SENATE

NOTICE OF MEETING

October 30, 2026

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, November 6, 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, November 6, 2026, at 2 p.m.
in the Norman D. Hébert, LLD 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 October 2, 2026	G. Carr	**Approval**

CONSENT AGENDA

2.	Committee reports (Document US-2026-5-D1)		**Information**
3.	Committee appointments (Document US-2026-5-D2)		**Approval**
4.	Library Spectrum Report (Document US-2026-5-D3)		**Information**
5.	APC recommendations: Undergraduate Curriculum Proposals - Office of the Registrar – Regulation changes (Document US-2026-5-D4)		**Approval**
	5.1 OOR-OOR-6116: Amendment to clarify the calculation of full-time and part-time status		
	5.2 OOR-OOR-6117: Introduction of new Transfer Credit Notation (TRA)		

5.3 OOR-OOR-6118: Statement on graduation application and conferral and Statement on post-conferral grade changes

5.4 OOTR-OOTR-6127: Adjustment of admissions criteria for Mature Entry students to the BEng Chemical Engineering

6. APC recommendations: Undergraduate Curriculum Proposals - Faculty of Arts and Science: **Approval**

6.1 AS-MATH-5568: New Minor in Data Science (Document US-2026-5-D5)

6.2 AS-RELI-6013: New Microprogram in Exploring Spiritual Worlds (Document US-2026-5-D6)

6.3 AS-SOAN-6068: New Certificate in Sociology (Document US-2026-5-D7)

6.4 AS-SOAN-6069: New Certificate in Anthropology (Document US-2026-5-D8)

REGULAR AGENDA

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

8.	President's remarks	G. Carr	**Information**
9.	Academic update (Document US-2026-5-D9)	E. Diamantoudi	**Information**
10.	Sustainability Action Plan presentation	M. Di Grappa/ C. Lamontagne	**Information**

11. Question period (*maximum 15 minutes*)

12. Other business

13. Adjournment G. Carr

US-2026-4

MINUTES OF THE OPEN SESSION OF THE MEETING OF SENATE

Friday, October 2, 2026
immediately following the Closed Session meeting
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus
and via Zoom video conferencing

PRESENT

Voting members:

Graham Carr (Chair)	Effrosyni Diamantoudi	Mireille Paquet (zoom)
Cleo Altman	Geoffrey Dover	Véronique Pepin
Saraluz Barton-Gomez	Lina El-Bakaye	Isabelle Ranger
Elena Benelli	Kinsey El Tanani (zoom)	Rosemary Reilly (zoom)
Walid Berrahma	Tim Evans	Alessandra Renzi (zoom)
Patrice Blais	Annie Gérin	Aphrodite Salas (zoom)
Simone Brugiapaglia	Sarah Ghabrial	Ramin Sedghati
Amy Buckland	Andrea Harland	Adam Semergian
Robin Chemtov	Bonnie Harnden	Anna Sheftel
Roy Cross	Gabriel Hendriks	Pascale Sicotte
Anne-Marie Croteau (zoom)	Steven Henle	Kamila Sobol
Fabienne Cyrius	Zo Makivna	Reza Soleymani
Alexandra Dawson	Peter Morden (zoom)	Ted Stathopoulos
Mourad Debbabi	Catherine Mulligan (zoom)	Radu Zmeureanu
Grace DeMara	Xavier Ottenwaelder (zoom)	Dania Zourdani

Non-voting members: Philippe Beauregard, Paul Chesser, Stéphanie de Celles, Michael Di Grappa, Tom Hughes (zoom), Frederica Jacobs, Kathleen Lizé (zoom), Frederica Martin (zoom), Brad Nelson, Claudine Trahan, Michael Verwey

ABSENT

Voting members:

Onur Bodur	Meghan Gilhespy	Moshe Lander
		Maggie McDonnell

1. Call to order

The Chair called the meeting to order at 2:07 p.m.

1.1 **Approval of the Agenda**

R-2026-4-4 *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2 **Adoption of May 15, 2026 Minutes**

R-2026-4-5 *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of May 15, 2026, be adopted.*

CONSENT

2. Committee reports (Document US-2026-4-D2)

The reports were provided for information only.

3. Committee appointments (Document US-2026-4-D3) and **appointment to the Concordia Council on Student Life** (Document US-2026-4-D4)

R-2026-4-6 *Upon motion duly moved and seconded, it was unanimously resolved that the Committee and Student Tribunal Pool appointments be approved, including the Concordia Council on Student Life.*

4. Spring Graduation Report (Document US-2026-4-D5)

This report was for information only.

5. APC recommendations*:*

5.1 **Regulation Change (AS-ARTSCI-5923)** (Document US-2026-4-D6)

R-2026-4-7 *Upon motion duly moved and seconded, it was unanimously resolved that upon recommendation of the Academic Programs Committee, Senate approve the Regulation Change (AS-ARTSCI-5923) as detailed in the attached documentation.*

5.2 **New undergraduate program: Microprogram in Christian Spirituality (AS-THEO-5793)** (Document US-2026-4-D7)

R-2026-4-8 *Upon motion duly moved and seconded, it was unanimously resolved that upon recommendation of the Academic Programs Committee, Senate approve the new undergraduate program, Microprogram in Christian Spirituality (AS-THEO-5793), as detailed in the attached documentation.*

5.3 **New undergraduate program: Certificate in Artificial Intelligence (GCS-COMP-6085)** (Document US-2026-4-D8).

R-2026-4-9 Upon motion duly moved and seconded, it was unanimously resolved that upon recommendation of the Academic Programs Committee, Senate approve the new undergraduate program, Certificate in Artificial Intelligence (GCS-COMP-6085), as detailed in the attached documentation.

5.4 **New graduate program: Graduate Certification in Chartered Professional Accountancy (JMSB-JMSB-6042)** (Document US-2026-4-D9)

R-2026-4-10 Upon motion duly moved and seconded, it was unanimously resolved that upon recommendation of the Academic Programs Committee, Senate approve the new graduate program, Graduate Certification in Chartered Professional Accountancy (JMSB-JMSB-6042), as detailed in the attached documentation.

REGULAR

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

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

7. President's remarks

- Dr. Carr began by highlighting the successful Shuffle that took place on Friday, September 25th. This year, 66 teams and 742 participants raised $205,000. Since 1990, Shuffle has raised $3.4 million to support student bursaries and scholarships. He thanked everyone who participated either by doing the walk, donating, or both

- The Concordia Golf Classic event, which is done in collaboration with all the major banks, took place on August 31st. It raised $750,000 for students. Since its inception in 2004, the Golf Classic has raised $9.6 million.

- This was an important week for events at the University with the launch on Tuesday of v2.0 of Concordia's Sustainability Action Plan, 2026-30, with a day of activities in 4th Space. Dr. Carr thanked everyone who participated in the development of the plan, and to those who contributed to meeting the objectives of the inaugural plan.

- Wednesday, September 30th was Orange Shirt Day to mark the National Day for Truth and Reconciliation. At the ceremony held on the terrace of the Hall Building, two newly commissioned Indigenous artworks were unveiled and the report on 'Exploring Concordia's Colonial Past' was released. The artwork was created by Indigenous artists: the mural which extends along a wall leading to the new exterior staircase is by Concordia faculty member, Hannah Claus, in collaboration with Kaia'tanó:ron Dumoulin Bush and the bronze medallion, which is embedded in the terrace floor, is by Concordia graduate and now graduate student, Jason Sikoak. It was a big week for J. Sikoak because one of four commemorative stamps released by

Canada Post to mark Orange Shirt Day was also designed by them. The dedication of the public artwork and release of the report fulfill some of the recommended actions stemming from the Indigenous Directions Action Plan which was revised in 2021.

- Dr. Carr noted one of the academic events that marked Homecoming: the launch of the Henry Habib Speaker Series on Applied Diplomacy in the department of Political Science. This event was well attended by current students and alumni and featured Concordia MBA graduate Line Rivard, who recently completed her term as Quebec's Délégué Général in London.

- The previous Friday, at an event at 4th Space, the University entered into a MOU with the Ismaili Council of Quebec and Atlantic Canada to provide Future Ready training for members of the community, in particular youth, in the field of AI. The following day, more than 300 participants attended the inaugural workshop which was offered by Concordia's Applied AI Institute.

- The previous week, Dr. Carr together with Dean Debbabi (GCS) and William Cheaib, AVP International, met in Ottawa with His Excellency, To Lam, the President of Vietnam who was on the first state visit to Canada by a Vietnamese leader. The focus of the discussion was twofold: first, on how Concordia can support Vietnamese capacity development in AI and cybersecurity training, as well as continuing to grow our collaboration in green energy transition; and second, on paving the way for Vietnamese students wanting to study at the PhD level by entering into an agreement with Vietnam's Ministry of Education that would designate Concordia as a privileged partner for advanced studies overseas.

- Dr. Carr offered congratulations to Antoine Boulanger, a student in the Film Production program who won silver in the Student Academy Awards which were announced at the Toronto International Film Festival. His film, *La Pichenotte*, is one of only 16 winners chosen from nearly 3000 films in competition from around the world. These winners will be invited to next year's Oscars, and Antoine is the only Canadian student filmmaker among the 16.

- Artist Skawennati received a 2026 Governor General's Award in Visual and Media Arts for Artistic Achievement. A two-time Concordia graduate, Skawennati is co-director of Aboriginal Territories in Cyberspace. The Governor General's award is the most prestigious award in the visual and media arts in Canada.

- Four of Concordia's Stingers recently distinguished themselves on the international stage:

    - Megan Allard played for Team Canada and won a gold medal at the FISU World University Championship Rugby Sevens tournament in Stellenbosch, South Africa in late August;

- Sara Parker, Laura Molimard and Caroline Moquin-Joubert were part of the Canadian Women's Flag Football team that won the World Championships in Düsseldorf, Germany, qualifying for the 2028 summer Olympic games in Los Angeles. S. Parker was the quarterback, team captain, and was named MVP of the tournament.

- For the third year in a row, *Bloomberg Businessweek* has named the John Molson School of Business as one of the top two Business Schools and MBA programs, with JMSB finishing #2 in Canada, behind the Ivey School at Western but ahead of Queen's, McGill, and HEC.

- Dr. Carr turned attention to the upcoming provincial election with some observations about the campaign, where discussions around higher education have been essentially absent. This suggests that the university sector takes a lower priority for the government given the other issues of the day.

- Another cause for concern will be the way that the incoming government will handle the immigration file. As has been past experience, even a perception that a jurisdiction is becoming more restrictive regarding immigration sends a negative message to prospective students which impacts enrolment directly.

- Given the Auditor General's report from earlier in the year, any new government will inherit a deficit of ~$8B, with most parties committing to balancing the budget by 2028-29 or 2029-30. It is important to have realistic expectations around the funding policy of the incoming government for higher education.

- Dr. Carr was pleased to share that the University successfully closed the 2025-26 FY by meeting the objectives of the *plan de redressement.* Nevertheless, there is still heavy lifting to do, including applying a 6% cut ($34,8M) across all sectors and faculties in this fiscal year to achieve a deficit budget target of $20,7M in 2026-27.

- Following final registration numbers in mid-October, the Provost and the CFO will lead a series of budget conversations beginning later this month and early in November

- Finally, Dr. Carr noted that scheduled classes, labs and studios are cancelled by provincial legislation on election day October 5th. The make up day for these cancelled classes is December 8th. The libraries and other buildings will remain open on October 5th, with administrative offices closing at 4 p.m.

8. Academic update (Document US-2026-4-D10)

There were no additional updates to the report that was provided.

9. Annual report of the Academic Hearing Panel (Document US-2026-4-D11)

Alison Beck provided the report. This report was for information only. There were no questions from Senators.

10. Ombuds report (Document US-2026-4-D12)

The Ombudsperson, Amy Fish, presented the annual report to the Board. She noted that unlike in previous years where the number of matters that are reported to the office represent about 1% of the total student population, in 2025-26, the number of matters increased from 565 to 1014 this year and most of them were related to social media related complaints and over 421 of them came from outside the University. The 421 requests for assistance were for social media related matters. Each person who contacted the office got a call back. If they were a member of the community, a meeting was offered. However, no one took up on the offer for a meeting.

A. Fish then went on to speak to three files that were handled by the office.

The first one related to a complaint around cheating during final exams. Students were reported for using cell phones and exchanging pictures during exams. The Ombuds office investigated and found that cell phones are not allowed during exams. As part of its recommendations, it was requested to set up a university-wide task force to review the use of cell phones in exams.

On another matter, it was reported to the Ombuds office that one prerequisite for admission to a graduate program was not being offered at the undergraduate level, as such it wasn't possible for some applicants to complete the requirement before applying for the graduate program. It was recommended that either the prerequisite course be offered or the entrance requirement be modified. This recommendation is currently under evaluation.

The third matter related to some confusing information regarding which IDs could be used to write a final exam, with inconsistences in the way the rules had been applied. The recommendation to update the wording in the academic calendar was approved and the calendar was updated to eliminate any ambiguity and confusion.

Senators had a few questions. On the use of cell phones during exams, there was a question on whether other devices like smart watches and smart glasses were also being reviewed. It was confirmed that while the Ombuds Office recommended looking at phones only, the task force was looking at all devices for use during exams.

To a question about complaints related to social media being automated or generated by bots, it was confirmed that the Ombuds Office did not distinguish between the source of the complaint and reviewed all of them.

There was also a question about the staffing of Code Administrators to allow them to respond to exam related matters and other increases in code violations. It was confirmed

that additional Code Administrators were staffed to deal with any increases and that a review of the Code would eventually be considered.

11. Merger of the Department of Art Education and the Department of Creative Arts Therapies (Document US-2026-4-D13)

The dossier was presented by Dean Gérin, who spoke of the goals of the merger of the two departments, which includes a stronger alignment of the course offerings, student mobility and improved pathways. The merger will also support better resource management and a more equitable workload.

To a question related to the nature of consultation that was undertaken, Senators were informed that the consultation included department assemblies and input from students and staff. The consultation process will continue during the year ahead.

