresses issues which situate and inform artists and their work.

Component(s):

Seminar

ASEM 643 Special Topics in Art and Ideology (6 credits)

Description:

Special topics will address a variety of issues that are factors in the making, presentation and the situating of art in society.

Component(s):

Seminar

ASEM 644 Special Topics In Art and Ideology (3 credits)

Description:

Special topics will address a variety of issues that are factors in the making, presentation and the situating of art in society.

Component(s):

Seminar

ASEM 645 Special Topics in Art and Culture (6 credits)**Description:**

Topics are drawn from a variety of discourses to address the construction of identity in contemporary art and society.

Component(s):

Seminar

ASEM 646 Special Topics in Art and Culture (3 credits)**Description:**

Topics are drawn from a variety of discourses to address the construction of identity in contemporary art and society.

Component(s):

Seminar

ASEM 651 Special Topics in Media Arts (6 credits)**Description:**

Topics may address a wide range of critical fields related to media art practices, examining both conventional and non-traditional artworks such as performance, audio, video, and computer art, as well as other media.

Component(s):

Seminar

ASEM 652 Special Topics in Media Arts (3 credits)**Description:**

Topics may address a wide range of critical fields related to media art practices, examining both conventional and non-traditional artworks such as performance, audio, video, and computer art, as well as other media.

Component(s):

Seminar

INDS 670 Independent Study (6 credits)**Prerequisite/Corequisite:**

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description:

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

INDS 671 Independent Study I (3 credits)**Prerequisite/Corequisite:**

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an independent study proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description:

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

INDS 672 Independent Study II (3 credits)**Prerequisite/Corequisite:**

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an independent proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description:

The student explores a specific field or topic relevant to their area of study.

Component(s):

Studio

INTP 660 Professional Internship (6 credits)**Prerequisite/Corequisite:**

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the Graduate Program Director prior to enrolling.

Description:

Under the joint supervision of a qualified professional and a full-time faculty member, the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the internship.

Component(s):

Practicum/Internship/Work Term

INTP 661 Professional Internship I (3 credits)**Prerequisite/Corequisite:**

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description:

Under the joint supervision of a qualified professional and a full-time faculty member the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the internship.

Component(s):

Practicum/Internship/Work Term

INTP 662 Professional Internship II (3 credits)**Prerequisite/Corequisite:**

Students must have completed 21 credits in the MFA Program prior to enrolling. Students must submit an internship proposal supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director prior to enrolling.

Description:

Under the joint supervision of a qualified professional and a full-time faculty member the student will be employed within industry, or by a professional organization or other relevant affiliation. Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the internship.

Component(s):

Practicum/Internship/Work Term

MFA Core Courses

CERA 610 Ceramics I (6 credits)**Description:**

A studio course providing an opportunity for intense investigation into a broad range of issues in ceramics and other disciplines. Under the supervision of a professor, the structure of the course allows each participant to pursue independent interests.

Component(s):

Studio

CERA 611 Ceramics II (6 credits)**Description:**

A continuation of CERA 610.

Component(s):

Studio

CERA 612 Ceramics III (6 credits)**Description:**

A continuation of CERA 611.

Component(s):

Studio

CERA 613 Ceramics IV (6 credits)**Description:**

A continuation of CERA 612.

Component(s):

Studio

DISP 615 Directed Studio Practice (3 credits)**Description:**

Under the guidance of an instructor, students will pursue a directed studio practice.

Component(s):

Studio

FBRS 610 Fibres and Material Practices I (6 credits)**Description:**

A studio course providing an opportunity for intense investigation in fibres and material practices as well as other disciplines. Under the supervision of a professor, the structure of the course allows each student to pursue independent interests.

Component(s):

Studio

FBRS 611 Fibres and Material Practices II (6 credits)**Description:**

A continuation of FBRS 610.

Component(s):

Studio

IMCA 610 Intermedia (Video, Performance and Electronic Arts) I (6 credits)**Description:**

A studio course providing an opportunity for intense investigation in video, performance and electronic arts, as well as other disciplines. Under the supervision of a faculty member, the structure of the course allows each participant to pursue independent studio practice.

Component(s):

Studio

Notes:

- Students who have received credit for OPME 610 may not take this course for credit.

IMCA 611 Intermedia (Video, Performance and Electronic Arts) II (6 credits)**Description:**

A continuation of IMCA 610.

Component(s):

Studio

Notes:

- Students who have received credit for OPME 611 may not take this course for credit.

PHOT 610 Photography I (6 credits)

Description:

A studio course providing investigation into a broadly defined concept of photography. Under the supervision of a professor, each student pursues independent studio practice.

Component(s):

Studio

PHOT 611 Photography II (6 credits)

Description:

A continuation of PHOT 610.

Component(s):

Studio

PRIN 610 Print Media I (6 credits)

Description:

A studio course providing intense investigation of the technical and theoretical concerns of diverse forms of print media. Under the supervision of a professor, each student pursues independent studio practice.

Component(s):

Studio

PRIN 611 Print Media II (6 credits)

Description:

A continuation of PRIN 610.

Component(s):

Studio

PTNG 610 Painting I (6 credits)

Description:

A studio course providing opportunity for intense investigation into a wide range of approaches to painting. Under the supervision of a professor the structure of the course allows each student to pursue individual interests in painting.

Component(s):

Studio

PTNG 611 Painting II (6 credits)**Description:**

A continuation of PTNG 610.

Component(s):

Studio

SCUL 610 Sculpture I (6 credits)**Description:**

A studio course offering the opportunity for intense investigation into the formation of visual and material culture in art. Under the supervision of a professor each student may pursue independent studio practice.

Component(s):

Studio

SCUL 611 Sculpture II (6 credits)**Description:**

A continuation of SCUL 610.

Component(s):

Studio

MFA Thesis Courses**SMFA 694 Thesis Development (3 credits)****Prerequisite/Corequisite:**

Students must have completed 9 credits in the MFA Program prior to enrolling.

Description:

Working under the supervision of a faculty person, students identify the content and processes essential to their thesis. Students are expected to develop related inquiries into exhibitions, installations, performances, and related readings. They develop a bibliography of these sources, a thesis proposal and a timeline of their thesis.

Component(s):

Seminar; Research

SMFA 695 Thesis (21 credits)**Description:**

Students must create a body of work or practice-led research accompanied by a written thesis. This combined research-creation reflects critically on process and production. Thesis work is prepared under the guidance of a supervisor and evaluated by a thesis committee.

Component(s):

Thesis Research

Notes:

- Students who have received credit for PROJ 691 may not take this course for credit.

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TRANSITION PLAN

Concerning the Studio Arts MFA curriculum changes:

For students currently in the MFA in Studio Arts (in the concentration/program areas of Fibres and Material Practices, Intermedia, Photography, Printmaking, Painting and Drawing, Sculpture and Ceramics)

Students remaining in 60 credit, three-year course-based program:

- **Issue:** Students remaining in the course-based program will have either one or two (PROJ 692/PROJ 691) courses remaining, to be completed in their final semester. These students are currently working with supervisors and have no remaining course work. These courses have been deleted.
- **Solution:** MFA students in the three-year, course-based program can still be enrolled in PROJ 692/PROJ 691. In these courses, the students work independently with supervisors.

- **Issue:** MFA students are required to take DISP as part of their program. In the past, the DISP was only offered during the summer semester.
- **Solution:** The DISP will be scheduled for summer 2026 as well as fall 2026/winter 2027, to accommodate the students currently in the program, as well as the incoming students in 2 or 3 year program. Moving forward, the DISP requirement will be completed in fall and winter semesters.

- **Issue:** Students in the three-year thesis-based program are not required to take the SMFA 694 Thesis development class, but may request to take it.
- **Solution:** MFA students in the three-year thesis-based program may take the SMFA 694 Thesis development class after their 5th term, as an elective.

For all MFA students graduating in Winter or Summer 2028:

- **Issue:** in 2027-2028, there will be 60 MFA students eligible to graduate in Winter 2028, double the number we will have in subsequent years. This will cause a strain on the MFA gallery and other campus venues that house the MFA thesis exhibitions.
- **Solution:** in Winter 2028 and Summer 2028, there will be a series of group shows organized by lottery and scheduled through the MFA office. Any additional support (additional spaces or funding for rentals) that the Dean's office or university could provide for this issue would be helpful.

Students in the 45-credit two-year thesis-based program:

- **Issue:** students typically choose a supervisor.
- **Solution:** Students will be assigned a supervisor at admission beginning in 2026-2027.

Summary and Rationale for Changes

The Centre for Engineering in Society (CES) is proposing the conversion of a slot course ENCS 691 Social Aspects of AI to a permanent course ENCS 6823 AI and Society. The slot course was offered successfully more than three years and faculty member requests making this course permanent.

Resource Implications

None.

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 03 Feb 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 12 Jan 2026

The GCC approved the enclosed curriculum changes in their final form (GCC 2526 2 D5). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC), 12 Jan 2026

Approved by:

M. Debbabi, Dean,
Council of the Concordia Institute for Information Systems Engineering, 05 Dec 2025

At its meeting on December 5, 2025, the Council of the Gina Cody School of Engineering and Computer Science has reviewed and approved, as presented, the new course proposal from the Centre for Engineering in Society (CES). Namely, the creation of the new course **ENCS 6823 AI and Society** that was previously offered as a slot course with increasing enrolment. The new course shall be listed under topic area **C09 – Professional Leadership Skills**, presented in another forthcoming dossier (GCS-CES-5941).

There are no additional resources required as the course will count towards a faculty member's workload.

Details of the curriculum changes are indicated and explained in the dossier GCS-CES-5953.

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: FCC/FAPC/GCS GSC Approval

For Submission to:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 05 Dec 2025

Approved by:

B. Vermeire, Associate Dean,
Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science, 14 Nov 2025

At its meeting on November 14, 2025, the Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved, with minor modifications, the introduction of a permanent course *ENCS 6823 AI and Society*, previously offered as a slot course proposed by the Centre for Engineering in Society (CES).

No additional resources are required.

Details of the curriculum item are indicated and explained in the GCS-CES-5953 dossier.

We kindly request that this proposal be placed on the next agenda of the Council of the Gina Cody School of Engineering and Computer Science for approval.