R-2026-3-11 *Upon motion duly moved and seconded, it was unanimously resolved that upon recommendation of the, Faculty of Fine Arts, Senate recommends to the Board of Governors the approval of the merger of the Department of Art Education and the Department of Creative Arts Therapies; and*

That, the new department maintain, once formed, all current disciplinary academic programs but increase opportunities for collaboration in teaching, learning and research.

12. Question period

A Senator asked whether the University had any formal internship agreement with Rebel News. It was confirmed that the University was not aware of any such arrangement with the organization.

Regarding the microprograms that have been approved over the past months, a Senator asked whether there is data available to review the success of the new programs. Deans of faculties offered information on specific microprograms that were approved and the enrolment numbers of said programs. It was also confirmed that at a future date a general update on enrolment would be brought to Senate for information.

There was another question about how the University will compare graduation rates going forward, given the change from two to three graduations per year. It was clarified that, while comparisons between each cycle may not be available, annual graduation rates would still be comparable, as the change was made to allow students to have an additional option in the year to graduate.

Some Senators had questions about the University's decision to discontinue the use of the Mezzanine space in the Hall Building for tabling, allowing the same to only be used as a study space. It was explained that other spaces at the University continue to be available, and the decision was made in light of major challenges around space availability on the downtown campus. The Hall Building Mezzanine was originally used for tabling when the

University's enrolment numbers were half what they are now. With a larger student population, space considerations and their use are continually evolving.

Senators responded that the Hall Building Mezzanine was known among students as a space for political discourse and other exchanges, and it has been an integral part of student life. Also, given the number of groups on campus, other spaces are not always available and booking spaces is challenging. The University administration offered to have an offline discussion on the availability of other spaces.

There was also a question raised about use of body cameras by security agents on campus. It was explained that there was protocol related to the activation of body cameras and they were only activated in situations where community members needed protection. The relevant members of the University Administration would look into the specific situation and revert with more information.

On the question of the application of Bill 9, which became law and has been in force as of September 1, 2026, the University Administration explained that it has no choice but to apply the law. Since the law came into force, there has only been one instance/complaint on campus. The situation was dealt with between the faculty member and the student, with support from the Equity Office. It was also confirmed that the University was not surveilling its community members to check for compliance with the law.

On a question related to malicious reporting under the law, it was noted that such situations could not be controlled and, given only one incident had been reported in the past month, the University will continue to monitor the situation as it evolves and balance the compliance with the law and the community's concerns. It was noted that the appropriate forum to protest Bill 9 is to address the government who implemented it. Universities were not in favor of the law.

On the implementation of the seven recommendations related to the Indigenous Directions Plan, it was confirmed that some of the recommendations had been implemented, while the others are in the process of being implemented, including a review of building names. In response to a statement by a senator, it was clarified that the recently released report on the Grey Nuns was, in fact, the original report.

13. Other business

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

14. Adjournment

The meeting was adjourned at 3:31 p.m.

K. Singh
Karan Singh
Secretary of Senate

ACADEMIC PROGRAMS COMMITTEE
REPORT OF APPROVED DOSSIERS
Bradley Nelson, PhD
October 16, 2026

The Academic Programs Committee has approved the following changes for the Undergraduate and Graduate 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)

Faculty of Arts and Science

Department of Communication Studies
AS-COMS-6078; **APC-2026-5-D4**
- Program changes
- Course changes

Department of Mathematics and Statistics
AS-MATH-5998; **APC-2026-5-D6**
- Program changes
- Course changes

Department of Philosophy
AS-PHIL-5988; **APC-2026-5-D7**
- Course changes

Department of Applied Human Sciences
AS-AHSC-6089; **APC-2026-6-D2**
- Program changes
- Course changes

Department of Classics, Modern Languages and Linguistics
AS-CMLL-6061; **APC-2026-6-D3**
- Program changes
- Course changes

Department of Health, Kinesiology and Applied Physiology
AS-HKAP-6104; **APC-2026-6-D4**
- Program changes
- Course changes

Department of Sociology and Anthropology
AS-SOAN-6126; **APC-2026-6-D8**
- Course changes

Faculty of Fine Arts

Department of Art History
FA-ARTH-6028; **APC-2026-5-D8**

- Program changes
- Course changes

Mel Hoppenheim School of Cinema
FA-CINE-6140; **APC-2026-6-D9**

- Program changes
- Course changes

2. **Graduate Curriculum Proposals (Changes for the Winter 2027 Calendar)**

School of Graduate Studies

SGS-INDI-6142; **APC-2026-6-D10**

- Program changes
- Course changes

Gina Cody School of Engineering and Computer Science

Department of Electrical and Computer Engineering
GCS-ELEC-6067; **APC-2026-6-D11**

- Program changes
- Course changes

John Molson School of Business

JMSB-JMSB-6145; **APC-2026-6-D12**

- Course changes



Bradley Nelson, PhD
Deputy Provost and Vice-Provost, Student Life and Experience
October 16, 2026

Summary and Rationale for Changes

The Department of Communication Studies is proposing revisions to all three of its undergraduate programs. These changes are intended to enhance clarity and consistency within the curriculum, streamline program requirements, and provide students with greater flexibility in planning their studies while maintaining the academic integrity and learning objectives of the programs.

Changes to Program Requirements:

Across our two BA programs and the specialization, there is currently a requirement that students complete 6 credits from a specific list of 300-level courses. During our curriculum review activities in the previous year, it was found that these courses are not always offered on an annual basis and, due to changes in faculty teaching expertise (e.g. retirements) as well as evolution in the discipline of Communication Studies, some of these courses are offered far less frequently than other 300-level courses. We have requested that this requirement be broadened to allow students to fulfill it with 300- and 400-level courses across our offerings. This change has been tailored to align with the other requirements of each program.

Across our Major in Communication Studies and the Specialization – the programs with practicum courses – we are requesting changes that make it clearer for students that they must focus on specific streams in their second year (Intermedia, Sound, or Moving Images). In addition, removing the note that students may not take more than one Practicum Course: Communication Studies at the 300 or 400 level in a single term provides greater flexibility for students whose academic plans, exchange schedules, internships, or anticipated graduation timelines require a less traditional sequencing of courses. While the department continues to strongly advise students to focus on a specific practicum stream in their second year (Intermedia, Sound, or Moving Images), the removal of this restriction allows for exceptions where pedagogically appropriate and better reflects current advising and registration practices. It also reduces confusion for students who may interpret the note as a strict prohibition rather than a guideline tied to course sequencing and workload considerations.

COMS 437 Media Forecasting:

We are requesting that the calendar description for this course be made identical to its cross-listed Graduate Diploma course of the same title, making it easier for instructors to ensure coherency for students registering.

These changes have been determined in collaboration with the Undergraduate Program Assistant, who identifies areas of confusion in our program requirements when advising our students, as well as faculty members and the Undergraduate Program Director.

Resource Implications

None. There are no resource implications for our proposed revisions; we fully anticipate that we will be able to deliver exactly the same program within our normal teaching allotment.

Undergraduate Program Regular Curriculum Change - AS-COMS-6078 - VERSION : 4

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Effrosyni Diamantoudi, Provost,
Academic Programs Committee, 31 Aug 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 22 May 2026

This proposal involves revisions to the Specialization and Major in Communication Studies, and Major in Communication and Cultural Studies programs. Changes include removing a 300-level course requirement restricting students to complete courses from a particular list, clarifying requirements for student enrollment in practicum courses, removing out-dated program structure (stages), and a calendar description change for COMS 437 *Media Forecasting*. These changes are intended to enhance clarity and consistency within the curriculum, better reflect current expertise in the program, streamline program requirements, and provide students with greater flexibility in planning their studies while maintaining the academic integrity and learning objectives of the programs.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 22 May 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 22 May 2026

Approved by:

Dr. Owen Chapman, Chair, Communication Studies,
BA COMS Curriculum Committee, 08 May 2026

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
COMS 437 Media Forecasting Change										

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Specialization in Communication Studies Change							
Major in Communication Studies Change							
Major in Communication and Cultural Studies Change							

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Stage I: Communication and Cultural Studies Delete			
Stage II: Communication and Cultural Studies Delete			
Stage III: Communication and Cultural Studies Delete			

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-2028 Changes to layout of Communication Studies programs

Calendar Section Name: Specialization in Communication Studies
Calendar Section Type: Program
Description of Change: Specialization in Communication Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Communication Studies
Program Name: Specialization in Communication Studies
Program Type: Specialization
Degree: Bachelor/Baccalaureate of Arts (BA)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.070 Department of Communication Studies > Communication Studies Programs > BA Specialization in Communication Studies > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
60 credits Specialization in Communication Studies	**60 credits** Specialization in Communication Studies
18 credits: COMS 205 Effective Communication Skills (3) COMS 220 History of Communication and Media (3) COMS 240 Communication and Media Theory (3) COMS 274 Communication Media: Intermedia I (3) COMS 276 Communication Media: Sound I (3) COMS 284 Communication Media: Moving Images I (3)	18 credits: COMS 205 Effective Communication Skills (3) COMS 220 History of Communication and Media (3) COMS 240 Communication and Media Theory (3) COMS 274 Communication Media: Intermedia I (3) COMS 276 Communication Media: Sound I (3) COMS 284 Communication Media: Moving Images I (3)
6 credits chosen from: COMS ~~305 Media Criticism (3)~~ ~~COMS 310 Media Genres (3)~~ ~~COMS 352 Media Policy in Canada (3)~~ ~~COMS 357 Media and Critical Theory (3)~~ ~~COMS 367 Media and Cultural Context (3)~~ ~~COMS 368 Media and Gender (3)~~ ~~COMS 369 Visual~~ Communication ~~and Culture (3)~~ COMS ~~372 Theories of Public Discourse (3)~~ COMS ~~373 Topics in Media and Cultural History (3)~~	6 credits chosen from: COMS 374 Communication Media: Intermedia II (6) COMS 376 Communication Media: Sound II (6) COMS 384 Communication Media: Moving Images II (6)
~~33 credits chosen as follows:~~	24 credits chosen from Studies Courses: Communication Studies at the 300 or 400 level . Note: Students may apply a maximum of 12 credits from Practicum Courses: Communication Studies to this requirement group.
~~a minimum of six credits and a maximum of 18 credits chosen from the list of Practicum Courses:~~ Communication ~~Studies~~	12 credits chosen from Studies Courses: Communication Studies at the 400 level.

~~a minimum of 15 credits and a maximum of 27~~ credits
chosen from ~~the list of~~ Studies Courses:
Communication Studies
at the 300 or 400 ~~level, with at least nine credits at the 400~~ level

~~3~~ credits ~~chosen~~ from ~~the lists of Studies Courses: Communication Studies~~
~~or~~ Practicum Courses: Communication Studies ~~at the 400 level~~

~~Note: Students may not take more than one course~~ from ~~the list of Practicum~~ Courses: Communication Studies ~~in any one term at~~ the ~~300 or~~ 400 ~~level~~

Rationale:

Separating the 300-level production courses helps to clarify to students that they must choose a production stream (Intermedia II, Sound II, or Moving Images II) in their second year.

Instead of choosing 6 credits from a specified list of 300-level courses, this requirement is combined with the rest of the program requirements while opening the chance for students to take a wider variety of courses among our 300 and 400-level offerings. This change alleviates pressure on students to fulfill their requirements from the narrower list of 300-level courses, some of which are not offered annually depending on faculty.

In addition, removing the note that students may not take more than one Practicum Course: Communication Studies at the 300- or 400-level in a single term provides greater flexibility for students whose academic plans, exchange schedules, internships, or anticipated graduation timelines require a less traditional sequencing of courses.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-2028 Changes to layout of Communication Studies programs

Calendar Section Name: Major in Communication Studies
Calendar Section Type: Program
Description of Change: Major in Communication Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Communication Studies
Program Name: Major in Communication Studies
Program Type: Major
Degree: Bachelor/Baccalaureate of Arts (BA)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.070 Department of Communication Studies > Communication Studies Programs > BA Major in Communication Studies > Program Requirements

Type of Change: Program Change

Present Text calendar

42 credits Major in Communication Studies

18 credits:
COMS 205 Effective Communication Skills (3)
COMS 220 History of Communication and Media (3)
COMS 240 Communication and Media Theory (3)
COMS 274 Communication Media: Intermedia I (3)
COMS 276 Communication Media: Sound I (3)
COMS 284 Communication Media: Moving Images I (3)

6 credits chosen from:
COMS ~~305 Media Criticism (3)~~
~~COMS 310 Media Genres (3)~~
~~COMS 352 Media Policy in Canada (3)~~
~~COMS 357 Media and Critical Theory (3)~~
~~COMS 367 Media and Cultural Context (3)~~
~~COMS 368 Media and Gender (3)~~
COMS ~~369 Visual~~ Communication ~~and Culture (3)~~
~~COMS 372 Theories of Public Discourse (3)~~
COMS ~~373 Topics in Media and Cultural History (3)~~

~~15 credits chosen as follows:~~

~~a minimum of six credits and a maximum of 12 credits chosen from the list of Practicum Courses:~~
Communication ~~Studies~~

~~a minimum of three credits and a maximum of nine~~

Proposed Text

42 credits Major in Communication Studies

18 credits:
COMS 205 Effective Communication Skills (3)
COMS 220 History of Communication and Media (3)
COMS 240 Communication and Media Theory (3)
COMS 274 Communication Media: Intermedia I (3)
COMS 276 Communication Media: Sound I (3)
COMS 284 Communication Media: Moving Images I (3)

6 credits chosen from:
COMS 374 Communication Media: Intermedia II (6)
COMS 376 Communication Media: Sound II (6)
COMS 384 Communication Media: Moving Images II (6)

12 credits chosen from Studies Courses: Communication Studies
at the 300 or 400 level.
Note: Students may apply a maximum of 3 credits from Practicum Courses: Communication Studies

6 credits chosen from Studies Courses: Communication Studies
at the 400 level.

credits chosen from ~~the list of~~ Studies Courses:
Communication Studies
at the 300 or 400 ~~level, with at least three credits at the 400 level~~

~~3~~ credits ~~chosen~~ from ~~the lists of Studies Courses: Communication Studies~~
~~or~~ Practicum Courses: Communication Studies ~~at the 400 level~~

~~Note: Students may not take more than one course~~ from ~~the list of Practicum~~ Courses: Communication Studies ~~in any one term at~~ the ~~300 or~~ 400 ~~level~~

Rationale:

Separating the 300-level production courses helps to clarify to students that they must choose a production stream (Intermedia, Sound, or Moving Images) in their second year.