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Brian Vermeire, Associate Dean, Graduate Programs,
Graduate Studies Committee, 13 Nov 2025

Approved by:

Govind Gopakumar, Department Chair,
CES Department Council, 27 Oct 2025

CES department council approved the new course offering

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
ENCS 6823 AI and Society New	★	★	★	★		★	★	★	★	

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: AI & Society course

Calendar Section Name: ENCS 6823

Calendar Section Type: Course

Description of Change: ENCS 6823 AI and Society New

Proposed: Graduate Curriculum Changes

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

Department: Centre for Engineering in Society

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2026

Path: Graduate > See Winter 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Engineering and Computer Science Courses

Type of Change: New Course

Present Text calendar

Proposed Text

ENCS 6823 Artificial Intelligence (AI) and Society (4 credits)

Prerequisites:

Prerequisites:

Description :

Description :

This course introduces students to the broader societal contexts that shape AI. The course examines how AI systems build on complex networks of labour, data, and natural resources, highlighting the material and social foundations of AI and its impact on the real world. Students learn to view AI not merely as a set of tools or algorithms, but as part of larger social, economic, and environmental systems that influence how AI technology is developed and deployed, and how engineers can respond to these challenging questions in responsible and ethical ways. A project is required.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Anti-requisite Courses :

Anti-requisite Courses : Students who have received credit for Social Aspect of AI under ENCS 691 may not take this course for credit.

Rationale:

ENCS 6823 AI and Society to be offered to thesis-based graduate students in engineering and computer science to replace the slot course ENCS 691 Social Aspects of AI. The latter course was offered successfully for more than three years. The total enrolment including students from out of province (i.e. Queen's University and University of Alberta) were as follows: Winter 2023=25 students; Winter 2024=23 students; and Fall 2025=24 students.

This course is listed in Topic Area E09 which is in use by another dossier pending approval.

Resource Implications:

Will count for a faculty member's workload.

Impact Report

Courses

ENCS 6823 AI and Society New

Graduate -> See Winter 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer
Science Courses -> Engineering Courses -> Engineering and Computer Science Courses

Source of Impact

ENCS 6823: AI and Society Course Outline

GENERAL INFORMATION

Lecture day and time: **TBD**

Classroom: **TBD**

First meeting: TBD

Professor: Dr. Tanja Tajmel, Centre for Engineering in Society, GCS

Requirements: The course is designed for thesis-based master's/PhD students who are developing or researching AI.

Territorial Acknowledgement:

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 in this course. Tiohtià:ke/Montréal 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. (Indigenous Directions Leadership Group 2017)

DESCRIPTION

Artificial intelligence (AI) has globally transformed numerous industries over the past decade, and it is predicted that it will transform all aspects of society in an unprecedented way. This course introduces students to these broad societal contexts that shape and are shaped by artificial intelligence (AI) complementary to the students' technical knowledge of AI. The objective of this course is to provide students with a solid understanding of the complexity of AI and to view AI not merely as a set of tools or algorithms, but as part of larger social, economic, and environmental systems that influence how AI technology is developed and deployed. The course examines how AI systems build on complex networks of labor, data, and natural resources, highlighting the material and social foundations of AI and its impact on the real world. These aspects span from the materiality of AI (mining, labour, economic divide) to solution-oriented approaches (governance, policies, risk assessment, responsible AI development) based on institutional assessments and frameworks such as human rights, sustainable development and AI regulation and legislation. Topics include issues related to classification and algorithms, diversity (gender, age, ethnicity, origin, etc.), data privacy, surveillance, as well as aspects of the economy, employment, sustainability and democracy. With this broad introduction, the course will raise students' awareness and ability to critically engage, address, and articulate issues related to AI and how engineers can respond to these pressing questions in responsible and ethical ways.

LEARNING OBJECTIVES

The course will meet the following learning objectives:

- Understand the larger social, economic, and environmental context of AI
- Articulate current societal concerns related to AI
- Reflect engineering practice and research in AI development
- Gain knowledge of policies, regulations, legislations and institutional frameworks
- Develop skills to perform a human rights impact assessment of AI systems
- Apply responsible research and innovation (RRI) practices on AI

EVALUATION

Grades will be based on in-class activities, a midterm-quiz, an individual presentation and a group project that considers responsible research and innovation principles. In the first week of the course, students will be assigned to write a motivation essay which requires them to actively engage with the theme of social aspects of AI. As part of the final course project, students will be expected to produce a final paper.

Components

Individual assignments

- Mini-assignments (25%) (short quizzes and reflections on in-class discussions)
- Midterm knowledge evaluation (20%)
- Individual paper presentation (10%)

Group assignments

- Project design and annotated bibliography (20%)
- Final project presentation and report (25%)

Description

Mini-assignments (25%)

These mini-assignments will be short quizzes on the readings of the lecture, short presentations, or handwritten reflections on in-class discussions, etc. The mini-assignments will be unannounced and completed in class.

Midterm knowledge evaluation (20%)

The midterm knowledge evaluation will give you to opportunity to demonstrate what you have learned in the course. There will be a mix of multiple-choice questions and open questions.

Individual paper presentation (10%)

Each student will select a scientific paper related to their group project topic and will present this paper in class.

Group assignment (45%)

There will be one major group assignment, a research project on a selected topic, which consists of 4 parts:

1. Selecting a topic and presenting the project design in class
2. Developing an annotated bibliography
3. Presenting the final project in class
4. Writing a final project paper

GRADES

You will be assigned a letter grade according to the number grade, which is derived according to the percentage ranges below.

Grade Ranges		
A+ 92%-100%	A 85%-91.9%	A- 80%-84.9%
B+ 77%-79.9%	B 73%-76.9%	B- 70%-72.9%
C+ 67%-69.9%	C 63%-66.9%	C- 60%-62.9%
D+ 57%-59.9%	D 53%-56.9%	D- 50%-52.9%
F 0-49.9%		

IMPORTANT DATES (pleas re-check, they may change)

<https://www.concordia.ca/students/graduate/important-dates.html>

- Deadline for withdrawal from the course with tuition refund (DNE):
- Reading week:
- Last day for academic withdrawal (DISC) from the course:

SCHEDULE

Slight modifications might occur based on the specific interest of students and in response to current events and developments.

Week	Input
1	Introduction to AI and Society
2	Materiality and Environment
3	Labour and Economy
4	Algorithms and Classification
5	Diversity and Bias in AI
6	Business, Power and Surveillance
7	Reading week
8	AI and Democracy
9	Engineering Cultures, Practices, and Ethics
10	Governance, Policy, and Regulations
11	Responsible Research and Innovation
12	AI Human Rights Impact Assessment
13	Final Project Presentations

READINGS AND RESOURCES

No textbook will be assigned for this course. Readings, selected book chapters, international reports, documentaries, films and interviews, will be part of assignments and class activities and preparation for the midterm evaluation. Independent literature research will be required for the project.

USE OF THIRD-PARTY SOFTWARE & WEB SITES

- For some readings, we might use the platform Perusall (<https://perusall.com/>) which allows leading a conversation about literature.
- For Moodle uploads (assignments, term paper) the software Urkund / Ouriginal (<https://www.orkund.com/>) will be used to analyze the text to uphold the University's high academic integrity standards to detect any potential plagiarism. For the assignments set up to use Urkund / Ouriginal, the software will review your paper when you upload it to Moodle. To learn more about Urkund's privacy policy please review its [Privacy Policy](#).



SENATE
OPEN SESSION
Meeting of March 27, 2026

AGENDA ITEM: Committee and Tribunal Pool appointments

ACTION REQUIRED: For approval

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

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Library	Lina El Bakaye (CSU)	2025-26
	Melissa Rivosecchi (Professional Librarian)	2026-29
Steering	Patrice Blais (Part-time Faculty Senator)	2026-27

<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Jessica Carmichael (FOFA)	2026-28
	Alisi Telengut (FOFA)	2026-28

DRAFT MOTION:

That the Committee and Faculty Tribunal Pool appointments be approved.

PREPARED BY:

Name: Secretary of Senate
Date: March 19, 2026

Internal Memorandum

To: Members of Senate
From: Effrosyni (Faye) Diamantoudi, Interim Provost and Vice-President, Academic
Date: March 20, 2026
Re: Academic Update

Announcements and Key Items

Thank you to everyone who participated in Open House on February 21. Feedback from visitors has been overwhelmingly positive. Although overall attendance decreased by 10.2% compared to last winter, we still welcomed more than 3,450 visitors to campus. Approximately 80% explored undergraduate programs, while 20% were interested in graduate studies. Despite the overall decline in attendance, participation increased by 68.5% from the rest of Canada and by 10.2% from the United States. Thank you for all the hard work and commitment from the Concordia community in making this event a success.

The Gina Cody School of Engineering and Computer Science has launched two new programs: a Bachelor of Engineering in Cybersecurity and a Bachelor of Science in Cybersecurity. Both programs will welcome their first students in fall 2026.

The Faculty of Arts and Science (FAS) and the Faculty of Fine Arts (FoFA) have launched a new certificate in Black and African Diaspora Studies in the Canadian Context, building on the success of its new minor, created a year ago. It welcomes its first students in September 2026, with a graduate microprogram in development.

Accolades

Four Concordia students represented their countries at the [Milano Cortina 2026 Olympic Winter Games](#). They represented Canada in figure skating (Zachary Lagha) and freestyle skiing (Marion Thénault), as well as France in women's hockey (Emma Nonnenmacher and Alice Philbert).

Angela Alberga, associate professor in the Department of Health, Kinesiology and Applied Physiology, has been awarded \$1.3M in funding from the [Canadian Institutes of Health Research \(CIHR\) to improve care for children affected by obesity](#). The award includes a \$1 million CIHR Implementation Science Chair in Youth Health and a \$267,000 CIHR Project Grant to study the unintended psychosocial impacts of obesity treatment interventions in children and teenagers. Together, these two major federal investments will help Alberga and her collaborators build more inclusive, equitable and youth-centered approaches to health care for children affected by obesity and their families.

Carlo Pagano, associate professor in the Department of Mathematics and Statistics, has been awarded the [2026 Coxeter-James Prize](#). This prize recognizes young mathematicians who have made outstanding contributions to mathematical research in Canada.