Instead of choosing 6 credits from a specified list of 300-level courses, this requirement is combined with the rest of the program requirements while opening the chance for students to take a wider variety of courses among our 300- and 400-level offerings. This change alleviates pressure on students to fulfill their requirements from the narrower list of 300-level courses, some of which are not offered annually depending on faculty availability. Also, as the program and its offerings have changed over time, other courses may be more applicable to students' learning and degree trajectory.

In addition, removing the note that students may not take more than one Practicum Course: Communication Studies at the 300- or 400-level in a single term provides greater flexibility for students whose academic plans, exchange schedules, internships, or anticipated graduation timelines require a less traditional sequencing of courses.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-2028 Changes to layout of Communication Studies programs

Calendar Section Name: Major in Communication and Cultural Studies
Calendar Section Type: Program
Description of Change: Major in Communication and Cultural Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Communication Studies
Program Name: Major in Communication and Cultural Studies
Program Type: Major
Degree: Bachelor/Baccalaureate of Arts (BA)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.070 Department of Communication Studies > Communication Studies Programs > BA Major in Communication and Cultural Studies > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
42 credits Major in Communication and Cultural Studies	**42 credits** Major in Communication and Cultural Studies
12 ~~credits from Stage I:~~ Communication and Cultural Studies ~~9~~ credits from ~~Stage II:~~ Communication ~~and Cultural~~ Studies ~~21~~ credits ~~from Stage III: Communication and~~ Cultural Studies	12 credits: COMS 205 Effective Communication Skills (3) COMS 220 History of Communication and Media (3) COMS 225 Media Institutions and Policies (3) COMS 240 Communication and Media Theory (3) 3 credits: COMS 325 Approaches to Research in Communication and Cultural Studies (3) 24 credits chosen from the list of Studies Courses: Communication Studies at the 300 or 400 level with a minimum of nine credits at the 400 level. 3 credits: COMS 425 Advanced Seminar in Cultural Studies (3)

Rationale:

We are requesting that the Program Requirements no longer be presented as “stages”. These stages applied to an older model of our program but they are no longer helpful in guiding our students through the program.

Instead of choosing 6 credits from a specified list of 300-level courses, this requirement is combined with the existing requirement to choose “18 credits chosen from the list of Communication Studies: Studies Courses at the 300 or 400 level, of which a minimum of nine credits must be at the 400 level” – now making this a total of 24 credits. This change alleviates pressure on students to fulfill their requirements from the narrower list of 300-level courses, some of which are not offered annually depending on faculty availability. Also, as the program and its offerings have changed over time, other courses may be more applicable to students’ learning and degree trajectory.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-2028 Changes to layout of Communication Studies programs

Calendar Section Name: Stage I: Communication and Cultural Studies
Calendar Section Type: Defined group
Description of Change: Stage I: Communication and Cultural Studies Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Communication Studies

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.070 Department of Communication Studies > Communication Studies Programs > BA Major in Communication and Cultural Studies > Program Requirements > Major in Communication and Cultural Studies

Type of Change: Defined Group Deletion

Present Text calendar	Proposed Text
~~12~~ **credits** ~~Stage I: Communication and Cultural Studies~~ ~~12 credits:~~ ~~COMS 205 Effective Communication Skills (3)~~ ~~COMS 220 History of Communication and Media (3)~~ ~~COMS 225 Media Institutions and Policies (3)~~ ~~COMS 240 Communication and Media Theory (3)~~	

Rationale:
We are requesting that the Program Requirements no longer be presented as “stages”. These stages applied to an older model of our program but they are no longer helpful in guiding our students through the program.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-2028 Changes to layout of Communication Studies programs

Calendar Section Name: Stage II: Communication and Cultural Studies
Calendar Section Type: Defined group
Description of Change: Stage II: Communication and Cultural Studies Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Communication Studies

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.070 Department of Communication Studies > Communication Studies Programs > BA Major in Communication and Cultural Studies > Program Requirements > Major in Communication and Cultural Studies

Type of Change: Defined Group Deletion

Present Text calendar	Proposed Text
~~9~~ **credits** ~~Stage II: Communication and Cultural Studies~~ ~~3 credits:~~ ~~COMS 325 Approaches to Research in Communication and Cultural Studies (3)~~ ~~6 credits chosen from:~~ ~~COMS 305 Media Criticism (3)~~ ~~COMS 310 Media Genres (3)~~ ~~COMS 352 Media Policy in Canada (3)~~ ~~COMS 357 Media and Critical Theory (3)~~ ~~COMS 367 Media and Cultural Context (3)~~ ~~COMS 368 Media and Gender (3)~~ ~~COMS 369 Visual Communication and Culture (3)~~ ~~COMS 372 Theories of Public Discourse (3)~~ ~~COMS 373 Topics in Media and Cultural History (3)~~	

Rationale:
We are requesting that the Program Requirements no longer be presented as “stages”. These stages applied to an older model of our program but they are no longer helpful in guiding our students through the program.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-2028 Changes to layout of Communication Studies programs

Calendar Section Name: Stage III: Communication and Cultural Studies
Calendar Section Type: Defined group
Description of Change: Stage III: Communication and Cultural Studies Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Communication Studies

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.070 Department of Communication Studies > Communication Studies Programs > BA Major in Communication and Cultural Studies > Program Requirements > Major in Communication and Cultural Studies

Type of Change: Defined Group Deletion

Present Text calendar	Proposed Text
~~21~~ **credits** ~~Stage III: Communication and Cultural Studies~~ ~~3 credits:~~ ~~COMS 425 Advanced Seminar in Cultural Studies (3)~~ ~~18 credits chosen from the list of Communication Studies: Studies Courses at the 300 or 400 level, of which a minimum of nine credits must be at the 400 level~~	

Rationale:
We are requesting that the Program Requirements no longer be presented as “stages”. These stages applied to an older model of our program but they are no longer helpful in guiding our students through the program.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-2028 Changes to layout of Communication Studies programs

Calendar Section Name: COMS 437
Calendar Section Type: Course
Description of Change: COMS 437 Media Forecasting Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Communication Studies

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.070 Department of Communication Studies > Department of Communication Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
COMS 437 Media Forecasting (3 credits)	COMS 437 Media Forecasting (3 credits)
Prerequisites:	*Prerequisites:*
400-level courses, unless otherwise indicated, are open to students who have successfully completed 48 university credits or who have received permission from the Department.	400-level courses, unless otherwise indicated, are open to students who have successfully completed 48 university credits or who have received permission from the Department.
Description :	*Description :*
This course examines ~~emerging~~ trends in ~~predictive analytics, algorithmic calculation, and generative Artificial Intelligence, focusing on their impact on user behaviour,~~ and ~~their social, cultural, and political consequences~~ for ~~governance, decision-making,~~ and ~~identity formation.~~ The course ~~explores~~ theoretical ~~approaches to new technologies, focusing on their technical~~ and ~~material aspects as well as their performative logic.~~	This course examines trends in film, sound, television, and other media for future applications. The course includes theory of media effects. Representatives from industry and government are invited to discuss future trends in media utilization. The course demands a theoretical and practical model for original or novel use of a medium or media mix.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:

The course description for the undergraduate course was different from the Graduate Diploma course with which it is cross-listed. However, the course description needs to be the same. This change ensures that both courses share the same, accurate description.

Resource Implications:
None.

Impact Report

Programs

Major in Communication and Cultural Studies

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.070 Department of Communication Studies -> Communication Studies Programs -> BA Major in Communication and Cultural Studies -> Program Requirements

Source of Impact

- Stage I: Communication and Cultural Studies
- Stage II: Communication and Cultural Studies
- Stage III: Communication and Cultural Studies

Defined Groups

Studies Courses: Communication Studies

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.070 Department of Communication Studies -> Communication Studies Programs -> Communication Studies Course Lists

Source of Impact

- COMS 437

Regulations

Communication Studies Program Notes

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.070 Department of Communication Studies -> Communication Studies Programs

Source of Impact

- Major in Communication Studies
- Major in Communication and Cultural Studies
- Specialization in Communication Studies

BA Specialization in Communication Studies

Program Requirements

Specialization in Communication Studies (60 credits)

18.0 credits:

- COMS 205 Effective Communication Skills (3.00)
- COMS 220 History of Communication and Media (3.00)
- COMS 240 Communication and Media Theory (3.00)
- COMS 274 Communication Media: Intermedia I (3.00)
- COMS 276 Communication Media: Sound I (3.00)
- COMS 284 Communication Media: Moving Images I (3.00)

6.0 credits chosen from:

- COMS 374 Communication Media: Intermedia II (6.00)
- COMS 376 Communication Media: Sound II (6.00)
- COMS 384 Communication Media: Moving Images II (6.00)

24.0 credits chosen from Studies Courses: Communication Studies at the 300 or 400 level .

Note: Students may apply a maximum of 12 credits from Practicum Courses: Communication Studies to this requirement group.

12.0 credits chosen from Studies Courses: Communication Studies at the 400 level.

Notes

- Elective credits are understood as courses taken in other departments or Faculties of the University. Credits in Communication Studies or in the Mel Hoppenheim School of Cinema may not be used in lieu of electives.
- 200-level courses are normally taken in first year, 300-level courses in second year, 400-level courses in third year.
- Students are required to complete the appropriate entrance profile for entry into the program (see Section 31.002 Programs and Admission Requirements – Programs and Admission Requirements – Profiles).
- Students are responsible for satisfying their particular degree requirements.

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BA Major in Communication Studies

Program Requirements

Major in Communication Studies (42 credits)

18.0 credits:

- COMS 205 Effective Communication Skills (3.00)
- COMS 220 History of Communication and Media (3.00)
- COMS 240 Communication and Media Theory (3.00)
- COMS 274 Communication Media: Intermedia I (3.00)
- COMS 276 Communication Media: Sound I (3.00)
- COMS 284 Communication Media: Moving Images I (3.00)

6.0 credits chosen from:

- COMS 374 Communication Media: Intermedia II (6.00)
- COMS 376 Communication Media: Sound II (6.00)
- COMS 384 Communication Media: Moving Images II (6.00)

12.0 credits chosen from Studies Courses: Communication Studies at the 300 or 400 level.

Note: Students may apply a maximum of 3 credits from Practicum Courses: Communication Studies

6.0 credits chosen from Studies Courses: Communication Studies at the 400 level.

Notes

- Students are responsible for satisfying their particular degree requirements.

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BA Major in Communication and Cultural Studies

Program Requirements

Major in Communication and Cultural Studies (42 credits)

12.0 credits:

- COMS 205 Effective Communication Skills (3.00)
- COMS 220 History of Communication and Media (3.00)
- COMS 225 Media Institutions and Policies (3.00)
- COMS 240 Communication and Media Theory (3.00)

3.0 credits:

- COMS 325 Approaches to Research in Communication and Cultural Studies (3.00)

24.0 credits chosen from the list of Studies Courses: Communication Studies at the 300 or 400 level with a minimum of nine credits at the 400 level.

3.0 credits:

- COMS 425 Advanced Seminar in Cultural Studies (3.00)

Notes

- Students are responsible for satisfying their particular degree requirements.

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Undergraduate Program Regular Curriculum Change - AS-MATH-5998 - VERSION : 2

Summary and Rationale for Changes

The Department proposes to add MAST 334 (Numerical Analysis) and STAT 385 (Neural Networks) to the list of electives of the Minor in Quantitative Finance and Insurance. On the one hand, the content of these courses aligns with the objectives of the Minor. On the other hand, the Department wants to maximize flexibility in the Minor so that students can complete it in a timely manner.

The Department proposes to change the credit requirements in its BA/BSc Joint Major in Data Science from the current distribution:

- 33 credits in Math and Stats courses (27 required + 6 electives) and
- 39 credits in Comp Sci courses (33 required + 6 electives)

TO

- 27 credits in Math and Stats courses
- 30 credits in Comp Sci courses
- 15 credits in electives (at least 9 of which must be in Math and Stats courses)

It has become harder for students enrolled in this BA/BSc to find seats in the Computer Science courses. It should be noted that the BCompSc Joint Major in Data Science offered by GCS requires students to take only 18 credits in Mathematics and Statistics courses.

In terms of required courses, this proposal ONLY removes one required course (COMP 335 *Introduction to Theoretical Computer Science*) in Computer Science. In the new model, instead of 33 required courses in computer science and 6 electives, there are 30 required and up to 6 electives. And instead of 27 required and 6 electives from mathematics and statistics, the new model consists of 27 required and at least 9 electives.

The main trigger for this proposal is that it has become harder for students enrolled in this BA/BSc to find seats in the Computer Science courses, often resulting in graduation delays or the need for advisors to approve exceptions for course substitutions. After reviewing the situation, the Department assessed that while COMP 335 is a "good" to have, it is not essential. The pedagogical gain for students taking this course does not outweigh the constraints it imposes on timely graduation.

Resource Implications

None.

Undergraduate Program Regular Curriculum Change - AS-MATH-5998 - VERSION : 2

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Effrosyni Diamantoudi, Provost,
Academic Programs Committee, 31 Aug 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 22 May 2026

This proposal involves changes to the required credit requirements in the BA/BSc Joint Major in Data Science and adds electives to the Minor in Quantitative Finance and Insurance. In the proposed model for the BA/BSc Joint Major in Data Science students are required to take more Mathematics and Statistics and fewer Computer Science courses. The revisions require 30 instead of 33 credits in Computer Science with up to 6 credits of Computer Science electives, requires 27 Mathematics and Statistics credits as well as at least 9 Mathematics and Statistics elective credits. Reducing the number of credits required in Computer Science courses will ensure completion of the program in a timely manner without challenging learning objectives. Changes to the Minor in Quantitative Finance and Insurance include the addition of MAST 334 (Numerical Analysis) and STAT 385 (Neural Networks) to the list of electives. The content of these courses aligns with the objectives of the minor and provides flexibility so that students can complete the minor in a timely manner.