The *Société de développement des entreprises culturelles* (SODEC) announced the recipients of the inaugural Prix SODEC, which supports emerging filmmakers in Québec. Concordia selected the short fiction film *La Muraille*, directed by Sophia Chan Kong Randriamalala, as its winning project. The project will enter SODEC's emerging creation development support program in partnership with an eligible production company.

Chase Worrell (BA, 2022) won a second Grammy for his contributions to the Progressive [R&B Album of the Year, Bloom](#), by Durand Bernarr.

Canada will be represented by alumna Abbas Akhavan (BFA, 04), winner of the Sobey Art Award in 2025, at the *La Biennale di Venezia* in May 2026. Akhavan's interdisciplinary practice explores site-specific installations and examines relationships between architecture, landscape, and the domestic sphere. FoFA is also proud to partner with the National Gallery of Canada, among other institutions partner, in support of Canada's participation at the *La Biennale*.

Alumna Natalie Nudell (BA, 12) received the [2026 Vilcek Prize for Creative Promise in Fashion & Culture](#). The \$50,000 prize honours immigrant leaders whose work advances arts and culture in the United States.

Montreal-based visual artist Anthony Burnham (BFA 97) has won the 11th Giverny Capital Prize. After more than 20 years of experimentation in painting, sculpture, photography, and performance, he receives major recognition. The biennial award honours his creativity, teaching, and innovative artistic trajectory.

Four Fine Arts alumni — Po B. K. Lomami, Sierra Barber, Miri Chek, and Myriam Simard-Parent — have been selected for the inaugural *Habiter le MAC* residency at the *Musée d'art contemporain de Montréal*. Running from May to December 2026, the program offers emerging artists creative space, mentorship, and professional development. The residency connects participants with the public and cultural professionals, supporting their growth and Quebec's arts community.

Members of the Concordia Moot Law Society (CMLS) captured gold at two of Canada's flagship national moot court competitions: the Capital Cup, hosted by Carleton University from November 22-23, 2025, and the Centre Block Cup held at the University of Ottawa, on January 24-25. Both the Capital Cup and the Centre Block Cup are annual moot court tournaments designed to engage students from universities across Canada in developing and presenting legal arguments within a competitive advocacy setting. At the Capital Cup, Concordia's team, led by its co-presidents, Gabriel Di Bert and Paul Garber, secured first place overall. One student was ranked first among all oralists in the competition, while another placed third. At the Centre Block Cup, Concordia finished first overall, with one of its co-presidents earning the distinction of top-ranked oralist.

A team of students from Concordia's Master's in Public Policy and Public Administration (MPPPA) has once again won gold at the National Public Administration Case Competition. Created by the Canadian Association of Programs in Public Administration, the annual event highlights Canada's public administration programs and offers students hands-on learning experiences. The 2026 National Public

Administration Student Case Competition was launched on February 11 and hosted virtually on February 21. This is the second consecutive year that a Concordia team has taken home the top award, known as the Robert Shepherd Prize for Best Presentation. The achievement marks a first in the competition's 15-year history. The winning team includes grad students Naomi Abramovich, Ruxandra Chirila, Katherine Chisholm, Olivia Integlia and Brendan Metrakos. Their coaches were Meghan Joy, director of the MPPPA program; Joe Faragone, public servant in residence; and Geoffrey Kelley, former Minister of the National Assembly, cabinet minister, and until December 2025, Indigenous governance specialist-in-residence at Concordia.

New Initiatives

FoFA has opened registrations for its *AI + Creativity Summer Intensive*, a 3-credit, project-based studio course for undergraduate Fine Arts students, running from May 11 to June 1. The course explores generative Artificial Intelligence (AI) as a collaborative and ethical creative tool, emphasizing human-guided workflows, authorship, and applied ethics, with discipline-specific projects that integrate AI into professional creative practice. Part of the *CTRL + AI* initiative and supported by the Tom Berry Fund for AI and Creativity, the course will be led by AI expert-in-residence Christian Beltrami. The initiative also features public conversations, the first of which will be held at 4TH SPACE on April 15.

Over the course of the winter semester, the Office of Community Engagement (OCE) is supporting a community archives project in Kahnawà:ke that promotes experiential learning by offering paid internships to Indigenous students to index and digitize the archives of Kanien'kehá:ka activist, Kahentinetha Horn. With guidance from Horn, staff from Concordia's Special Collections and Archives, and McGill archiving students, the interns are gaining practical skills in archiving methodologies. The archive will eventually be donated to the community of Kahnawà:ke to preserve and increase the accessibility of historical, political, and cultural documents.

As part of the Library's ongoing commitment to information literacy, and in response to the expansion of new resources, the Library has created an [AI Literacy](#) webpage that consolidates all of its AI learning modules, guides, and workshops, making it easier to find. It has also begun developing a central [Concordia AI Resources Hub](#), which brings together resource pages from other units across campus, including the Centre for Teaching and Learning (CTL) and Instructional and Information Technology Services (IITS).

This winter term, [First Year Experience](#) (Student Success Centre) launched a one-to-one peer mentorship program to support new students in their transition to university, with over 60 mentee-mentor pairings established so far. The program is open to all new and first-year students and was promoted to first-year students who had a fall TGPA under 2.0. The pairs will meet throughout the term, following a structured agenda designed to promote intentional check-ins and encourage exploration of Concordia opportunities.

FutureBound (Student Success Centre) is piloting a new [Financial Literacy Bootcamp](#) this term. This hands-on experience guides students through an interactive investing simulation, where they make financial decisions based on a relevant personal goal – such as buying their first car, paying off student debt, saving for graduate school or planning for their first home. Students apply concepts from FutureBound workshops on budgeting, investing and financial planning to scenarios that require strategic, long-term thinking.

Events – upcoming

On April 10, the Department of Political Science will be hosting the first event of its Henry Habib Diplomacy Accelerator, in the company of Henry Habib.

The third installment, [A Crisis of Empathy? Shared Suffering in the Contemporary Moment](#), is scheduled for March 31 at 4TH SPACE. This event features two thought leaders examining how political polarization diminishes our capacity for empathy and presence amid growing conflict in public discourse.

First Stop is hosting its second Concordia community update in March to report on its data and lessons learned. Since August 2025, First Stop has logged over 8,300 interactions and over 4,500 referrals to Concordia supports and resources.

FutureBound is excited to host its annual [Entrepreneurship Mixer](#) on March 25 – a panel and networking evening held in collaboration with Enactus and District 3. This year’s mixer is designed to spotlight Concordia student entrepreneurs. Whether students are already running a business, developing an idea, or simply curious about entrepreneurial life, this event offers a space to be inspired and expand professional networks across disciplines.

From January 19 to March 25, the [Activism in Print \(2000-2025\)](#) exhibition will take place at the Webster Library, bringing together zines, posters and photographs created through grassroots community organizing and collective struggles in Montreal over the last 25 years. Curated by community organizer, artist and MA History student Stefan Christoff, the exhibition draws from the newly acquired Stefan Christoff Collection (CO47) at Concordia Libraries and offers a unique opportunity to engage with a living archive that highlights the intersections of art, print culture and community action.

Throughout the winter semester, the SHIFT Centre for Social Transformation (SHIFT) is partnering with the School of Community and Public Affairs to support students in SCPA 301 “Social Debates and Issues in Public Affairs and Public Policy” in organizing and hosting public panel discussions with experts and community partners. These panels help students build research, communication, and organizational skills while engaging with real-world policy issues.

This year, SHIFT is partnering with the CTL’s Office of Decolonizing Curriculum and Pedagogy to host a series of workshops on Indigenous environmental leadership, community action, and land-based educational practices.

Events – past

CU Wellness (Campus Wellness and Support Services) hosted [Wellness Week](#) from March 16-20. The week of activities included interactive workshops with Concordia psychologists to manage emotions and stress, as well as fun, skill-building events to destress and connect with other students.

STEP Forward (Office of Student Life and Engagement) hosted an [on-campus jobs expo for undergraduate students](#) on March 19. The event showcased part-time student job opportunities and highlighted the benefits of student jobs for developing professional skills and leadership abilities.

On March 12, STEP Forward hosted a panel about Concordia's unique culture of leadership and community building. The intergenerational conversation was moderated by student STEP Forward participants Lioness Wright and Jon Marvin Reyes, and featured renowned psychologist and community advocate Myrna Lashley, community organizer and youth support worker Fred Anderson, and sustainability champion and labour leader Annie Yeo. This panel aimed to inspire and empower undergraduate student staff and student group leaders, while giving them the opportunity to showcase their leadership skills.

On March 11, the Department of Theological Studies hosted its first [Annual Vinesh Saxena Family Foundation Lecture](#), with guest speaker Mary Gray Smith, an acclaimed Indigenous best-selling author, who shared reflections on personal spirituality and the power of storytelling.

On March 10, SHIFT hosted a lunch and learn event focused on the [Research and Advocacy Program \(RAP\)](#), which is designed to place Concordia graduate students in year-long research collaborations with community organizations. Featuring Nicolas Chevalier of Climate Justice Montreal (CJM), Concordia graduate student Hope Moon, and Associate Professor Craig Townsend, this event looked at how, through power structure mapping, policy analysis, and case studies, RAP has been playing a pivotal role in turning existing popular support for Climate Justice Montreal's free, expanded, and accessible transit campaign into concrete wins.

On March 5, the Centre for Human Flourishing launched its brand-new series of free online events called [Seeds of Flourishing](#). The series of eight sessions, with eight prominent practitioners is asking powerful questions about meaning, presence, connection, and what to do when the usual answers stop working. The series aims to provoke thinking and leave participants with valuable practices they can use starting that same day. Running from March through June, the 45-minute lunchtime sessions will occur every two weeks and will be delivered live, interactively, and online.

Over the reading week, the Multi-Faith and Spirituality Centre offered activities for students, including a group volunteering initiative in partnership with Resilience Montreal and Homeroom, fostering opportunities for service and solidarity.

On March 3, the Black Perspectives Office (BPO) co-hosted [Celebrating Black HerStory](#) for International Women's Day at 4TH SPACE, highlighting Black women's voices, strength and leadership.