Proof of consultation with the Gina Cody School of Engineering and Computer Science has been requested.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 22 May 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 22 May 2026

Approved by:

Nadia Hardy, Associate Chair, Department of Mathematics and Statistics,
Mathematics and Statistics Department Council, 13 Apr 2026

These proposals were approved by the department's curriculum committee on March 30 and by the department's council on April 13.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Joint Major in Data Science Change				✎			
Minor in Quantitative Finance and Insurance Change				✎			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Mathematics and Statistics Course Requirements Change		✎	✎
Computer Science Course Requirements Change		✎	✎

Regulation Changes:

✎ Notes Change

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Changes to Joint Major DS and Minor QF&I

Calendar Section Name: Joint Major in Data Science
Calendar Section Type: Program
Description of Change: Joint Major in Data Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics
Program Name: Joint Major in Data Science
Program Type: Major
Degree: Bachelor/Baccalaureate of Arts (BA) or Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Mathematics and Statistics Programs > Data Science > BA/BSc Joint Major in Data Science > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
72 credits Joint Major in Data Science	**72 credits** Joint Major in Data Science
~~33~~ credits from the Mathematics and Statistics Course Requirements	27 credits from the Mathematics and Statistics Course Requirements
~~39~~ credits from the Computer Science Course Requirements	30 credits from the Computer Science Course Requirements
~~Note:~~ the Joint Major in Data Science is offered in collaboration with the Department of Computer Science and Software Engineering .	9 credits chosen from: MACF/MAST/MATH/STAT courses at the 300 or 400 level with prior departmental approval. 6 credits chosen from: MACF/MAST/MATH/STAT at the 300 or 400 level and COMP/SOEN courses at the 400 level with prior departmental approval. Note: the Joint Major in Data Science is offered in collaboration with the Department of Computer Science and Software Engineering .

D1

Rationale:

The current BA/BSc Major in Data Science requires students to take

- 33 credits in Mathematics and Statistics courses, divided as 27 required credits and 6 credits in electives, and

- 39 credits in Comp Sci courses devided as 33 required credits and 6 credits in electives.

The proposal is to change this breakdown to:

- 27 credits required in Math and Stats courses

- 30 credits required in Comp Sci courses

- 15 credits in electives among Comp Sci and Math and Stats courses, at least 9 of which must be in Math and Stats

Essentially, these changes result in:
- the removal of one 3-credit course (COMP 335) from the required 33 credits in Computer Science courses,
- the addition of one 3-credit course to the elective credits AND
- the merging of the 6+6 credits of electives into a one block of 15 credits requiring at least 9 of these to be in Mathematics and Statistics.

It should be noted that the two versions of this joint major (FAS/GCS) are already significantly different from one another; the change proposed here is minor relative to the current structures of the two programs and its main objective is to maximize the chances that students registered in the Mathematics and Statistics version complete it in a timely fashion: it has become increasingly difficult for our students to find seats in the required Computer Science courses).

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Changes to Joint Major DS and Minor QF&I

Calendar Section Name: Mathematics and Statistics Course Requirements
Calendar Section Type: Defined group
Description of Change: Mathematics and Statistics Course Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Mathematics and Statistics Programs > Data Science > BA/BSc Joint Major in Data Science > Program Requirements > Joint Major in Data Science

Type of Change: Defined Group Change

Present Text calendar	Proposed Text
~~33~~ **credits** Mathematics and Statistics Course Requirements 27 credits: MAST 218 Multivariable Calculus I (3) MAST 221 Applied Probability (3) MAST 234 Linear Algebra and Applications I (3) MAST 333 Applied Statistics (3) MAST 334 Numerical Analysis (3) MAST 387 Data Science Lab (3) STAT 280 Introduction to Statistical Programming (3) STAT 380 Statistical Learning (3) STAT 385 Introduction to Neural Networks (3) Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 221 and MAST 333 . Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor. Note: MAST 334 may not be replaced with COMP 361 ; STAT 380 may not be replaced with COMP 432 ; STAT 385 may not be replaced with COMP 433 .	27 **credits** Mathematics and Statistics Course Requirements 27 credits: MAST 218 Multivariable Calculus I (3) MAST 221 Applied Probability (3) MAST 234 Linear Algebra and Applications I (3) MAST 333 Applied Statistics (3) MAST 334 Numerical Analysis (3) MAST 387 Data Science Lab (3) STAT 280 Introduction to Statistical Programming (3) STAT 380 Statistical Learning (3) STAT 385 Introduction to Neural Networks (3) Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 221 and MAST 333 . Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor. Note: MAST 334 may not be replaced with COMP 361 ; STAT 380 may not be replaced with COMP 432 ; STAT 385 may not be replaced with COMP 433 .

D3

Present Text calendar	Proposed Text
~~6 credits chosen from:~~ ~~MACF/MAST/MATH/STAT elective courses at the 300 or 400 level~~	

Rationale:

The change in this section is to align with the proposed new breakdown of the 72 credits in the joint major.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Changes to Joint Major DS and Minor QF&I

Calendar Section Name: Computer Science Course Requirements
Calendar Section Type: Defined group
Description of Change: Computer Science Course Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Mathematics and Statistics Programs > Data Science > BA/BSc Joint Major in Data Science > Program Requirements > Joint Major in Data Science

Type of Change: Defined Group Change

Present Text calendar		Proposed Text	
~~39~~ **credits**	Computer Science Course Requirements	**30 credits**	Computer Science Course Requirements
	~~33~~ credits: COMP 228 System Hardware (3) COMP 232 Mathematics for Computer Science (3) COMP 248 Object-Oriented Programming I (3.5) COMP 249 Object-Oriented Programming II (3.5) COMP ~~335 Introduction to Theoretical Computer Science (3)~~ ~~COMP~~ 352 Data Structures and Algorithms (3) COMP 353 Databases (4) ENCS 282 Technical Writing and Communication (3) ENCS 393 Social and Ethical Dimensions of Information and Communication Technologies (3) SOEN 471 Big Data Analytics (4) ~~6 credits minimum of Computer Science electives chosen from 400-level COMP/SOEN courses with prior departmental approval~~		30 credits: COMP 228 System Hardware (3) COMP 232 Mathematics for Computer Science (3) COMP 248 Object-Oriented Programming I (3.5) COMP 249 Object-Oriented Programming II (3.5) COMP 352 Data Structures and Algorithms (3) COMP 353 Databases (4) ENCS 282 Technical Writing and Communication (3) ENCS 393 Social and Ethical Dimensions of Information and Communication Technologies (3) SOEN 471 Big Data Analytics (4)

Rationale:
The changes in this section are to align with the proposed new breakdown of the required credits in this joint major.

Resource Implications:
None.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Changes to Joint Major DS and Minor QF&I

Calendar Section Name: Notes
Calendar Section Type: Regulation
Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics

Calendar publication date: 2027/2028/Summer
Type of change: Regulation Change

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Mathematics and Statistics Programs > Data Science > BA/BSc Joint Major in Data Science

Present Text calendar	Proposed Text
Notes	Notes
- The Faculty of Arts and Science and the Gina Cody School of Engineering and Computer Science have created a program of study which combines a comprehensive education in computer science and mathematics. This program resides in both Faculties. In the Gina Cody School of Engineering and Computer Science, it is offered under the aegis of the Bachelor of/ Baccalaureate in Computer Science. According to their preferences and aspirations, students may apply either for a Bachelor of/ Baccalaureate in Science program, or Bachelor of/Baccalaureate in Arts program or a Bachelor of/Baccalaureate in Computer Science program. The Computer Science program is described in Section 71.85 Data Science . - Students are responsible for satisfying their particular degree requirements. ~~- For students in the Bachelor of/Baccalaureate in Science program or Bachelor of/Baccalaureate in Arts program, the Faculty of Arts and Science 24-credit and six-credit general elective rules are fulfilled.~~	- The Faculty of Arts and Science and the Gina Cody School of Engineering and Computer Science have created a program of study which combines a comprehensive education in computer science and mathematics. This program resides in both Faculties. In the Gina Cody School of Engineering and Computer Science, it is offered under the aegis of the Bachelor of/ Baccalaureate in Computer Science. According to their preferences and aspirations, students may apply either for a Bachelor of/ Baccalaureate in Science program, or Bachelor of/Baccalaureate in Arts program or a Bachelor of/Baccalaureate in Computer Science program. The Computer Science program is described in Section 71.85 Data Science . - Students are responsible for satisfying their particular degree requirements.

Rationale:
Text relating to the 24-credit rule and general elective rules is removed as this type of information is housed in section 31 of the calendar and no longer appropriate in program notes.

Resource Implications:
None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Changes to Joint Major DS and Minor QF&I

Calendar Section Name: Minor in Quantitative Finance and Insurance
Calendar Section Type: Program
Description of Change: Minor in Quantitative Finance and Insurance Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics
Program Name: Minor in Quantitative Finance and Insurance
Program Type: Minor
Degree: Non-degree program (certificate or minor)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Mathematics and Statistics Programs > Quantitative Finance and Insurance > Minor in Quantitative Finance and Insurance > Program Requirements

Type of Change: Program Change

Present Text calendar	Proposed Text
24 credits Minor in Quantitative Finance and Insurance	**24 credits** Minor in Quantitative Finance and Insurance
18 credits: MAST 218 Multivariable Calculus I (3) MAST 221 Applied Probability (3) MAST 333 Applied Statistics (3) MAST 335 Investment Mathematics (3) MAST 336 Insurance Mathematics (3) MACF 301 Introduction to Quantitative Finance (3)	18 credits: MAST 218 Multivariable Calculus I (3) MAST 221 Applied Probability (3) MAST 333 Applied Statistics (3) MAST 335 Investment Mathematics (3) MAST 336 Insurance Mathematics (3) MACF 301 Introduction to Quantitative Finance (3)
Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 221 and MAST 333 .	Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 221 and MAST 333 .
6 credits of elective courses chosen from Finance Courses at the 400 level or from the following courses, with prior departmental approval: MACF 401 Mathematical and Computational Finance I (3) MACF 402 Mathematical and Computational Finance II (3) MAST 223 Introduction to Stochastic Methods of Operations Research (3) MAST 234 Linear Algebra and Applications I (3) MAST 324 Introduction to Optimization (3)	6 credits of elective courses chosen from Finance Courses at the 400 level or from the following courses, with prior departmental approval: MACF 401 Mathematical and Computational Finance I (3) MACF 402 Mathematical and Computational Finance II (3) MAST 223 Introduction to Stochastic Methods of Operations Research (3) MAST 234 Linear Algebra and Applications I (3) MAST 324 Introduction to Optimization (3)

MAST 397 Topics in Mathematics and Statistics (3)
MAST 398 Reading Course in Mathematics and Statistics (3)
MATH 370 Ordinary Differential Equations (3)
STAT 280 Introduction to Statistical Programming (3)
STAT 380 Statistical Learning (3)

Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 223
.

Note: FINA 395
, FINA 412 and FINA 413 cannot be taken for credit toward this minor.

Note: No more than six credits can be from Finance Courses .

MAST 334 Numerical Analysis (3)
MAST 397 Topics in Mathematics and Statistics (3)
MAST 398 Reading Course in Mathematics and Statistics (3)
MATH 370 Ordinary Differential Equations (3)
STAT 280 Introduction to Statistical Programming (3)
STAT 380 Statistical Learning (3)
STAT 385 Introduction to Neural Networks (3)

Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 223
.

Note: FINA 395
, FINA 412 and FINA 413 cannot be taken for credit toward this minor.

Note: No more than six credits can be from Finance Courses .

Rationale:

The Department proposes to add MAST 334 (Numerical Analysis) and STAT 385 (Neural Networks) to the list of electives of the Minor in Quantitative Finance and Insurance. On the one hand, the content of these courses aligns with the objectives of the Minor. On the other hand, the Department wants to maximize flexibility in the Minor so that students can complete it in a timely manner.

Resource Implications:

None.

Impact Report

Programs

Joint Major in Data Science
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.200 Department of Mathematics and Statistics -> Mathematics and Statistics Programs -> Data Science -> BA/BSc Joint Major in Data Science -> Program Requirements
Source of Impact

- Computer Science Course Requirements
- Mathematics and Statistics Course Requirements

Joint Major in Data Science
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 71.85 Data Science -> BCompSc Joint Major in Data Science -> Degree Requirements
Source of Impact

- Joint Major in Data Science

BA/BSc Joint Major in Data Science

Program Requirements

Joint Major in Data Science (72 credits)

27.0 credits from the Mathematics and Statistics Course Requirements

30.0 credits from the Computer Science Course Requirements

9.0 credits chosen from:

MACF/MAST/MATH/STAT courses at the 300 or 400 level with prior departmental approval.

6.0 credits chosen from:

MACF/MAST/MATH/STAT at the 300 or 400 level and COMP/SOEN courses at the 400 level with prior departmental approval.

Note: the Joint Major in Data Science is offered in collaboration with the Department of Computer Science and Software Engineering .

Mathematics and Statistics Course Requirements (27 credits)

27.0 credits:

- MAST 218 Multivariable Calculus I (3.00)
- MAST 221 Applied Probability (3.00)
- MAST 234 Linear Algebra and Applications I (3.00)
- MAST 333 Applied Statistics (3.00)
- MAST 334 Numerical Analysis (3.00)
- MAST 387 Data Science Lab (3.00)
- STAT 280 Introduction to Statistical Programming (3.00)
- STAT 380 Statistical Learning (3.00)
- STAT 385 Introduction to Neural Networks (3.00)

Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 221 and MAST 333 . Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor.

Note: MAST 334 may not be replaced with COMP 361; STAT 380 may not be replaced with COMP 432; STAT 385 may not be replaced with COMP 433.

Computer Science Course Requirements (30 credits)

30.0 credits:

- COMP 228 System Hardware (3.00)
- COMP 232 Mathematics for Computer Science (3.00)
- COMP 248 Object-Oriented Programming I (3.50)
- COMP 249 Object-Oriented Programming II (3.50)
- COMP 352 Data Structures and Algorithms (3.00)
- COMP 353 Databases (4.00)
- ENCS 282 Technical Writing and Communication (3.00)
- ENCS 393 Social and Ethical Dimensions of Information and Communication Technologies (3.00)
- SOEN 471 Big Data Analytics (4.00)

Notes

- The Faculty of Arts and Science and the Gina Cody School of Engineering and Computer Science have created a program of study which combines a comprehensive education in computer science and mathematics. This program resides in both Faculties. In the Gina Cody School of Engineering and Computer Science, it is offered under the aegis of the Bachelor of/ Baccalaureate in Computer Science. According to their preferences and aspirations, students may apply either for a Bachelor of/ Baccalaureate in Science program, or Bachelor of/Baccalaureate in Arts program or a Bachelor of/Baccalaureate in Computer Science program. The Computer Science program is described in Section 71.85 Data Science.
- Students are responsible for satisfying their particular degree requirements.

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Minor in Quantitative Finance and Insurance

Program Requirements

Minor in Quantitative Finance and Insurance (24 credits)

18.0 credits:

- MAST 218 Multivariable Calculus I (3.00)
- MAST 221 Applied Probability (3.00)
- MAST 333 Applied Statistics (3.00)
- MAST 335 Investment Mathematics (3.00)
- MAST 336 Insurance Mathematics (3.00)
- MACF 301 Introduction to Quantitative Finance (3.00)

Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 221 and MAST 333 .

6.0 credits of elective courses chosen from Finance Courses at the 400 level or from the following courses, with prior departmental approval:

- MACF 401 Mathematical and Computational Finance I (3.00)
- MACF 402 Mathematical and Computational Finance II (3.00)
- MAST 223 Introduction to Stochastic Methods of Operations Research (3.00)
- MAST 234 Linear Algebra and Applications I (3.00)
- MAST 324 Introduction to Optimization (3.00)
- MAST 334 Numerical Analysis (3.00)
- MAST 397 Topics in Mathematics and Statistics (3.00)
- MAST 398 Reading Course in Mathematics and Statistics (3.00)
- MATH 370 Ordinary Differential Equations (3.00)
- STAT 280 Introduction to Statistical Programming (3.00)
- STAT 380 Statistical Learning (3.00)
- STAT 385 Introduction to Neural Networks (3.00)

Note: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for MAST 223 .

Note: FINA 395 , FINA 412 and FINA 413 cannot be taken for credit toward this minor.

Note: No more than six credits can be from Finance Courses .

Notes

- In the event that a student is awarded an exemption from a required course, it will be necessary for the student to replace that course with an elective course relevant to the program, in consultation with an undergraduate program advisor.
- Students are responsible for satisfying their particular degree requirements.
- This minor is not open to students registered in a program leading to an undergraduate degree in the Department of Mathematics and Statistics.

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From:	Lisa Kakinami
To:	Nicole Freeman; FAS Curriculum
Cc:	Nadia Hardy
Subject:	Fw: Curriculum proposals seeking CS support: Joint Major in Data Science amendments; New: Minor in Data Science
Date:	Tuesday, August 18, 2026 11:03:12 AM

From: Juergen Rilling <juergen.rilling@concordia.ca>
Sent: Tuesday, August 18, 2026 10:58 AM
To: Lisa Kakinami <lisa.kakinami@concordia.ca>
Subject: Re: Curriculum proposals seeking CS support: Joint Major in Data Science amendments; New: Minor in Data Science

Hi Lisa,
the recommendation should be enough. Let's just proceed with it.
Juergen

Dr. Juergen Rilling
Professor
Associate Chair

Department of Computer Science and Software Engineering
Concordia University
ER 9-31
2155 Guy Street
Montreal, QC H3G 1M8
Canada

E-mail:juergen.rilling@concordia.ca
Web: rilling.ca (homepage)

Tel. 514-848-2424 Ext. 3016
Fax.: 514-848-2830

From: Lisa Kakinami <lisa.kakinami@concordia.ca>
Sent: Tuesday, August 18, 2026 10:33
To: Juergen Rilling <juergen.rilling@concordia.ca>
Subject: Re: Curriculum proposals seeking CS support: Joint Major in Data Science

amendments; New: Minor in Data Science

Hi Juergen,

Thank you so much for this. I'm not sure if it's too late to get your proposed concern back to APC; I will forward it though. However, our degree is BA/BSc, and not a BcompSc so if it's missing COMP 335 as a requirement, I don't think it should detract from their degree too much. We can put on the recommended schedule that we encourage them to take COMP 335 as one of their six out of 15 elective credits. What do you think?

Lisa

Lisa Kakinami, Ph.D.
Department of Mathematics & Statistics
Concordia University
lisa.kakinami@concordia.ca
514-848-2424 x3397

On September 25, I'm participating in the Shuffle, Concordia University's annual walkathon to raise funds for student scholarships and bursaries. The Shuffle has helped hundreds of deserving students to follow their passion and strive toward their academic and professional goals.

Please show your support and sponsor me:
https://advanceconcordia.ca/ui/shuffle/participant/5187993

From: Juergen Rilling <juergen.rilling@concordia.ca>
Sent: Tuesday, August 18, 2026 9:52 AM
To: Lisa Kakinami <lisa.kakinami@concordia.ca>
Subject: Re: Curriculum proposals seeking CS support: Joint Major in Data Science amendments; New: Minor in Data Science

Hi Lisa,
sorry for the late response.

For Item #1 - the only problem I see is that our core has 33 credits. I believe the original design of the joint major was that by carbon copying our CS core - the major is easy to justify. I do believe the easiest would be to allow students to select either COMP 335 or an equivalent course from your department.

The electives are not a problem.

For Item #2: No problem at all. We do have normally sufficient capacity for COMP 218 - it is offered through E-Concordia.

Regards
Juergen

Dr. Juergen Rilling
Professor
Associate Chair

Department of Computer Science and Software Engineering
Concordia University
ER 9-31
2155 Guy Street
Montreal, QC H3G 1M8
Canada

E-mail:juergen.rilling@concordia.ca
Web: rilling.ca (homepage)

Tel. 514-848-2424 Ext. 3016
Fax.: 514-848-2830

From: Lisa Kakinami <lisa.kakinami@concordia.ca>
Sent: Tuesday, August 18, 2026 09:10
To: Juergen Rilling <juergen.rilling@concordia.ca>
Subject: Re: Curriculum proposals seeking CS support: Joint Major in Data Science amendments; New: Minor in Data Science

Hi Juergen,

I was wondering if you've had a chance to look over the revised Joint Major proposal?

Please let me know if you have any questions.

Thank you!
Lisa

Lisa Kakinami, Ph.D.
Department of Mathematics & Statistics
Concordia University
lisa.kakinami@concordia.ca
514-848-2424 x3397

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https://advanceconcordia.ca/ui/shuffle/participant/5187993

From: Lisa Kakinami <lisa.kakinami@concordia.ca>
Sent: Tuesday, August 11, 2026 3:07 PM
To: Juergen Rilling <juergen.rilling@concordia.ca>
Subject: Curriculum proposals seeking CS support: Joint Major in Data Science amendments; New: Minor in Data Science

Hi Juergen,

I'm stepping in as chair of the curriculum committee this year, and am following up on some open dossiers. We have two in particular that are connected with CS, so I wanted to reach out in hopes that your department would support these proposals. My apologies if you had already communicated with Nadia Hardy on them; I'm not associate chair, so I don't have access to those emails.

1. Changes to the BA/BSc Joint Major in Data Science:
    a. Currently:
        • 33 credits in Math and Stats courses (27 required + 6 electives) and
        • 39 credits in Comp Sci courses (33 required + 6 electives)
    b. We would like to change to:
        • 27 credits in Math and Stats courses
        • 30 credits in Comp Sci courses
        • 15 credits in electives (at least 9 of which must be in Math and Stats courses)
    c. More specifically, we are removing one required CS course (COMP 335). Our students sometimes have difficulty finding seats in the CS courses; we're adding more flexibility by allowing them to take electives that are open.

2. A proposal for a Data Science Minor:
    a. We are proposing to add a Data Science minor. One required course we would like to propose is COMP 218. I'm hoping your department would support this as well.

Please let me know if you have any questions. They're going to be discussed at APC very soon (Nicole just informed me their deadline is today!) so if you could review and discuss and get back to us ASAP, we would really appreciate that!

Lisa

Lisa Kakinami, Ph.D.
Department of Mathematics & Statistics
Concordia University
lisa.kakinami@concordia.ca
514-848-2424 x3397

On September 25, I'm participating in the Shuffle, Concordia University's annual walkathon to raise funds for student scholarships and bursaries. The Shuffle has helped hundreds of deserving students to follow their passion and strive toward their academic and professional goals.

Please show your support and sponsor me:
https://advanceconcordia.ca/ui/shuffle/participant/5187993

Undergraduate Program Regular Curriculum Change - AS-PHIL-5988 - VERSION : 5

Summary and Rationale for Changes

The Department of Philosophy proposes removing or reducing prerequisites or removing exclusion notes for many of its courses at the PHIL 300- and 400-levels. The department seeks to introduce these changes to make it easier for students to enroll and move through the programs, reduce requests for waivers, and update the requirements to correspond to the current pedagogical approach to delivering the courses. Over the years, as our student body in our programs and our courses have changed, our instructors have worked to change the deliver and design of the courses, so they are more self-contained regarding sequencing. This updated pedagogy is more effective for each course delivery and for our current students. This allows student to take each course in a way that doesn't depend on an overall sequence, which had been presumed in the past.

The department further proposes updates to the course descriptions in PHIL 220, 318, 324 and 420. The department further proposes deleting PHIL 356 Philosophy of Education. This course was last offered in fall 2004, more than 20 years ago, and currently, EDUC 230 Philosophy of Education is regularly offered by the Department of Education.

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Effrosyni Diamantoudi, Provost,
Academic Programs Committee, 31 Aug 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 10 Apr 2026

In this proposal, following an overall review by the unit, prerequisites and outdated exclusion notes are updated for over 20 courses in the undergraduate offerings. These changes will also ease enrolments and provide better navigation through programs. Course descriptions are also updated under PHIL 220, 318, 324, 420.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 01 May 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 10 Apr 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 10 Apr 2026

Approved by:

Pablo Gilabert, Department of Philosophy Acting Chair and Professor,
Department of Philosophy Council, 13 Feb 2026

The proposal was reviewed and approved at the Undergraduate Studies Committee meeting on January 30, 2026, and at the Department of Philosophy Council meeting of February 13, 2026. We request that this proposal be considered at the next meeting of FCC.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
PHIL 214 Deductive Logic Change						✎				
PHIL 220 Introduction to the Philosophy of Science Change				✎		✎				
PHIL 233 Applied Ethics Change						✎				
PHIL 236 Environmental Ethics Change						✎				
PHIL 241 Philosophy of Human Rights Change						✎				
PHIL 318 Philosophy of Biology Change				✎	✎					
PHIL 324 Philosophy of Social Science Change				✎	✎					
PHIL 328 Intermediate Philosophy of Science Change					✎					
PHIL 330 Contemporary Ethical Theory Change						✎				
PHIL 342 Political Philosophy					✎					

Change										
PHIL 352 Philosophy of History Change										
PHIL 356 Philosophy of Education Delete										
PHIL 362 Medieval Philosophy Change										
PHIL 371 Philosophy of Feminism Change										
PHIL 374 Kant and 19th-Century Philosophy Change										
PHIL 377 20th-Century Continental Philosophy Change										
PHIL 389 Epistemology and Ethics in the Digital Age Change										
PHIL 414 Advanced Topics in Logic Change										
PHIL 420 Advanced Philosophy of Science Change										
PHIL 429 Values and Biotechnology Change										
PHIL 440 Advanced Political Philosophy Change										
PHIL 441 Philosophical										

Foundations of Biology Change										
PHIL 463 Current Research in Epistemology Change										
PHIL 465 Current Research in Metaphysics Change										
PHIL 471 Advanced Topics in Feminist Theory Change										
PHIL 474 Current Research Topics in Continental Philosophy Change										
PHIL 475 Contemporary Issues in Analytic Philosophy Change										
PHIL 483 Advanced Topics in the History of Philosophy Change										
PHIL 486 Hegel Change										
PHIL 488 Topics in 20th-Century Analytic Philosophy Change										
PHIL 489 Phenomenology Change										
PHIL 498 Advanced Topics in										

Philosophy Change										

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 214
Calendar Section Type: Course
Description of Change: PHIL 214 Deductive Logic Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 214 Deductive Logic (3 credits)	PHIL 214 Deductive Logic (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course presents the modern symbolic systems of sentential and predicate logic. Students transcribe English sentences into a logical form, analyze the concepts of logical truth, consistency, and validity, as well as learn to construct derivations in each system.	This course presents the modern symbolic systems of sentential and predicate logic. Students transcribe English sentences into a logical form, analyze the concepts of logical truth, consistency, and validity, as well as learn to construct derivations in each system.
Component(s):	*Component(s):*
Lecture ; Conference	Lecture ; Conference
Notes :	*Notes :*
Equivalent Courses : ~~This course may not be taken for credit by students who have taken PHIL 212.~~	**Equivalent Courses :**

Rationale:
The department proposes to remove the exclusion note: "Students who have received credit for PHIL 212 may not take this course for credit." PHIL 212 no longer exists, was last offered as "Introduction to Logic" in fall/winter 1996-97.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 220
Calendar Section Type: Course
Description of Change: PHIL 220 Introduction to the Philosophy of Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 220 Introduction to the Philosophy of Science (3 credits)	PHIL 220 Introduction to the Philosophy of Science (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course ~~provides an introduction~~ to ~~the main~~ problems in ~~the~~ philosophy of ~~science. These include~~ the ~~structure of scientific theories, various models of scientific method~~ and ~~explanation,~~ and ~~the existence of unobservables.~~	This course introduces students to problems in philosophy of science, such as determining how scientific reasoning differs from other reasoning, determining how objective science can be, uncovering the criteria for evidence and explanations to be strong, determining whether science can reveal deep truths about unobservable entities, and deciding how science should be organized and governed in diverse democracies.
Component(s):	*Component(s):*
Lecture ; Conference	Lecture ; Conference
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for INTE 250 or PHIL 228 may not take this course for credit.~~	**Equivalent Courses :**