On February 28, the School of Irish Studies took part in Nuit Blanche, by *Festival Montréal en Lumière*, with an event titled [Night Culture in Ireland and the Irish Diaspora](#). Visitors were invited to explore Irish night culture in the School of Irish Studies at Concordia. As they moved through the exhibit, they encountered different facets of the Irish night, including histories of the night, the physical geography of the night, and shifting policies and cultural movements around night space in Ireland.

In addition, FoFA students collaborated with the National Film Board of Canada to create "Archives : remixage / Re:Archive" for the 2026 Nuit blanche. The interactive installation allowed audiences to remix archival footage, experiment with images, and co-create new stories in real time. The project involved Film and Moving Image Studies, Curatorial Studies and Practices students, and music students from Université de Montréal, blending creativity, technology, and audience participation.

Concordia Library celebrated [Freedom to Read Week 2026](#) on February 22-28 by highlighting the importance of intellectual freedom, resisting censorship, and supporting diverse viewpoints. Freedom to

Read Week is an annual Canadian event, typically held in late February, dedicated to celebrating and defending intellectual freedom, the right to read, and free expression. Events included a [film screening](#) of the “The Librarians” and panel discussion at J.A. DeSève Cinema (Feb 24) and a pop-up [Banned Books Book Club](#) (Feb 25, 27) at the Webster Library. On Feb 25 at 4TH SPACE, [Unsilencing the Landscape](#), a panel with writers and academics discussed censorship occurred.

On February 27, Ann-Louise Davidson, professor in the Department of Education and Director of the Innovation Lab, took part in the [Winter Count: Embracing the Cold](#) exhibition, presented by the National Gallery of Canada where she presented a winter themed tale in French. Andrew Ryder, professor in the Department of Psychology, also presented a video tale as part of the exhibition.

On February 26, the OCE hosted the first public conversation of the winter season of University of the Streets Café. Featuring Assistant Professor, Gage Karahkwí:io Diabo, and INDI PhD student, Marlihan Lopez, this event explored how writing and storytelling informs and sets the tone for activism and resistance.

On February 26, the John Molson School of Business hosted [Invest in your future with wealth management expert Ajay Gupta](#). A distinguished alumnus, Great Concordian, and leading figure in the wealth management industry, Gupta returned to John Molson for a fireside chat with Dean Anne-Marie Croteau, where he reflected on his career and the lessons he learned while managing multi-billion-dollar portfolios.

On February 25, the BPO delivered a session called [Black Identity and Belonging in Higher Education](#), for faculty and staff, creating space to examine barriers such as microaggressions, underrepresentation and institutional bias.

On February 21, the OCE collaborated with the McCord Museum and INDI Masters student Nadia Bunyan to present a hands-on fibre arts workshop connected to the McCord’s Auntie’s Work exhibition, curated by Bunyan. The workshop recreated the spaces of care and exploration Black women create in Montreal, a theme explored through the exhibition and served as a pilot for a series of four workshops that Bunyan will run for Concordia students, aiming to foster a culture of material sustainability through knowledge exchange and hands-on crafting experiences.

In collaboration with the NouLa Centre for Black Students, on February 20, the BPO continued to co-host a monthly gathering for Black doctoral students to foster connection, dialogue and mutual support.

Career Advising and Professional Success (CAPS) attracted 385 attendees to its first [Volunteer Fair](#) on February 18 in partnership with the Office of Sustainability. The fair connected students with non-profit, community and on-campus volunteer opportunities, supporting experiential skill building, community engagement and career exploration.

On February 17, Jayanathan Sriram, a Concordia Public Scholar and doctoral candidate in Humanities whose research examines the role of perfumes and scent in shaping and distinguishing identity, hosted [Aisthetics of Perfume](#). He invited professor and sensory studies theorist David Howes to join him, along with a group of active perfume creators, to discuss their approaches to scent making, marketing, and the global sourcing of ingredients. The event concluded with an interactive smell-and-sound performance and testing session.

On February 10, the Equity Office co-hosted the second installment of the *Courageous Conversations* series—*Civil Discourse on Campus: Controversies, Challenges, and Opportunities*—in collaboration with Marc Lafrance, Sociology Professor, Special Advisor to the Provost on Campus Life, and event panelist. The panel also featured thought leaders Randy Boyagoda, English Professor and Provostial Advisor on Civil Discourse at the University of Toronto, and Kim Nelson, Film Professor and Director of the Humanities Research Group at the University of Windsor.

On February 10, the OCE and Native Montreal welcomed students from the Kaié:ri Nikawerá:ke Indigenous Bridging Program to learn about and reflect on how community engagement can strengthen their academic journeys and future leadership. Students were then introduced to culturally grounded services and local networks to support their belonging and connection in the city.

On February 3, SHIFT hosted a lunch and learn event featuring visiting professor Magalie Quintal Marineau and PhD student Christine Qillasiq Lussier of la [Chaire-réseau de recherche sur la jeunesse \(CRJ\)](#), as well as Adama Kaba, Mariam Untiveros Métellus, and Jessyarth Lopez Bonet from the [Harambec](#) Freedom School. The conversation, which celebrated youth-led justice initiatives supported through mentorship-based programming, was attended by an audience of 50+ people, primarily CEGEP students from Dawson College.

During January and February, faculty from the Département d'études françaises' Translation program explored emerging translation technologies that incorporate large language models. To support these conversations, 4TH SPACE hosted two events that showcased different approaches to computer-assisted translation:

- [Computer Assisted Translation: memoQ](#) (February 5), a workshop led by memoQ Senior Training Manager Anna Mohácsi-Gorove, highlighting the memoQ CAT tool and its translation memory, project management, and other features used by freelance translators.
- [Web-Based Translation: WordScope and ChatGPT for Translators](#) (January 28), which featured representatives from WordScope, a web-based platform that combines translation memories, neural machine translation, term banks, and ChatGPT, presented by CEO Philippe Mercier.

On January 28, Concordia Art Collective, a student group that is concerned about what the future for artists looks like after university, hosted [The Art Dialogues: Winter Edition](#) at 4TH SPACE. This event brought together a working group of artists, gallerists and curators to talk about their experiences and ways of maintaining a creative life.

On January 22, in collaboration with 4TH SPACE, the John Molson Marketing Department hosted its 2nd [live podcast series](#) featuring conversations between academics and industry on a variety of topics. This edition, "Talking Shop: Retail in Motion," included two panels exploring emerging trends shaping the retail industry. The first session titled *The State of Retail*, featured Paula Macaggi (Creator and host at OFFBounds), Mirna Saffouri (Vice President, Marketing and Digital Strategy at *La Vie en Rose*) and Nancy Bishai (Chief Legal Officer at BMHL Equities Inc. and Lamour Group) and was hosted by John Molson School lecturer Richard Sejean. The second panel, *Case Study from the Founder's POV*, featured Concordia alumna Solène Thubert (Co-founder at Trolet); Jules Trolet (Co-founder at Trolet) and was hosted by John Molson Professor Michèle Paulin.

On January 20, [Hexploit Alliance](#), a graduate student group focused on cybersecurity awareness and prevention, assembled at 4TH SPACE to help host [How to Hack!](#), a preparation event designed to help

people prepare for the upcoming [@Hack 2026 student cybersecurity CTF Hackathon](#), which ran from March 7-8.

In January, the Library participated in the New Student Orientation Fair, where the Information Services team introduced students to the Library's collections and services. Staff recorded 452 interactions at their table in the LB Atrium, and event partners reported that 90% of Services Fair attendees visited the Library's booth, making for a successful outreach effort.



**SENATE
OPEN SESSION
Meeting of March 27, 2026**

AGENDA ITEM: Senate Research Committee recommendation: *Policy on Research Units and Infrastructure Platforms (VPRGS-8)*, revised and being renamed *Policy on Research Entities (VPRII-8)* (the "Policy")

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed revisions to the Policy.

BACKGROUND:

Following the presentation of the Policy at Senate on February 6, 2026, certain modifications were made to the Policy. The revised Policy and a detailed memo explaining the revisions are attached herewith. The revised version of the Policy and its related procedures are also attached for ease of reference.

DRAFT MOTION:

That, upon recommendation of the Senate Research Committee, Senate approve revisions to the *Policy on Research Units and Infrastructure Platforms (VPRGS-8)*, now being renamed as *Policy on Research Entities (VPRII-8)* as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: March 19, 2026

INTERNAL MEMORANDUM

TO: Karan Singh, Associate Secretary General and Secretary of Senate

FROM: Aaron Johnson, Associate Vice-President Research (Strategic Institutional Initiatives and Innovation)

DATE: March 19, 2026

SUBJECT: Update to *Policy on Research Institutes, Units, and Infrastructure Platforms (VPRGS-8)*, now referred to as *Policy on Research Entities (VPRII-8)* (the “Policy”)

Dear Karan,

This memo is in relation to the Policy that was presented to Senate for approval on February 6th, 2026.

Following the discussion at Senate during which certain concerns were raised regarding the revised Policy, it was deemed appropriate that the Policy be reviewed once again and brought back to Senate following that review.

As you are aware, following the meeting of Senate on February 6th, the University Secretariat sought feedback from Senators via email. Additional comments were shared with the Office of the Vice President Research, Innovation and Impact (“OVPRII”) by a few Senators.

Based on the discussions at Senate and the feedback that was received by the OVPRII, certain minor modifications were made to the Policy. The modified Policy was presented to Academic Cabinet and subsequently to the Senate Research Committee on February 20th, 2026.

The proposed changes are summarized as follows:

1. In addition to supporting research entities aligned with the Strategic Research Directions, the following text was added to the preamble on page 1: *Research entities can also be constituted around emergent issues – such as rapidly evolving scientific, societal, or technological challenges – to ensure institutional capacity aligns with future research priorities and opportunities.*
2. The re-insertion of the phrases “*and community engagement*” and “*, outreach and advocacy.*” in the preambular paragraphs on page 1 to re-affirm that the University remains committed to supporting entities in these areas.

3. To address issues related to external resource mobilization, the following revision to text (on page 3) now reads as follows:

- *“be financially secure, with core operational funding and ideally significant ongoing external funding to support its development and projects (e.g. external grants, contracts, donations, fee-for service). The University recognizes that academic freedom may lead research entities to pursue topics that do not readily align with external funding priorities, and therefore may not always attract external financial support;”*

Lastly, the current version of the Procedures related to the Policy are attached for ease of reference. All hyperlinks related to the old procedures were removed from the Policy and subject to approval of the revised Policy by Senate, the Procedures will be finalized and made available to the community.

Given the above and following recommendation from the Senate Research Committee, the revised Policy is being presented to Senate for approval. The compare version of the policy against the version presented to Senate on February 6th, and the final clean version are included for ease of review.

Please don't hesitate to contact me if you have any questions related to this dossier.

Regards,

Aaron Johnson
Associate Vice-President Research (Strategic Institutional Initiatives and Innovation)



POLICY ON RESEARCH ENTITIES

Effective Date: [insert date]

Approval Authority: Senate

Supersedes / Amends: January 17, 2014

Policy Number: VPRII-8

PREAMBLE

Research Entities (as defined below) are recognized by Concordia University (the “University”) to support groups of University faculty members in expanding their research and/or research-creation activities through collaboration and shared resources. They significantly contribute to the academic life of the University and provide a stimulating and dynamic research environment that strengthens research capacity, increases impacts and enhances the University’s visibility, while offering enriched training opportunities for students.

Research Entities are expected to align with the current and emerging strategic research priorities outlined in the University’s [Strategic Research Plan](#) to ensure coherence, relevance, and impact. Such alignment enables the effective mobilization of institutional resources, fosters interdisciplinary collaboration and community engagement, and positions the University to address complex societal challenges and compete successfully for external funding. Research Entities can also be constituted around emergent issues—such as rapidly evolving scientific, societal, or technological challenges—to ensure institutional capacity aligns with future research priorities and opportunities.

Research Entities must also reflect the University’s commitment to responsible and transparent research evaluation - valuing quality, rigor, and impact beyond journal-based metrics, and recognizing diverse contributions such as collaborative research, open data practices, and societal engagement, outreach and advocacy. In doing so, they help foster an inclusive and equitable research environment consistent with the University’s values and priorities.

SCOPE

This Policy applies to any group of University researchers seeking formal recognition as a Research Entity under this Policy and its associated [Procedures](#). It covers all Research Entities - whether recognized by Senate or by one or more Faculties - whose primary mandate is research and graduate students training. It applies regardless of their names (e.g. Centre, Institute, Group, Platform) or their relationship with external sponsors.

POLICY ON RESEARCH ENTITIES

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PURPOSE

The Policy and related [Procedures](#) define University-wide principles for the establishment, recognition, renewal, discontinuation, governance and support of Research Entities, and set expectations for periodic reporting.

This Policy ensures a coherent and transparent recognition process across the University and alignment between institutional priorities and each Research Entity's development stage, maturity, type and complexity.

DEFINITIONS

For the purposes of this Policy, the following definitions shall apply:

A "Research Entity" means a formally recognized organizational structure within the University that may take the form of one of three categories: a Research Institute, a Research Unit, or an Infrastructure Platform. They operate with formal governance structures (e.g., Director, Advisory Committee), often include dedicated infrastructure and administrative support, and are expected to lead major funding initiatives (e.g., CFREF, CFI, SSHRC Partnership Grants, FRQ Strategic Cluster and Research Team Support Program).

A "Director" or "Co-Director" means the faculty member appointed to provide academic and strategic leadership for a Research Entity.

A "Research Institute" means a large-scale, interdisciplinary, and high-impact Research Entity established within the University and aligned to the [Strategic Research Plan](#) priorities, often addressing complex societal challenges that require sustained, multi-disciplinary and multi-Faculty collaboration. Institutes differ from Research Units by virtue of their broader scope and strategic positioning to provide institutional leadership in areas of national or international importance.

A "Research Unit" means a non-departmental Research Entity established within the University to advance its research-related goals through the collaborative efforts of a team of researchers. These Research Units are focused on developing clear, integrated research programs that

POLICY ON RESEARCH ENTITIES

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leverage collective expertise and are strategically aligned with the University's [Strategic Research Plan](#) or emergent issues, and, where possible, external funding priorities.

An “Infrastructure Platform” means a Research Entity that typically manages a dedicated space or facility housing a coherently organized and integrated pool of resources – such as laboratories, workshops, and equipment – maintained to support and enable research and/or research-creation.

POLICY

Establishment, Recognition and Renewal

1. A Research Entity is established, recognized, renewed and discontinued under the authority of:
 - Senate for Senate-recognized Research Entities; or
 - One or more Faculty(ies) for Faculty-recognized Research Entities.
2. A Research Entity is usually initiated by a group of University faculty members who must apply for Senate or Faculty recognition in accordance with the [Procedures](#).
3. Each category of Research Entity may have different configurations, with specific criteria and expectations to meet, as listed in the [Procedures](#).
4. A Research Entity seeking recognition by Senate or a Faculty must:
 - be led by a Director or Co-Directors appointed for a time-limited term;
 - have a formal governance structure, including an Advisory Committee;
 - have designated resources such as space, administrative and technical staff, shared equipment and infrastructure;
 - be financially secure, with core operational funding and ideally significant ongoing external funding to support its development and projects (e.g. external grants, contracts, donations, fee-for service). The University recognizes that academic freedom may lead Research Entities to pursue topics that do not readily align with external funding priorities, and therefore may not always attract external financial support;
 - demonstrate a high level and diversity of research impact;

POLICY ON RESEARCH ENTITIES

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- foster the training of graduate students, postdoctoral fellows, and other highly qualified personnel;
 - enable cooperation with scholars at other universities and/or institutions, and collaborations with industry partners and/or community groups;
 - be supported by at least two Faculties, in the case of Senate-recognition.
5. Details on the duration of the Senate or Faculty recognition and the conditions for renewal are outlined in the *Procedures*.

Registry, Communication and Branding Standards

6. Each Faculty must annually report their Research Entities to the Office of the Vice-President, Research, Innovation and Impact (“OVPRII”), which maintains an official registry.
7. The University promotes all Research Entities through its official communication channels (e.g. website, annual reports). Senate-recognized Research Entities must indicate their affiliation with the University, and Faculty-recognized Research Entities with their Faculty(ies), in all official communications.
8. Use of the University’s name and logo must be in accordance with the *Policy on the Use of Concordia University’s Name, and the Governance of its Visual Character and Digital Presence (SG-4)*. Senate-recognized Research Entities must pair their name and logo with the University’s, and Faculty-recognized Research Entities with the host Faculty(ies)’.

Resource Allocation

9. Space equipped with basic furniture for offices, laboratories, studios, and similar facilities is usually provided to the Research Entity by the Faculty(ies) that recognized it or that supported its Senate-recognition, as applicable. Senate-recognized Research Entities shall, in coordination with the OVPRII, be responsible for the acquisition, operation, and maintenance of physical research resources, including, but not limited to, specialized research equipment and databases. Faculty-recognized Research Entities shall assume the same responsibilities in coordination with their host Faculty.

POLICY ON RESEARCH ENTITIES

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10. Each Research Entity is responsible for managing its human, financial, and physical resources
11. Senate-recognized Research Entities may access institutional funding through the Infrastructure Support for Research Entities program managed by the OVPRII, as outlined in the [Procedures](#).

Compliance, Governance, and Accountability

12. All Research Entities must comply with University policies and procedures pertaining to research, including, but not limited to: health and safety in laboratories, compliance certification, recovery of indirect costs, conflict of interest, and approval for formal partnerships. Compliance also extends to EDI requirements, responsible conduct of research, and the effective management of research infrastructure and resources. Failure to comply with any University policies and procedures may result in loss of recognition.
13. Before recognition, a Director (or Co-Directors) must be identified as the head of the Research Entity. The directorship is responsible for articulating the Research Entity's vision, ensuring alignment with the University's [Strategic Research Plan](#), and advancing its research programs, partnerships, and external profile. It holds administrative responsibility and oversees operations. Additional information on the role and responsibilities of the directorship is provided in the [Procedures](#).
14. The process for appointing a Director (or Co-Directors) of a Research Entity, as well as the term, conditions and renewability of the appointment, is detailed in the [Procedures](#).
15. The Director (or Co-Directors) of a Research Entity must hold a full-time tenured Faculty appointment in an academic department at the University for the duration of their term. A Faculty member without tenure or not considered to be working full-time (i.e., retired, gradual retirement, reduced time) is not eligible to serve as Director (or Co-Director), except in very exceptional circumstances, as detailed in the [Procedures](#).
16. Regardless of category, configuration, objectives, size or funding, all Research Entities must have an Advisory Committee to provide oversight and general guidance on activities and operations. Additional information on the role and responsibilities of the Advisory Committee is provided in the [Procedures](#).

POLICY ON RESEARCH ENTITIES

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17. Senate-recognized Research Entities are accountable to the OVPRII and must align with the University's research priorities and submit reports on governance, operations, activities, finances, and impact, as set out in the *Procedures*. Similarly, Faculty-recognized Research Entities are accountable to the Dean(s) of their host Faculty(ies) and must align with the Faculty(ies)' research priorities, comply with Faculty policies and procedures, and submit reports as required.

Discontinuation of Recognition and Closure

18. If a Research Entity's recognition is not renewed, it will expire at the end of its current term, and a phase-out plan will be implemented by the Vice-President, Research, Innovation and Impact ("VPRII") or the relevant Faculty Dean, as applicable. The same applies if a Research Entity fails to submit the required documentation for a review or a report, or fails to meet the compliance or accountability requirements. If deemed necessary, the VPRII or Faculty Dean, as applicable, may appoint an external reviewer to assess the Research Entity's prospects and recommend on the disposition of assets and liabilities.
19. A Research Entity may choose to end its recognized status at any time. The directorship of the Research Entity must inform the OVPRII or the relevant Faculty without delay of its decision to cease activities. The termination process is outlined in the *Procedures*.
20. A Research Entity may be phased out or immediately terminated at any time for financial exigency or other reasons, with due regard to human resources policies, contractual obligations, and employment standards legislation, as set out in the *Procedures*.

Policy Responsibility and Review

21. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Vice-President, Research, Innovation, and Impact.

Approved by Senate on January 17, 2014, and amended on [insert date].

The Policy was temporarily suspended before the approval of the amendments on [insert date].