Rationale:
The department proposes to remove the exclusion note: "Students who have received credit for INTE 250 or PHIL 228 may not take this course for credit." Neither of those courses exist anymore. INTE 250 was seemingly last offered as "Introduction to Science and Human Affairs" in summer 1991. PHIL 228 was last offered as "Methods of Inquiry" in winter 1994, more than 30 years ago. The department also recommends revising the course description, to be more accessible and more current with this sub-field.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 233
Calendar Section Type: Course
Description of Change: PHIL 233 Applied Ethics Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 233 Applied Ethics (3 credits)	PHIL 233 Applied Ethics (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course focuses on ethical theory and its application to contemporary issues. The course covers central ethical theories such as virtue ethics (Aristotle), deontology (Kant), and utilitarianism (Mill). It applies these theories to contemporary moral issues such as humans' relation to the environment and nonhuman animals, abortion, consumerism, the use of recreational drugs, the rationing of health-care resources, and national and international distributive justice.	This course focuses on ethical theory and its application to contemporary issues. The course covers central ethical theories such as virtue ethics (Aristotle), deontology (Kant), and utilitarianism (Mill). It applies these theories to contemporary moral issues such as humans' relation to the environment and nonhuman animals, abortion, consumerism, the use of recreational drugs, the rationing of health-care resources, and national and international distributive justice.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for this topic under a PHIL 298 number may not take this course for credit.~~	**Equivalent Courses :**

Rationale:
The department proposes to remove the exclusion note: "Students who have received credit for this topic under a PHIL 298 number may not take this course for credit." PHIL 233 has not been offered as a PHIL 298 slot course, since at least 1993.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 236
Calendar Section Type: Course
Description of Change: PHIL 236 Environmental Ethics Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 236 Environmental Ethics (3 credits)	PHIL 236 Environmental Ethics (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course examines recent developments in ethical theories as they are applied to questions of environmental practices. Topics discussed may include the moral significance of nonhuman nature, duties to respond to climate change, economics and sustainable environmental protection, and environmental justice.	This course examines recent developments in ethical theories as they are applied to questions of environmental practices. Topics discussed may include the moral significance of nonhuman nature, duties to respond to climate change, economics and sustainable environmental protection, and environmental justice.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for this topic under a PHIL 298 or PHIL 398 number may not take this course for credit.~~	**Equivalent Courses :**

Rationale:
The department proposes to remove the exclusion note: "Students who have received credit for this topic under a PHIL 298 or PHIL 398 number may not take this course for credit." PHIL 236 was last offered as a PHIL 298 slot course in fall 2009 (17 years ago) and last offered as a PHIL 398 slot course in winter 2008. With this change, students who have completed any PHIL 298 or 398 slot course will no longer require an anti-requisite waiver from the department to enroll.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 241
Calendar Section Type: Course
Description of Change: PHIL 241 Philosophy of Human Rights
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 241 Philosophy of Human Rights (3 credits)	PHIL 241 Philosophy of Human Rights (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course investigates basic philosophical questions regarding human rights, such as their status between morality and law, their scope and the problem of relativism, the concept of human dignity, their relation to democracy, whether national or cosmopolitan, and the debate over the justifiability and feasibility of socio-economic rights as human rights.	This course investigates basic philosophical questions regarding human rights, such as their status between morality and law, their scope and the problem of relativism, the concept of human dignity, their relation to democracy, whether national or cosmopolitan, and the debate over the justifiability and feasibility of socio-economic rights as human rights.
Component(s):	*Component(s):*
Lecture ; Conference	Lecture ; Conference
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for this topic under a PHIL 298 number may not take this course for credit.~~	**Equivalent Courses :**

Rationale:
The department proposes to remove the exclusion note: "Students who have received credit for this topic under a PHIL 298 number may not take this course for credit." PHIL 241 has not been offered as a PHIL 298 slot course, since at least 1993. With this change, students who have completed any PHIL 298 slot course will no longer require an anti-requisite waiver from the department to enroll.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 318
Calendar Section Type: Course
Description of Change: PHIL 318 Philosophy of Biology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 318 Philosophy of Biology (3 credits)	PHIL 318 Philosophy of Biology (3 credits)
Prerequisites:	*Prerequisites:*
~~Students must have completed three credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
This course ~~examines a variety of~~ philosophical ~~issues in biology. Topics covered may include: fitness, function, units of selection,~~ the ~~nature~~ of species, ~~reductionism, biological explanation~~ of ~~human behaviour and the ethical~~ and ~~epistemological consequences of evolutionary theory.~~	This course addresses philosophical problems raised by and for biological sciences, such as determining the essence of life, deciding whether we should use gene editing to modify the human species, determining how much to prioritize wilderness areas in conservation, resolving disagreements about how much of evolution is by mere chance versus by natural selection, and uncovering how evidence works in biology.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
Removing the prerequisite would enable students who do not satisfy it to register, without having to request permission from the department. The way the course is taught does not assume prior knowledge in philosophy. Removing the prerequisite may make the course more attractive to first-year philosophy students and out-of-program students, especially students in biology programs. The department also proposes to change the course description, where instead of naming issues in the philosophy of biology, which read like jargon, the updated course description poses more contemporary questions relevant to the area of study.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 324
Calendar Section Type: Course
Description of Change: PHIL 324 Philosophy of Social Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 324 Philosophy of Social Science (3 credits)	PHIL 324 Philosophy of Social Science (3 credits)
Prerequisites:	*Prerequisites:*
~~Students must have completed three credits in Philosophy or 12 credits in social science prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
This course ~~offers a philosophical examination~~ of ~~the structure and methodology~~ of ~~the~~ social ~~sciences.~~	This course addresses problems in the philosophy of social science, such as whether social sciences produce objective knowledge, whether explanations of social phenomena should be fundamentally different from explanations in natural sciences, whether there can be laws of nature about social phenomena, and whether race categories and different economic systems and distinct cultures can be objectively real if they are socially constructed.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
The department proposes removing the prerequisite: “Students must have completed three credits in Philosophy or 12 credits in social science prior to enrolling.” Removing the prerequisite would enable students who do not satisfy it to register, without having to request permission from the department. The department also proposes a new course description, to be more accessible and current with this field.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 328
Calendar Section Type: Course
Description of Change: PHIL 328 Intermediate Philosophy of Science
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 328 Intermediate Philosophy of Science (3 credits)	PHIL 328 Intermediate Philosophy of Science (3 credits)
Prerequisites:	*Prerequisites:*
~~Students must have completed three credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
This course provides an in-depth study of the nature of justification in science, theories of scientific explanation, the rationality of theory change, and debates concerning realism and antirealism.	This course provides an in-depth study of the nature of justification in science, theories of scientific explanation, the rationality of theory change, and debates concerning realism and antirealism.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
Removing the prerequisite would enable students who do not satisfy it to register, without having to request permission from the department. Removing the prerequisite may also make the course more attractive to out-of-program students, especially students in science programs.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 330
Calendar Section Type: Course
Description of Change: PHIL 330 Contemporary Ethical Theory Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 330 Contemporary Ethical Theory (3 credits)	PHIL 330 Contemporary Ethical Theory (3 credits)
Prerequisites:	*Prerequisites:*
The following course must be completed previously: PHIL 232 or PHIL 233 or PHIL 235 or PHIL 236 or PHIL 241 . If prerequisites are not satisfied, permission of the Department is required.	The following course must be completed previously: PHIL 232 or PHIL 233 or PHIL 235 or PHIL 236 or PHIL 241 . If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course provides an examination of contemporary ethical theories such as deontology, utilitarianism, virtue theory, feminist ethics, and narrative ethics.	This course provides an examination of contemporary ethical theories such as deontology, utilitarianism, virtue theory, feminist ethics, and narrative ethics.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for this topic under a PHIL 398 number may not take this course for credit.~~	**Equivalent Courses :**

Rationale:
The department proposes to remove the exclusion note: "Students who have received credit for this topic under a PHIL 398 number may not take this course for credit." PHIL 330 has not been offered as a PHIL 398 slot course, since at least 1993.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 342
Calendar Section Type: Course
Description of Change: PHIL 342 Political Philosophy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 342 Political Philosophy (3 credits)	PHIL 342 Political Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
~~Students must have completed three credits in Philosophy or Political Science prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
This course provides analyses of important political and philosophical concepts such as globalization, nationalism, power, multiculturalism, tolerance, liberty, equality, community, economic justice, and democracy.	This course provides analyses of important political and philosophical concepts such as globalization, nationalism, power, multiculturalism, tolerance, liberty, equality, community, economic justice, and democracy.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
Removing the prerequisite would enable students who do not satisfy it to register, without having to request permission from the department.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 352
Calendar Section Type: Course
Description of Change: PHIL 352 Philosophy of History Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 352 Philosophy of History (3 credits)	PHIL 352 Philosophy of History (3 credits)
Prerequisites:	*Prerequisites:*
~~Students must have completed three credits in History or Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
An analysis of the nature of historical knowledge and explanation is followed by a study of classical and contemporary attempts to elucidate the meaning of history. Authors may include Augustine, Vico, Kant, Hegel, Marx, Spengler, Popper, Toynbee, Arendt.	An analysis of the nature of historical knowledge and explanation is followed by a study of classical and contemporary attempts to elucidate the meaning of history. Authors may include Augustine, Vico, Kant, Hegel, Marx, Spengler, Popper, Toynbee, Arendt.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
Removing the prerequisite would enable students who do not satisfy it to register, without having to request permission from the department.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 356
Calendar Section Type: Course
Description of Change: PHIL 356 Philosophy of Education Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~PHIL 356 Philosophy of Education~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~This course examines philosophical principles underlying educational theories and problems arising from the practical implementation of those theories.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*

Rationale:

This course was last offered in fall 2004, more than 20 years ago. EDUC 230 Philosophy of Education is regularly offered by the Department of Education.

(In 2019, the department deleted PHIL 255 Philosophy of Leisure from the Undergraduate Academic Calendar for the same reason, as requested by the FCC. The course material was regularly being taught by the Department of Applied Human Sciences in their Recreation and Leisure Studies Specialization program.)

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 362
Calendar Section Type: Course
Description of Change: PHIL 362 Medieval Philosophy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 362 Medieval Philosophy (3 credits)	PHIL 362 Medieval Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
~~The following course must be completed previously: PHIL 260 or PHIL 261 . If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
This course is an introduction to central themes in logic, physics, metaphysics, and moral and political philosophy from the fourth to the 14th century. Authors examined may include Augustine, Boethius, Anselm, ibn Sīnā, ibn Rushd, Thomas Aquinas, Moses ben Maimon, Duns Scotus, and William of Occam.	This course is an introduction to central themes in logic, physics, metaphysics, and moral and political philosophy from the fourth to the 14th century. Authors examined may include Augustine, Boethius, Anselm, ibn Sīnā, ibn Rushd, Thomas Aquinas, Moses ben Maimon, Duns Scotus, and William of Occam.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for PHIL 363 may not take this course for credit.~~	**Equivalent Courses :**

Rationale:

The department proposes removing the exclusion note: "Students who have received credit for PHIL 363 may not take this course for credit." PHIL 363 no longer exists, and was last offered as "Medieval II" in winter 2007. The department also proposes removing the prerequisites PHIL 260 and 261, for the same reasons the prerequisites were removed from PHIL 261, 360 and 361 in AS-PHIL-5813, approved October 2025, for implementation in 2026-27, namely:

- Faculty members who most frequently teach Major program courses note that with changes in pedagogy and course delivery, course sequencing is not needed for student success in these courses;
- Professors noted they teach each course as "self-contained";
- Removing the prerequisites would also enable students who do not satisfy it to register, without having to request permission from the department.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 371
Calendar Section Type: Course
Description of Change: PHIL 371 Philosophy of Feminism Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 371 Philosophy of Feminism (3 credits)	PHIL 371 Philosophy of Feminism (3 credits)
Prerequisites:	*Prerequisites:*
~~The following course must be completed previously: PHIL 232 or PHIL 263 . If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
This course provides an introduction to some of the central issues in contemporary feminist philosophy. The key arguments in feminist epistemology, feminist ethics, and sex and gender studies are discussed from a variety of perspectives.	This course provides an introduction to some of the central issues in contemporary feminist philosophy. The key arguments in feminist epistemology, feminist ethics, and sex and gender studies are discussed from a variety of perspectives.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
As this course is a program elective in the Major, Minor and Certificate in Women's Studies, housed in the Simone de Beauvoir Institute, the department routinely grants many prerequisite waivers for this course. Removing the prerequisite would enable students who do not satisfy it to register, without having to request permission from the department.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 374
Calendar Section Type: Course
Description of Change: PHIL 374 Kant and 19th-Century Philosophy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 374 Kant and 19th-Century Philosophy (3 credits)	PHIL 374 Kant and 19th-Century Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~six~~ credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed three credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course examines Kant and some of the main currents of post-Kantian philosophy, possibly including Hegel and post-Hegelians, the romantic reaction, positivism, and pragmatism.	This course examines Kant and some of the main currents of post-Kantian philosophy, possibly including Hegel and post-Hegelians, the romantic reaction, positivism, and pragmatism.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
As this course is a program elective in the Major in Philosophy (Stage II), it always has good enrollments. Yet, the department understands that we may want to lower prerequisites to enable students who do not satisfy them to enroll, and for greater consistency across PHIL 300-level courses.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 377
Calendar Section Type: Course
Description of Change: PHIL 377 20th-Century Continental Philosophy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 377 20th-Century Continental Philosophy (3 credits)	PHIL 377 20th-Century Continental Philosophy (3 credits)
Prerequisites: ~~Students must have completed six credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.~~	*Prerequisites:*
Description :	*Description :*
This course examines 20th-century French and German philosophy. Philosophers examined may include Husserl, Heidegger, Merleau-Ponty, Foucault, Derrida, and Habermas.	This course examines 20th-century French and German philosophy. Philosophers examined may include Husserl, Heidegger, Merleau-Ponty, Foucault, Derrida, and Habermas.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
The department proposes to remove the prerequisite: "Students must have completed six credits in Philosophy prior to enrolling." As this course is a program elective in the Major in Philosophy (Stage II), it always has good enrollments. Yet, the department understands that we may want to remove prerequisites to enable students who do not satisfy them to enroll, and for greater consistency across PHIL 300-level courses.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 389
Calendar Section Type: Course
Description of Change: PHIL 389 Epistemology and Ethics in the Digital Age Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 389 Epistemology and Ethics in the Digital Age (3 credits)	PHIL 389 Epistemology and Ethics in the Digital Age (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course examines epistemological and ethical implications of digital technologies (e.g. surveillance, artificial intelligence, and big data) in areas such as privacy, power relations, and the generation and sharing of knowledge.	This course examines epistemological and ethical implications of digital technologies (e.g. surveillance, artificial intelligence, and big data) in areas such as privacy, power relations, and the generation and sharing of knowledge.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for this topic under a PHIL 398 number may not take this course for credit.~~	**Equivalent Courses :**