POLICY ON RESEARCH ENTITIES

Effective Date: [insert date]

Approval Authority: Senate

Supersedes / Amends: January 17, 2014

Policy Number: VPRII-8

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POLICY ON RESEARCH ENTITIES

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POLICY ON RESEARCH ENTITIES

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11. Senate-recognized Research Entities may access institutional funding through the Infrastructure Support for Research Entities program managed by the OVPRII, as outlined in the [Procedures](#).

Compliance, Governance and Accountability

12. All Research Entities must comply with University policies and procedures pertaining to research, including, but not limited to: health and safety in laboratories, compliance certification, recovery of indirect costs, conflict of interest, and approval for formal partnerships. Compliance also extends to EDI requirements, responsible conduct of research, and the effective management of research infrastructure and resources. Failure to comply with any University policies and procedures may result in loss of recognition.
13. Before recognition, a Director (or Co-Directors) must be identified as the head of the Research Entity. The directorship is responsible for articulating the Research Entity's vision, ensuring alignment with the University's [Strategic Research Plan](#), and advancing its research programs, partnerships, and external profile. It holds administrative responsibility and ~~overseas~~[oversees](#) operations. Additional information on the role and responsibilities of the directorship is provided in the [Procedures](#).
14. The process for appointing a Director (or Co-Directors) of a Research Entity, as well as the term, conditions and renewability of the appointment, is detailed in the [Procedures](#).
15. The Director (or Co-Directors) of a Research Entity must hold a full-time tenured Faculty appointment in an academic department at the University for the duration of their term. A Faculty member without tenure or not considered to be working full-time (i.e., retired, gradual retirement, reduced time) is not eligible to serve as Director (or Co-Director), except in very exceptional circumstances, as detailed in the [Procedures](#).
16. Regardless of category, configuration, objectives, size or funding, all Research Entities must have an Advisory Committee to provide oversight and general guidance on activities and operations. Additional information on the role and responsibilities of the Advisory Committee is provided in the [Procedures](#).

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17. Senate-recognized Research Entities are accountable to the OVPRII and must align with the University's research priorities and submit reports on governance, operations, activities, finances, and impact, as set out in the [Procedures](#). Similarly, Faculty-recognized Research Entities are accountable to the Dean(s) of their host Faculty(ies) and must align with the Faculty(ies)' research priorities, comply with Faculty policies and procedures, and submit reports as required.

Discontinuation of Recognition and Closure

18. If a Research Entity's recognition is not renewed, it will expire at the end of its current term, and a phase-out plan will be implemented by the Vice-President, Research, Innovation and Impact ("VPRII") or the relevant Faculty Dean, as applicable. The same applies if a Research Entity fails to submit the required documentation for a review or a report, or fails to meet the compliance or accountability requirements. If deemed necessary, the VPRII or Faculty Dean, as applicable, may appoint an external reviewer to assess the Research Entity's prospects and recommend on the disposition of assets and liabilities.
19. A Research Entity may choose to end its recognized status at any time. The directorship of the Research Entity must inform the OVPRII or the relevant Faculty without delay of its decision to cease activities. The termination process is outlined in the [Procedures](#).
20. A Research Entity may be phased out or immediately terminated at any time for financial exigency or other reasons, with due regard to human resources policies, contractual obligations, and employment standards legislation, as set out in the [Procedures](#).

Policy Responsibility and Review

21. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Vice-President, Research, Innovation, and Impact.

Approved by Senate on January 17, 2014, and amended on [insert date].

The Policy was temporarily suspended before the approval of the amendments on [insert date].

PROCEDURES FOR RESEARCH ENTITIES

As per *Policy on Research Entities* (VPRII-8)

Last Updated – November 5th 2025

These Procedures are related to the *Policy on Research Entities* (VPRII-8) and reflect current practices concerning:

- University Recognition of Research Institutes, Research Units and Infrastructure Platforms
- Categories and Configurations of Research Institutes, Research Units and Infrastructure Platforms
- Advisory Committee of University-recognized Research Institutes, Research Units and/or Infrastructure Platforms
- Directorship of University-recognized Research Institutes, Research Units and Infrastructure Platforms
- Review of Research Institutes, Research Units and Infrastructure Platforms, and Renewal of Recognition
- Discontinuation of Recognition and Closure of Research Institutes, Research Units and Infrastructure Platforms

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University Recognition of Research Entities

Recognition process: Before considering applying for University recognition, it is expected that the interested group of researchers will consult the definitions and criteria for Research Institutes, Research Units and Infrastructure Platforms (“Research entities”) and communicate with the Office of the Vice-President, Research Innovation and Impact (OVPRII) and the relevant Faculty(ies) at an early stage. Normally, the Research entity applying for University-recognition will have functioned successfully as a Faculty-recognized Research entity for at least one year. The OVPRII and the Faculties will communicate at least once every year about Research entities that could possibly meet the criteria for University recognition.

A draft proposal for University recognition may be submitted at any time to the OVPRII by the interested group of researchers, with a copy to the relevant Faculty Dean(s). The information provided in the draft proposal must be comprehensive enough to allow the merits and feasibility of establishing and recognizing a Research Unit and/or Infrastructure Platform to be assessed. The OVPRII will discuss the submitted documents with the relevant Faculty(ies) and will conduct a general screening as to whether the unit meets the general criteria of a University-recognized Research Unit and/or Infrastructure Platform as outlined in the *Policy on Research Institutes, Research Units and Infrastructure Platforms* (VRPII-8). This is an iterative process where the draft proposal will be reworked by the interested group of researchers in collaboration with the OVPRII and the relevant Faculty(ies) as applicable.

When the OVPRII deems that a Research entity meets the criteria for University Recognition, it will communicate with the relevant Faculty Dean(s) to formally request support letter(s).

The Faculty Dean(s) must support the proposal for University recognition for it to be presented to the SRC. In communicating to the OVPRII its support for University recognition, the Faculty Dean(s) should address, in writing, the following:

- fit with the Concordia Strategic Research Plan;
- how the proposed Research entity is positioned in relation to, and distinct from, other Research entities already recognized or active at the University and within the Faculties;
- what resources – funding, time release, space, etc. – the Faculty is providing to the Research Institute, Research Unit and/or Infrastructure Platform; and
- how the entity performed as a Faculty-based Research Institute, Research Unit and/or Infrastructure Platform, or why it was not previously recognized at the Faculty level prior to submitting the proposal for University recognition.

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The support letter from a Faculty and the proposals for University recognition must also address any potential conflicts of interest that may arise in the recognition process (examples include, if the anticipated Director of the proposed Research entity Platform is a member of the Faculty administrative team, Faculty Research Committee or Senate Research Committee, or is an academic unit head).

If certain criteria are not met or if additional information is needed, the OVPRII may request complementary information. When all criteria are met, a recommendation for University recognition will be presented by the VPRII to the SRC for approval.

Approval process: The authority to establish a University-recognized Research Institute, Research Unit and/or Infrastructure Platform resides with the University Senate as delegated to the Senate Research Committee (SRC). All approved dossiers shall be presented to the University Senate for ratification.

Notification: Upon approval by the Senate, the Research Unit and/or Infrastructure Platform Director will receive formal notification of the recognition indicating the terms and reporting requirements. If funding from the *Infrastructure Support for Research Institutes, Research Units and Infrastructure Platforms Program* (managed by the OVPRII) is awarded, the amount and conditions will be indicated. A copy of the proposal and related documentation will be kept with the OVPRII/Office of Research.

Pre-existing Non-University Recognized Research Institutes: Research entities that were established and operating under the designation of "Institute" prior to the adoption of the 2025 revision of Policy VPRII-8, but which have not received formal University recognition as a Research Institute, may retain the use of the term "Institute" in their name. However, such entities shall not be entitled to the institutional support and visibility reserved for University-recognized Research Institutes under this Policy and its associated Procedures.

These named Institutes may continue to operate under Faculty-level recognition, in accordance with Faculty procedures, or as University recognized Research Units. They must clearly distinguish their affiliation status in communications and promotional materials. To obtain University recognition as a Research Institute, these entities must formally apply and meet the criteria set out in Policy (VPRII-8) and its Procedures.

PROCEDURES FOR RESEARCH ENTITIES

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Categories and Configurations of Research Institutes, Units and Infrastructure Platforms

Research Institutes, Research Units and Infrastructure Platforms can be either Emerging or Established.

Established Research Units or Infrastructure Platforms are either considered ‘medium scale’ or ‘major scale’. Established Research Institutes are considered at the ‘major scale’.

Emerging: An emerging Research Unit or Infrastructure Platform:

- i) Is normally recognized as a Faculty Research Unit or Infrastructure Platform by at least one Faculty;
AND
- ii) Has only been established at Concordia within the last four years;
AND
- iii) Has never previously been recognized at the University level through the *Policy on Research Units and Infrastructure Platforms*.

Criteria for ‘Emerging’ status:

A) Emerging Research Institute or Research Centre

Criteria for recognition	<ul style="list-style-type: none"> • Recently created but having established collaborations between regular members and secured substantial external funding, including team grant funding, for common and related research activities. • Significant critical mass of Concordia researchers as regular members. The number of regular members may vary between areas, but typically would have a minimum of 6 Concordia faculty members for a Research Centre, and 12 faculty members for a Research Institute. • Members list the Research Institute or Research Centre as their primary affiliation. • Potential for close collaboration between disciplines, with other Faculties, external partners or community groups. • Must have a program/plan to demonstrate impact of the research in the Research entity. • Must have a program/plan to organize outreach and knowledge translation activities and events such as internships, fieldwork, workshops, seminars, etc. • Must have a development plan in place that shows high potential to meet the criteria for an established Research Centre within four years.
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B) Emerging Research Unit with a Community Development / Outreach / Advocacy Focus

Criteria for recognition	<ul style="list-style-type: none"> • Recently established Research Institute or Centre whose primary orientation is targeted towards knowledge mobilization, policy change or intervention in communities and in society at large, with substantial funding and/or support from external sources (which may include funding and support from sources other than granting agencies). • High relevance and importance to society and communities. • Significant critical mass of Concordia researchers as regular members of the Research Unit, and active participation of external partners/communities. The number of regular members may vary between areas, but as a guide a minimum of 6 (Centre) or 12 (Institute) Concordia faculty members would list the Research entity as their primary affiliation, plus typically 3 external partners/communities that actively participate in the Research entity activities. • Must have a program/plan to demonstrate research impact. • Must have a program/plan to organize outreach and knowledge translation activities and events such as internships, fieldwork, community-based research, workshops, seminars, etc. • Must have a development plan in place that shows high potential to meet the criteria for an established Research Unit with a Community Development / Outreach / Advocacy Focus within four years.
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C) Emerging Infrastructure Platform

Criteria for recognition	<ul style="list-style-type: none"> • The research infrastructure is critical for many researchers at Concordia, although it may not be unique in Québec and Canada. • Regular use by Concordia researchers from multiple disciplines. The number of regular users of the infrastructure may vary between areas, but as a guide, a minimum of 6 Concordia faculty members would be major users of the Infrastructure Platform. • Demonstrated added value as consolidation of similar equipment to improve access, lower operating costs, and shared resources and expertise. • Emerging importance as a provider of experimental testing facility or a source of information for other Research Units. • Emerging demand by internal and external users. • Emerging needs for technical and administrative support to operate the Infrastructure Platform. • Must have a development plan in place that shows high potential to meet the criteria for an established Infrastructure Platform within four years.
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'Emerging' status is valid for four years and cannot be renewed.

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After four years of 'Emerging' status, the Research entity must seek recognition as now being 'Established', as it will be expected to meet the appropriate evaluation criteria by that time. If it does not meet the criteria for the appropriate 'Established' status, it will cease to be recognized as a University Research Institute, Research Unit and/or Infrastructure Platform.

Fast-tracking: Emerging Research entities can seek 'Established' status after two years (and a successful mid-term review) provided it is determined by the OVPRII that it meets 'Established' criteria. A proposal for University recognition will then be presented by the VPRII to the SRC for approval.

Established: An established Research Institute, Research Unit or Infrastructure Platform:

- i) Is normally recognized as a Faculty Research Unit or Infrastructure Platform by at least one Faculty;
AND
- ii) Has been established at Concordia for at least four years OR has been previously recognized at the University level through the *Policy on Research Institutes, Research Units and Infrastructure Platforms* OR is fast-tracking from Emerging status.

Criteria for 'Established' status:

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A) Established Research Institute

<p>Criteria for major scale status</p>	<ul style="list-style-type: none"> • Research Institute with a significant critical mass of Concordia researchers as regular members. The number of regular members may vary between areas, but as a guide, more than 20 Concordia faculty members would list the Research Institute as their primary affiliation. • Recognized leader in Québec, Canada, and/or internationally, with external members and/or collaborators actively participating in the Research Institute activities. • Mature cross-disciplinary research program. • Demonstrated research impact, which may be evidenced by publications between Research Institute members, training, patents, policies, etc. • Significant activities in the enhanced training of graduate students and other Highly Qualified Personnel. • Substantial research funding, including team or centre/regroupement funding, from external sources (as per the norms in the specific disciplines and areas of research) to fund Research Institute activities and programs. • Substantial collaboration with external partners.
<p>Criteria for medium scale status</p>	<p><i>Same criteria as for Major scale, with the following differences:</i></p> <ul style="list-style-type: none"> • Fewer Concordia researchers as regular members. The number of regular members may vary between areas, but as a guide, 15 Concordia faculty members or more would list the Research Institute as their primary affiliation. • The research program may be in one discipline but preferably cross-disciplinary.

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A) Established Research Centre

Criteria for major scale status	<ul style="list-style-type: none"> • Research Centre with a significant critical mass of Concordia researchers as regular members. The number of regular members may vary between areas, but as a guide, more than 10 Concordia faculty members would list the Research Centre as their primary affiliation. • Recognized leader in Québec, Canada, and/or internationally, with external members and/or collaborators actively participating in the Research Centre activities. • Mature cross-disciplinary research program. • Demonstrated research impact, which may be evidenced by publications between Research Centre members, training, patents, policies, etc. • Significant activities in the enhanced training of graduate students and other Highly Qualified Personnel. • Substantial research funding, including team or centre/regroupement funding, from external sources (as per the norms in the specific disciplines and areas of research) to fund Research Centre activities and programs. May include sources other than granting agencies (e.g., donations, contracts). • Close collaboration with external partners and/or community groups.
Criteria for medium scale status	<p><i>Same criteria as for Major scale, with the following differences:</i></p> <ul style="list-style-type: none"> • Fewer Concordia researchers as regular members. The number of regular members may vary between areas, but as a guide, 6-8 Concordia faculty members or more would list the Research Centre as their primary affiliation. • The research program may be in one discipline but preferably cross-disciplinary.

PROCEDURES FOR RESEARCH ENTITIES

B) Established Research Unit with a Community Development / Outreach / Advocacy Focus

<p>Criteria for major scale status</p>	<ul style="list-style-type: none"> • High relevance and importance to society and communities. • Significant critical mass of Concordia researchers as regular members of the Research Unit, and active participation of external partners/communities. The number of regular members may vary between areas, but as a guide, more than 10 Concordia faculty members would list the Research Unit as their primary affiliation, plus 4-6 external partners/communities that actively participate in the Research Unit activities. • High activity/productivity/engagement, with focus on activities primarily targeted towards knowledge mobilization, policy change and intervention in communities and in society at large. • Recognized leader(s) in Québec and/or Canada. • Important outreach program – frequently and successfully organizing outreach and knowledge translation activities and events such as internships, fieldwork, community-based research, workshops, seminars, etc. • Very important positioning value to the University in alignment with the University Strategic Research Plan. • Substantial funding from external sources, which may include sources other than granting agencies.
<p>Criteria for medium scale status</p>	<p><i>Same criteria as for Major scale, with the following differences:</i></p> <ul style="list-style-type: none"> • Fewer Concordia researchers as regular members. The number of regular members may vary between areas, but as a guide, 6-8 Concordia faculty members or more would list the Research Unit as their primary affiliation, plus 3-4 external partners/communities that actively participate in the Research Unit activities. • Important positioning value to the University.

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C) Established Infrastructure Platform

<p>Criteria for major scale recognition</p>	<ul style="list-style-type: none"> • Unique research infrastructure (within Montreal, in Québec and/or Canada) • Several Concordia researchers from many disciplines as major users of the Infrastructure Platform. The number of major users may vary between areas, but as a guide, more than 15 Concordia faculty members would be major users of the Infrastructure Platform. • Important entity as a provider of experimental testing facility or a source of information for other Research entities. • High demand by internal and external users (e.g., other academic institutions, industry). • Demonstrated need for technical and administrative support to operate the infrastructure.
<p>Criteria for medium scale recognition</p>	<p><i>Same criteria as for Major scale, with the following differences:</i></p> <ul style="list-style-type: none"> • The research infrastructure is critical for many Concordia researchers, although it might not be unique within Montreal, Québec and/or Canada. • Lesser number of major users. The number of major users may vary between areas, but as a guide, more than 10 Concordia faculty members would be major users of the Infrastructure Platform. • Less or no demand by external users.

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Advisory Committee of University-recognized Research Entity

Purpose and Composition of the Advisory Committee: The general purpose of the Advisory Committee is to oversee and provide general guidance on the Research entity activities and operations.

Normally, an Advisory Committee is comprised of at least three individuals who are not members or users of the Research entity. The Director or Co-Directors should also serve as members, with the status as voting or observer member to be at the discretion of the Advisory Committee. Advisory committee membership should follow best practices in equity, diversity, and inclusion, ensuring representation that reflects the disciplinary, demographic, and cultural diversity relevant to the area of study. It is recommended that an observer seat be reserved on the Advisory Committee for a representative of the OVPRII.

The Advisory Committee must meet at least once a year. The Minutes of all Advisory Committee Meetings will be submitted to the OVPRII at the time of the annual report.

Directorship of University-recognized Research Entity

Responsibilities and Term of the Director: A Director (or Co-Directors) is the appointed head of each University-recognized Research entity. The Director is responsible for the scientific direction and administration of the Research entity. The Director is responsible for articulating the entity's vision, and advancing its research programs, partnerships, and external profile. In addition, the Director oversees the coordination of the activities including development of major funding proposals, student and highly qualified personnel training, outreach and special events, as well as managing communications both within the Research entity and Concordia University, externally to partner institutions, external members, funding agencies, and the community.

The Director has the day-to-day responsibility for staff operations of the Research entity, as well as ensuring that it conforms to the relevant collective agreements and policies in effect within the University.

The Director is responsible for the budget of the Research entity and for preparing the annual report and review material for renewal of the recognition. A plan for securing external and

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internal funding for operations, as well as research activities, should be developed and revised on a continuous basis, and be reported as part of the annual review.

The Director is accountable to the OVPRII for the entity's strategic planning, performance reporting, and financial reporting and sustainability, and act as the primary liaison with University leadership and external partners.

Eligibility: Only full-time tenured faculty members are eligible to be Director of a University-Recognized Research entity. Faculty member of reduced time appointments or retired are not eligible to be a director. In the case of a co-directorships, one of the Co-Directors may be a full-time tenure-track faculty member, and serve a maximum term of two years. The term may not be renewed unless the faculty member has received tenure.

In accordance with the process set out below, a Director or a Co-Director shall be appointed for a term of up to four years and normally may be re-appointed for one additional term of up to four years, for a total of up to eight years. With the concurrence of at least 80% of the members and/or users, the Director may be re-appointed for additional terms of up to four years. In the case of Co-Directors, it is suggested that the term lengths be staggered.

A Director or Co-Director who ceases to be a full-time tenured faculty member (including a reduced time appointment) during their term must step down from the position.

Process for the Search and Appointment of the Director: The formal process of searching for a new Director (or Co-Directors) of a University-recognized Research Unit and/or Infrastructure Platform will begin at least nine months prior to the date at which the current Director's term ends. Preferably, searches for new Directors (or Co-Directors) would be completed early in the winter term.

Description of the Director position: The Advisory Committee of the Research Unit and/or Infrastructure Platform will prepare a description of the Director (or Co-Directors) position and a profile of the ideal candidate. The description and profile must be approved by the VPRII and the relevant Faculty Dean(s).