Rationale:
The department proposes to remove the exclusion note: "Students who have received credit for this topic under a PHIL 398 number may not take this course for credit." PHIL 389 was last offered as a PHIL 398 slot course in winter 2019. The Professor who most frequently teaches this course suggests that most of the students who've completed it for credit have either graduated or do not risk repeating it.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 414
Calendar Section Type: Course
Description of Change: PHIL 414 Advanced Topics in Logic Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 414 Advanced Topics in Logic (3 credits)	PHIL 414 Advanced Topics in Logic (3 credits)
Prerequisites:	*Prerequisites:*
~~The following course~~ must ~~be~~ completed ~~previously: PHIL 214 .~~ If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy or Mathematics or Computer Science or Linguistics prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course presents the fundamentals of an advanced topic in logic.	This course presents the fundamentals of an advanced topic in logic.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
Professors who regularly teach this course suggest that PHIL 214 Deductive Logic is not designed to prepare students for this course. Students interested in advanced logic may also come from other departments, such as mathematics, physics, computer science, etc. The change would expand the pool of students permitted to enroll, without requiring permission to register. The change would more accurately reflect actual pedagogical practice: PHIL 414 Advanced Topics in Logic is now taught for students in various disciplines.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 420
Calendar Section Type: Course
Description of Change: PHIL 420 Advanced Philosophy of Science
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 420 Advanced Philosophy of Science (3 credits)	PHIL 420 Advanced Philosophy of Science (3 credits)
Prerequisites:	*Prerequisites:*
~~Students must have completed 12 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
~~This~~ course ~~explores advanced topics~~ in ~~the~~ philosophy of science, such as ~~theory change~~ and ~~justification, realism~~ and ~~anti-realism, or reductionism; or specific issues in philosophy~~ of ~~physics or biology, such as evolution and development.~~	In this course students work on problems in philosophy of science, such as how much evidence is enough to justify a theory, determining the powers and limits of scientific reasoning, uncovering whether sciences like psychology and biology can ultimately reduce to physics, and determining whether sciences accurately describe the real underlying natures of things.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
The department proposes removing the prerequisite: "Students must have completed 12 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required." This change would broaden the pool of students who may enroll in it, especially out-of-program students from the sciences disciplinary sector (biology, chemistry, physics, etc.) The way the course is regularly taught, students are provided with all of the background they need to succeed. The description change also uses less jargon, posing instead questions relevant to the area.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 429
Calendar Section Type: Course
Description of Change: PHIL 429 Values and Biotechnology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 429 Values and Biotechnology (3 credits)	PHIL 429 Values and Biotechnology (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy including PHIL 232 or PHIL 233 or PHIL 235 or PHIL 318 or PHIL 330 or PHIL 441 prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy including PHIL 232 or PHIL 233 or PHIL 235 or PHIL 318 or PHIL 330 or PHIL 441 prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course examines normative issues around genetic engineering or other biotechnologies, including moral, metaphysical, epistemic or political questions.	This course examines normative issues around genetic engineering or other biotechnologies, including moral, metaphysical, epistemic or political questions.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.	**Equivalent Courses :** Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.

Rationale:
This course is cross-listed with BIOL 529, which is required in the Biotechnology and Genomics Graduate Diploma, a program currently on pause. The department would like to continue offering this course, even if someday the Department of Biology deletes it from theirs. Reducing the number of Philosophy credits required to enroll in it would make the course more accessible to a greater number of undergraduate students.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 440
Calendar Section Type: Course
Description of Change: PHIL 440 Advanced Political Philosophy
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 440 Advanced Political Philosophy (3 credits)	PHIL 440 Advanced Political Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
~~The~~ following course must be completed previously: PHIL 241 or PHIL 342 . If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy or the following course must be completed previously: PHIL 241 or PHIL 342 or PHIL 343 or PHIL 385 . If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course uses selected historical or contemporary writings in political philosophy to treat topics such as those of power, freedom, equality, distributive justice, law, and the boundaries of the political. Specific topics for this course are stated in the Undergraduate Class Schedule.	This course uses selected historical or contemporary writings in political philosophy to treat topics such as those of power, freedom, equality, distributive justice, law, and the boundaries of the political. Specific topics for this course are stated in the Undergraduate Class Schedule.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
The change would expand the pool of program and out-of-program students who may enroll in it and better takes into account the frequency of prerequisite offerings, specifically: PHIL 342 Political Philosophy is not offered every year; PHIL 241 Philosophy of Human Rights is not easy to get into (fills quickly); the department plans to again regularly offer PHIL 343 Philosophy of Law; PHIL 385 Marxism is regularly offered.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 441
Calendar Section Type: Course
Description of Change: PHIL 441 Philosophical Foundations of Biology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 441 Philosophical Foundations of Biology (3 credits)	PHIL 441 Philosophical Foundations of Biology (3 credits)
(also listed as BIOL 421)	(also listed as BIOL 421)
Prerequisites:	*Prerequisites:*
~~Students must have completed 12 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.~~	
Description :	*Description :*
This course helps students critically engage biology's philosophical foundations. Topics typically include the nature of scientific reasoning, testing, and evidence in biology; how best to discover, define, and apply biological concepts; and how to structure the aims of biology to fit our diverse and changing societies.	This course helps students critically engage biology's philosophical foundations. Topics typically include the nature of scientific reasoning, testing, and evidence in biology; how best to discover, define, and apply biological concepts; and how to structure the aims of biology to fit our diverse and changing societies.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for BIOL 421 may not take this course for credit.	**Equivalent Courses :** Students who have received credit for BIOL 421 may not take this course for credit.

Rationale:
This change would broaden the pool of students who may enroll in it, especially out-of-program students from the sciences disciplinary sector (chemistry, physics, etc.) The way the course is regularly taught, students are provided with all of the background they need to succeed.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 463
Calendar Section Type: Course
Description of Change: PHIL 463 Current Research in Epistemology
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 463 Current Research in Epistemology (3 credits)	PHIL 463 Current Research in Epistemology (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy including PHIL 263 or PHIL 265 ~~or PHIL 364 or PHIL 365~~ prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy including PHIL 263 or PHIL 265 prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course presents an intensive study of major contemporary issues in the theory of knowledge.	This course presents an intensive study of major contemporary issues in the theory of knowledge.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
This change would enable more program and out-of-program students interested in epistemology (the study of knowledge) to take it, without having completed as many courses in Philosophy, nor PHIL 364 Intermediate Epistemology or PHIL 365 Intermediate Metaphysics prerequisites, which are unfortunately not very frequently offered. PHIL 463 Current Research in Epistemology will be offered in winter 2026-27 with a view to study naturalized and experimental epistemology, an area closely aligned with the natural sciences. The course should be of interest to students in psychology, biology, physics, and linguistics programs.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 465
Calendar Section Type: Course
Description of Change: PHIL 465 Current Research in Metaphysics
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 465 Current Research in Metaphysics (3 credits)	PHIL 465 Current Research in Metaphysics (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy including PHIL 263 or PHIL 265 ~~or PHIL 364 or PHIL 365~~ prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy including PHIL 263 or PHIL 265 prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course presents an intensive study of major contemporary issues in metaphysics.	This course presents an intensive study of major contemporary issues in metaphysics.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
This change would enable more program and out-of-program students interested in metaphysics to take it, without having completed as many courses in Philosophy, nor PHIL 364 Intermediate Epistemology or PHIL 365 Intermediate Metaphysics current prerequisites, which are unfortunately not very frequently offered. PHIL 465 Current Research in Metaphysics should be of interest to students in science programs.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 471
Calendar Section Type: Course
Description of Change: PHIL 471 Advanced Topics in Feminist Theory Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 471 Advanced Topics in Feminist Theory (3 credits)	PHIL 471 Advanced Topics in Feminist Theory (3 credits)
Prerequisites:	*Prerequisites:*
~~The following course~~ must ~~be~~ completed ~~previously:~~ PHIL 371 . If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy or PHIL 371 . If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
An examination of recent issues in one of feminist ethics, epistemology or metaphysics. Subject will vary from year to year.	An examination of recent issues in one of feminist ethics, epistemology or metaphysics. Subject will vary from year to year.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
This change would broaden the pool of students who can enroll in the course, and might be especially helpful for students in the Simone de Beauvoir Institute (SDBI) for whom the course is an elective in their Minor, Major and Certificate in Women's Studies programs. Presently, if an SDBI student wants to take PHIL 471, they need to first complete PHIL 232 or PHIL 263, then PHIL 371. We also note that PHIL 471 is generally taught according to the professor's research topic, for which PHIL 371 may not be necessarily relevant.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 474
Calendar Section Type: Course
Description of Change: PHIL 474 Current Research Topics in Continental Philosophy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 474 Current Research Topics in Continental Philosophy (3 credits)	PHIL 474 Current Research Topics in Continental Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy including PHIL 374 or PHIL 377 . If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 9 credits in Philosophy including PHIL 374 or PHIL 377 . If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course examines recent research on major figures, or relations between major authors, in continental philosophy	This course examines recent research on major figures, or relations between major authors, in continental philosophy
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.	**Equivalent Courses :** Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.

Rationale:
This is a popular area, hence why the lowering of prerequisites is only by 3 credits in Philosophy. Faculty members who regularly teach this course believe the prerequisites of PHIL 374 Kant & 19th Century Philosophy or PHIL 377 20th Century Continental Philosophy should also be maintained. It’s better if students come prepared to this course with prior experience reading difficult writers beforehand, such as Heidegger, Habermas, Foucault, Butler, etc.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 475
Calendar Section Type: Course
Description of Change: PHIL 475 Contemporary Issues in Analytic Philosophy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 475 Contemporary Issues in Analytic Philosophy (3 credits)	PHIL 475 Contemporary Issues in Analytic Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course addresses work by contemporary analytic philosophers on a chosen topic.	This course addresses work by contemporary analytic philosophers on a chosen topic.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.	**Equivalent Courses :** Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.

Rationale:
Similar to the proposed change to PHIL 414 Advanced Topics in Logic, students interested in analytic philosophy may come from other departments, such as mathematics and physics.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 483
Calendar Section Type: Course
Description of Change: PHIL 483 Advanced Topics in the History of Philosophy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 483 Advanced Topics in the History of Philosophy (3 credits)	PHIL 483 Advanced Topics in the History of Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course presents an intensive study of selected topics in the history of philosophy.	This course presents an intensive study of selected topics in the history of philosophy.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
Faculty members who regularly teach this course suggest lowering the prerequisites from 12 credits in Philosophy for greater consistency among PHIL 400-level courses.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 486
Calendar Section Type: Course
Description of Change: PHIL 486 Hegel Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 486 Hegel (3 credits)	PHIL 486 Hegel (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course is an analysis of selected themes from Hegel’s works.	This course is an analysis of selected themes from Hegel’s works.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
The professors who regularly teach this course believe the number of completed credits in Philosophy ought to be lowered to better attract students from cognate disciplines to enroll in it.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 488
Calendar Section Type: Course
Description of Change: PHIL 488 Topics in 20th-Century Analytic Philosophy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 488 Topics in 20th-Century Analytic Philosophy (3 credits)	PHIL 488 Topics in 20th-Century Analytic Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course focuses on figures in 20th-century analytic philosophy and/or the topics that attracted their attention.	This course focuses on figures in 20th-century analytic philosophy and/or the topics that attracted their attention.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
Students interested in advanced logic may come from other departments, such as mathematics and physics.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 489
Calendar Section Type: Course
Description of Change: PHIL 489 Phenomenology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 489 Phenomenology (3 credits)	PHIL 489 Phenomenology (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 9 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
This course examines classic themes, texts and methodological issues in phenomenology, typically focusing on the work of figures such as Husserl, Heidegger, and Merleau-Ponty.	This course examines classic themes, texts and methodological issues in phenomenology, typically focusing on the work of figures such as Husserl, Heidegger, and Merleau-Ponty.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
The professor who regularly teaches in this area proposes that 9 completed credits in Philosophy is a good bar for the phenomenology course.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Prerequisite Review, Changes to PHIL 220, 318, 324 and 420 Descriptions, Delete PHIL 356

Calendar Section Name: PHIL 498
Calendar Section Type: Course
Description of Change: PHIL 498 Advanced Topics in Philosophy
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Department of Philosophy Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
PHIL 498 Advanced Topics in Philosophy (3 credits)	PHIL 498 Advanced Topics in Philosophy (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed ~~12~~ credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.	Students must have completed 6 credits in Philosophy prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :*
Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.	Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.
Component(s):	*Component(s):*
Notes :	*Notes :*

Rationale:
This is a slot course and often used for topics or areas where no other PHIL 400 course code is a good fit. Specific requirements can be stated in the class schedule.

Resource Implications:
None.