Once the description and profile have been approved, the VPRII will authorize the Director (or Co-Directors) to inform all members of the Research Unit and/or users of the Infrastructure Platform (in writing) that a search committee will be struck to choose a new Director (or Co-

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Directors). The Director (or Co-Directors) will also circulate the description and profile of the ideal candidate.

Search Committee: The Advisory Committee will decide upon the composition of the Search Committee. Normally, a Search Committee will include a number of faculty members that are members of the Research Unit and/or users of the Infrastructure Platform, a representative of the graduate students, one member appointed by the VPRII, and one by Dean(s) of the hosting Faculty(ies). A representative of the full-time staff of the Research Unit and/or Infrastructure Platform may be included for those units with two or more full-time staff members. The Chair of the Search Committee will be selected by and among the Search Committee members. When applicable, it is recommended that partnering organizations and communities be represented on the Search Committee.

Following the announcement of a search for a Director (or Co-Directors), there will be a period of at least ten working days during which members of the Research Unit and/or users of the Infrastructure Platform may nominate representatives to the Search Committee. Nominations will only be accepted if the nominee agrees in writing. In the week following the nomination process, an election will be held, if necessary, in person or by email. All members of the Research Unit and/or users of the Infrastructure Platform are entitled to vote for faculty member representatives to the Search Committee. In cases when it applies, graduate student members and full-time staff elect their representatives.

Call for nominations: The Chair of the Search Committee will circulate a call for nominations, open for at least ten working days, for the Director (or Co-Directors) position to all members of the Research Unit and/or users of the Infrastructure Platform. If an individual who had been elected to serve on the Search Committee is subsequently approached about standing for the Director (or Co-Directors) position, the individual must resign from the Search Committee and a replacement elected.

Deliberations: Once all nominations have been received, the Search Committee will solicit the candidates' cv's and shortlist up to three nominees. The Search Committee will then proceed to interview the shortlisted nominees. Prior to interviews, the Search Committee will invite all members of the Research Unit and/or users of the Infrastructure Platform to appear before the committee, if they wish, or to submit written statements about the nominees. As part of this process, the Search Committee will interview the outgoing Director (or Co-Directors) about the past experiences and solicit his/her advice regarding priority issues for the future.

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Recommendation and Appointment: When the Search Committee has interviewed the nominees and completed its deliberations, it will select the preferred candidate(s) through secret ballot voting. The result of the vote together with a reasoned recommendation (including proposed term start date) will be forwarded to the OVPRII. The VPRII will make the final decision with respect to the appointment of the new Director (or Co-Directors) and an appointment letter will be prepared.

Interim Directorship: In the case of a vacancy at the Directorship of a University-recognized Research Unit and/or Infrastructure Platform (for example due to a leave or a Director stepping down from his/her position before the end of his/her normal term), the Advisory Committee should submit to the OVPRII a recommendation for an Interim Director (term of up to one year, and normally not renewable as 'interim'). In consultation with the relevant Faculty, the VPRII will make the final decision with respect to the appointment of the Interim Director and will appoint the successful candidate.

Should the Advisory Committee not submit a recommendation, and in consultation with the relevant Faculty(ies), the VPRII will decide on an Interim Director chosen from amongst the members or users of the Research entity and will appoint the chosen candidate.

Appointed Interim Directors are subject to the same conditions as selected Directors, including course release in relation to the period of service as Interim Director. A term as an Interim Director does not count as a Director/Co-Director term in the previously-mentioned number of terms.

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Review of Research Entities, and Renewal of Recognition

To ensure that the activities of all University-recognized Research entities are consistent with the goals of the University, align with the University Strategic Research Plan, and reflect positively on its reputation, reviews will be undertaken periodically.

Annual Reporting Requirements: University-recognized Research entities are required to submit an annual report to the VPRII (for administrative review by the OVPRII) with a copy to the Faculty(ies) Dean(s) by August 31st of each year. The report must provide: an overview of the activities during the past year (June 1st to May 31st), external research funding used to support Research activities, current membership or users of the research entity including students and highly qualified personnel, copies of the Minutes of Advisory Committee meetings, and an update on its financial status (a financial statement for the past year and a budget forecast for the new year).

Mid-term Review: The purpose of this review is to provide an opportunity for the Advisory Committee of the University-recognized Research entity and the OVPRII to meet and discuss the development of the Research entity as it relates to its original objectives. If deemed necessary, the OVPRII may propose revisions to the planned activities for the second part of the term. The mid-term review is organized by the OVPRII. For Emerging Research entities, the mid-term review meeting should be held in the third year, while for Established Research entities, it should be held in the fourth year. The OVPRII will invite the Director of the Research Unit and/or Infrastructure Platform to submit a review dossier and to give a presentation to the Senate Research Committee.

The review dossier should include the following:

- An updated list of members (regular, associate, students and highly qualified personnel) or users of the Research entity;
- Annual reports produced since the first year of the term;
- A report on the financial status of the Research entity (with financial report and forecasted expenditures to the end of the approved recognition period);
- An updated Development Plan for the Research entity activities and operations, including how it aligns with the University Strategic Research Directions; and
- Any other information requested by the OVPRII.

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The review dossier will be sent to the OVPRII and the relevant Faculty(ies) at least ten working days prior to its presentation. After the presentation, any comments, suggestions or advice raised should be documented and sent to the Director of the Research entity, with a copy to the Faculty Dean(s).

Renewal Evaluation: Notice of the review for renewal will be communicated to the Director of the Research entity by the OVPRII during the last year of the approved recognition period. In response to this notification, should renewal of the recognition be requested, the Director will submit a review package to the OVPRII with the following material:

- A proposal for Renewal of University recognition covering a period of six years;
- If applicable, letters of support from external members and partnering organizations; and
- Any other information requested by the OVPRII.

Once the proposal is received, the OVPRII will communicate with the appropriate Faculty Dean(s) to request the Faculty letter(s) of support to complete the dossier prior to its presentation to the SRC.

On the basis of the information provided in the renewal package and the past annual reports, if applicable, the OVPRII will conduct a general screening as to whether the Research entity continues to meet the criteria of a University-recognized Research entity as defined in the most current version of the *Policy on Research Institutes, Research Units and Infrastructure Platforms* (VPRII-8) and the related *Procedures*.

If certain criteria are not met, the OVPRII may request complementary information or, in some cases, strike a special review committee with members from the SRC for a detailed review and call for a meeting with the Director and members of the Research Unit and/or users of the Infrastructure Platform.

Renewal decision: Following the renewal evaluation process, the VPRII will make a recommendation to the SRC for renewal or non-renewal of the recognition. The SRC decision may be:

- Renewal of recognition for six years (with mid-term review); or
- Temporary renewal of recognition (for one or two years); or
- That the recognition will expire upon completion of the current term.
- Decides to discontinue the recognition with a 6-month phase out.

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Discontinuation of Recognition and Closure of Research Entity

Reasons for discontinuation: The activities of a Research Institute/Unit are often carried out on a project basis or, for Infrastructure Platforms, on availability of appropriate research infrastructure. Changing factors such as funding opportunities, partnerships, infrastructure status, alignment with the University Strategic Research Plan, and members/users might lead to a lower level of activity. In general, Research entities may be discontinued for the following reasons:

- a renewal application is not submitted and the recognition expires upon completion of the current term
- the members of a Research Unit and/or users of an Infrastructure Platform collectively agree to withdraw its recognition
- the University decides to discontinue the recognition

Process for discontinuation: If the Research entity wishes to be discontinued, the Director must contact all regular members (Research Institute or Unit) and/or major users (Infrastructure Platform) and request their written consent. If a majority of the regular members or major users consents to the discontinuation, the Director must inform the VPRII and the Faculty Dean(s) in writing, without delay, that the Research entity is discontinued.

The University, through the SRC, reserves the right to discontinue the recognition at any time for any reason. If potential grounds for a discontinuation are brought to the attention of the SRC and/or the OVPRII, the VPRII will strike a special committee with members from the SRC to meet with the Director and the Advisory Committee seeking solutions for maintaining the recognition. If a solution cannot be reached, a letter will be sent from the SRC informing the Director about the reasons for discontinuing the Research entity's recognition and the date it will be in effect.

Upon discontinuation of recognition, any legal agreements or obligations that affect the status of the Research entity must be taken into consideration. Equipment and facilities under the responsibility of the Research entity will be transferred to the hosting Faculty(ies). A planned dismantling and re-allocation of the physical resources should take place in collaboration between the Director, the Faculty Dean(s) and the VPRII. A Research entity may not sell, donate or otherwise dispose of any equipment or material.

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Staff positions of discontinued Research entity will be managed according to the University Human Resources policies, collective agreements and contractual agreements.

Approved by the VPRII and the Faculty Deans on 5th November 2025.



**SENATE
OPEN SESSION
Meeting of March 27, 2026**

AGENDA ITEM: Department name change

ACTION REQUIRED: For approval

SUMMARY: Senate is being requested to recommend to the Board of Governors (the “Board”) the approval of the change of name of the *Concordia Institute for Information Systems Engineering* (CIISE) to the *Department of Cybersecurity and Intelligent Systems Engineering*.

BACKGROUND:

Senate approved new programs: the Bachelor of Engineering in Cybersecurity and Bachelor of Science in Cybersecurity in 2024. As a requirement for academic units delivering engineering programs, it is necessary that the department name include the specific engineering discipline to align with the degree title. As such, Senate is being requested to recommend approval of the name change from the current Concordia Institute for Information Systems Engineering (CIISE) to the Department of Cybersecurity and Intelligent Systems Engineering.

Pursuant to Section 71 (d) of the University By-laws, Senate has the power to recommend the name change of an academic unit to the Board.

The Gina Cody School of Engineering and Computer Science is scheduled to recommend the name change at its Faculty Council meeting of March 20th, 2026. Subject to approval by the Faculty Council, Senate is being asked to recommend the name change to the Board.

DRAFT MOTION:

That, subject to approval of the Faculty Council of the Gina Cody School of Engineering and Computer Science, Senate recommend to the Board of Governors that the *Concordia Institute for Information Systems Engineering* (CIISE) be renamed as the *Department of Cybersecurity and Intelligent Systems Engineering*.

PREPARED BY:

Name: Secretary of Senate
Date: March 19, 2026