Impact Report

Programs

Minor in German Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.060 Department of Classics, Modern Languages and Linguistics -> Classics, Modern Languages and Linguistics Programs -> Modern Languages -> German -> Minor in German Studies -> Program Requirements
Source of Impact

- PHIL 374
- PHIL 486

Minor in Human Rights Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Political Science Programs -> Human Rights Studies -> Minor in Human Rights Studies -> Program Requirements
Source of Impact

- PHIL 241
- PHIL 342

Minor in Sustainability Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.525 Loyola College for Diversity and Sustainability -> Loyola College for Diversity and Sustainability Programs -> Minor in Sustainability Studies -> Program Requirements
Source of Impact

- PHIL 236

Defined Groups

Applied and Normative Ethics
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> Ethics Course Groups
Source of Impact

- PHIL 233
- PHIL 236
- PHIL 330
- PHIL 389
- PHIL 429

Fundamentals I
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> Ethics Course Groups
Source of Impact

- PHIL 214
- PHIL 220

Fundamentals II
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science ->

Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> Ethics Course Groups
Source of Impact

- PHIL 318
- PHIL 324
- PHIL 328
- PHIL 377

General Education Humanities and Social Sciences Electives
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 71.110 Complementary Studies for Engineering and Computer Science Students
Source of Impact

- PHIL 214

Optional Courses for Women's Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.560 Simone de Beauvoir Institute and Women’s Studies -> Women's Studies and Sexuality Studies Programs -> Women’s Studies -> Optional Courses for Women's Studies
Source of Impact

- PHIL 371
- PHIL 471

Political, Legal, and Social Philosophy
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> Ethics Course Groups
Source of Impact

- PHIL 241
- PHIL 342
- PHIL 371
- PHIL 440
- PHIL 471

Stage I Honours in Philosophy
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> BA Honours in Philosophy -> Program Requirements -> Honours in Philosophy
Source of Impact

- PHIL 214
- PHIL 220

Stage I Major in Philosophy
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> BA Major in Philosophy -> Program Requirements -> Major in Philosophy
Source of Impact

- PHIL 214
- PHIL 220

Stage II: Honours in Philosophy

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> BA Honours in Philosophy -> Program Requirements -> Honours in Philosophy
Source of Impact

- PHIL 318
- PHIL 328
- PHIL 330
- PHIL 342
- PHIL 362
- PHIL 374
- PHIL 377

Stage II: Major in Philosophy
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> BA Major in Philosophy -> Program Requirements -> Major in Philosophy
Source of Impact

- PHIL 362
- PHIL 374
- PHIL 377

Stage III Honours in Philosophy
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> BA Honours in Philosophy -> Program Requirements -> Honours in Philosophy
Source of Impact

- PHIL 414
- PHIL 420
- PHIL 429
- PHIL 440
- PHIL 441
- PHIL 463
- PHIL 465
- PHIL 471
- PHIL 483
- PHIL 486
- PHIL 489

Sustainability Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Elective Groups -> Sustainability Studies -> Requirements
Source of Impact

- PHIL 220
- PHIL 236

Sustainability Values
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.525 Loyola College for Diversity and Sustainability -> Loyola College for Diversity and Sustainability Programs -> Sustainability Course Groups
Source of Impact

- PHIL 220
- PHIL 236

Theory and Method
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.270 Department of Religions and Cultures -> Religions and Cultures Programs -> Southern Asia Studies -> Southern Asia Studies Course Groups
Source of Impact

- PHIL 236

Courses

BIOL 421
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.030 Department of Biology -> Department of Biology Courses
Source of Impact

- PHIL 441

BIOL 529
Graduate -> See Fall 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Biology Courses -> Biotechnology and Genomics Graduate Diploma Courses
Source of Impact

- PHIL 429
- PHIL 498

PHIL 316
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses
Source of Impact

- PHIL 214

PHIL 317
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses
Source of Impact

- PHIL 214

PHIL 330
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses
Source of Impact

- PHIL 233
- PHIL 236
- PHIL 241

PHIL 414
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses
Source of Impact

- PHIL 214

PHIL 429

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses Source of Impact

- PHIL 498

PHIL 430

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses Source of Impact

- PHIL 330

PHIL 440

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses Source of Impact

- PHIL 241
- PHIL 342

PHIL 471

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses Source of Impact

- PHIL 371

PHIL 472

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses Source of Impact

- PHIL 498

PHIL 473

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses Source of Impact

- PHIL 374
- PHIL 377
- PHIL 498

PHIL 474

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses Source of Impact

- PHIL 374
- PHIL 377
- PHIL 498

PHIL 475

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses
Source of Impact

- PHIL 498

PHIL 490
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Department of Philosophy Courses
Source of Impact

- PHIL 374
- PHIL 377

Undergraduate Program Regular Curriculum Change - AS-AHSC-6089 - VERSION : 2

Summary and Rationale for Changes

The Department of Applied Human Sciences is proposing a revision to AHSC 360 that reflects a strategic shift toward a lifespan, practice-oriented, and inclusive approach to play in human development. By integrating design and facilitation of “play frames,” the course enhances experiential learning and equips students with transferable skills applicable across community, health, education, and organizational contexts. This change expands professional opportunities for AHSC undergraduates while aligning the curriculum with contemporary interdisciplinary, equity-informed, and future-oriented approaches in Applied Human Sciences.

The proposed revision reflects a shift toward lifespan-oriented frameworks that integrate learning, development, and well-being across diverse contexts, while emphasizing relational, experiential, and creative approaches to human development. This shift positions play as a critical modality for learning, resilience, and social connection at all life stages.

The revised course builds more directly on foundational AHSC courses (e.g., AHSC 220) by extending developmental perspectives across the lifespan and integrating diversity (gender, culture, class, age), embodied and experiential learning, and social and relational dimensions of play. The addition of “play frames” introduces a practice-oriented conceptual tool, bridging theory and application.

As well, the revised description introduces additional skills in:

- Program design
- Workshop facilitation
- Creative engagement strategies
- Reflective and adaptive practice

And finally, the revised course substantially broadens career-relevant competencies and employment pathways. The content of this revised course can be then expanded to the following settings:

- Youth and inter-generational program facilitator
- Recreation and leisure programming across the lifespan
- Therapeutic Recreation across the lifespan
- Mental health and wellness programming across the lifespan
- Aging and eldercare initiatives
- Workplace learning and development
- Creative facilitation and design thinking

RELATED DOSSIER:

AS-INTE-5979 (AHSC 360 title updated in Health and Lifestyle elective group)

AS-AHSC-5978

Resource Implications

This course is part of the course allotment and has no resource implication.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Bradley Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
Academic Programs Committee, 05 Oct 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

The Department of Applied Human Sciences proposes to change the title and description of AHSC 360: Play, Adult Learning and Development to Play, Across the Lifespan. The changes reflect a strategic shift toward a lifespan approach to play in human development. By integrating design and facilitation of “play frames,” the course enhances experiential learning and equips students with transferable skills applicable across community, health, education, and organizational contexts.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

Approved by:

Rosemary C. Reilly, Chair, Applied Human Sciences,
Departmental Committee Council, 23 Apr 2026

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
AHSC 360 Play, Adult Learning and Development Change			✎	✎						

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Major in Recreation and Leisure Studies Change				✎			
Specialization in Therapeutic Recreation Change				✎			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Recreation Programming Group Change		✎	

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 AHSC 360

Calendar Section Name: Recreation Programming Group
Calendar Section Type: Defined group
Description of Change: Recreation Programming Group Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Recreation and Leisure Studies > BA Specialization in Recreation and Leisure Studies > Program Requirements > Specialization in Recreation and Leisure Studies

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
12 credits	Recreation Programming Group	**12 credits**	Recreation Programming Group
	12 credits, with at least three credits at the 400 level, chosen from: AHSC 281 Introduction to Therapeutic Recreation (3) AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3) AHSC 310 Tourism in Canada (3) AHSC 311 Respecting Diversity in Human Relations (3) AHSC 323 Gender and Leisure (3) AHSC 333 Leisure and the Environment (3) AHSC 360 ~~Play, Adult Learning and Development~~ (3) AHSC 403 Cultivating Creativity and Social Innovation (3) AHSC 421 Political and Legal Aspects of Leisure Services (3) AHSC 422 Youth and Leisure (3) AHSC 444 The Older Adult and Leisure (3) AHSC 461 Health Promotion (3) AHSC 490 Independent Study I (3) AHSC 491 Independent Study II (3)		12 credits, with at least three credits at the 400 level, chosen from: AHSC 281 Introduction to Therapeutic Recreation (3) AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3) AHSC 310 Tourism in Canada (3) AHSC 311 Respecting Diversity in Human Relations (3) AHSC 323 Gender and Leisure (3) AHSC 333 Leisure and the Environment (3) AHSC 360 Play Across the Lifespan (3) AHSC 403 Cultivating Creativity and Social Innovation (3) AHSC 421 Political and Legal Aspects of Leisure Services (3) AHSC 422 Youth and Leisure (3) AHSC 444 The Older Adult and Leisure (3) AHSC 461 Health Promotion (3) AHSC 490 Independent Study I (3) AHSC 491 Independent Study II (3)

Rationale:
This page is generated to reflect the modified course title of AHSC 360.

Resource Implications:
None.

D1

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 AHSC 360

Calendar Section Name: Major in Recreation and Leisure Studies
Calendar Section Type: Program
Description of Change: Major in Recreation and Leisure Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences
Program Name: Major in Recreation and Leisure Studies
Program Type: Major
Degree: Bachelor/Baccalaureate of Arts (BA)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Recreation and Leisure Studies > BA Major in Recreation and Leisure Studies > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
42 credits Major in Recreation and Leisure Studies	**42 credits** Major in Recreation and Leisure Studies
12 credits: AHSC 220 Lifespan Growth and Development for Practitioners (3) AHSC 230 Interpersonal Communication and Relationships (3) AHSC 241 Recreation and Leisure in Contemporary Society (3) AHSC 260 Program Planning, Design and Evaluation (3)	12 credits: AHSC 220 Lifespan Growth and Development for Practitioners (3) AHSC 230 Interpersonal Communication and Relationships (3) AHSC 241 Recreation and Leisure in Contemporary Society (3) AHSC 260 Program Planning, Design and Evaluation (3)
15 credits: AHSC 321 Historical Foundations of Leisure and Recreation (3) AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3) AHSC 361 Leisure Services Leadership (3) AHSC 371 Community Recreation Planning (3) AHSC 385 Social Psychology of Leisure (3)	15 credits: AHSC 321 Historical Foundations of Leisure and Recreation (3) AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3) AHSC 361 Leisure Services Leadership (3) AHSC 371 Community Recreation Planning (3) AHSC 385 Social Psychology of Leisure (3)
6 credits: AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3) AHSC 442 Community Development and Leisure (3)	6 credits: AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3) AHSC 442 Community Development and Leisure (3)
9 credits of elective courses with at least three credits at the 400 level, chosen from:	9 credits of elective courses with at least three credits at the 400 level, chosen from:

AHSC 281 Introduction to Therapeutic Recreation (3)	AHSC 281 Introduction to Therapeutic Recreation (3)
AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3)	AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3)
AHSC 310 Tourism in Canada (3)	AHSC 310 Tourism in Canada (3)
AHSC 311 Respecting Diversity in Human Relations (3)	AHSC 311 Respecting Diversity in Human Relations (3)
AHSC 323 Gender and Leisure (3)	AHSC 323 Gender and Leisure (3)
AHSC 333 Leisure and the Environment (3)	AHSC 333 Leisure and the Environment (3)
AHSC 360 ~~Play, Adult Learning and Development~~ (3)	AHSC 360 Play Across the Lifespan (3)
AHSC 403 Cultivating Creativity and Social Innovation (3)	AHSC 403 Cultivating Creativity and Social Innovation (3)
AHSC 421 Political and Legal Aspects of Leisure Services (3)	AHSC 421 Political and Legal Aspects of Leisure Services (3)
AHSC 422 Youth and Leisure (3)	AHSC 422 Youth and Leisure (3)
AHSC 444 The Older Adult and Leisure (3)	AHSC 444 The Older Adult and Leisure (3)
AHSC 461 Health Promotion (3)	AHSC 461 Health Promotion (3)

Rationale:

This page is generated to reflect the modified course title of AHSC 360.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 AHSC 360

Calendar Section Name: Specialization in Therapeutic Recreation
Calendar Section Type: Program
Description of Change: Specialization in Therapeutic Recreation Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences
Program Name: Specialization in Therapeutic Recreation
Program Type: Specialization
Degree: Bachelor/Baccalaureate of Arts (BA)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Therapeutic Recreation > BA Specialization in Therapeutic Recreation > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
63 credits Specialization in Therapeutic Recreation	**63 credits** Specialization in Therapeutic Recreation
15 credits: AHSC 220 Lifespan Growth and Development for Practitioners (3) AHSC 230 Interpersonal Communication and Relationships (3) AHSC 241 Recreation and Leisure in Contemporary Society (3) AHSC 260 Program Planning, Design and Evaluation (3) AHSC 281 Introduction to Therapeutic Recreation (3)	15 credits: AHSC 220 Lifespan Growth and Development for Practitioners (3) AHSC 230 Interpersonal Communication and Relationships (3) AHSC 241 Recreation and Leisure in Contemporary Society (3) AHSC 260 Program Planning, Design and Evaluation (3) AHSC 281 Introduction to Therapeutic Recreation (3)
24 credits: AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3) AHSC 321 Historical Foundations of Leisure and Recreation (3) AHSC 338 Therapeutic Recreation in the Context of Disability (3) AHSC 348 Concepts in Therapeutic Recreation Programming I (3) AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3) AHSC 361 Leisure Services Leadership (3) AHSC 380 Quantitative Research Methods for Practitioners (3) AHSC 382 Qualitative Research Methods for	24 credits: AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3) AHSC 321 Historical Foundations of Leisure and Recreation (3) AHSC 338 Therapeutic Recreation in the Context of Disability (3) AHSC 348 Concepts in Therapeutic Recreation Programming I (3) AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3) AHSC 361 Leisure Services Leadership (3) AHSC 380 Quantitative Research Methods for Practitioners (3) AHSC 382 Qualitative Research Methods for

Practitioners (3) 9 credits: AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3) AHSC 432 Seminar in Therapeutic Recreation (3) AHSC 448 Concepts in Therapeutic Recreation Programming II (3) 12 credits: AHSC 483 Internship in Therapeutic Recreation (12) 3 credits of elective courses chosen from: AHSC 312 Sexuality in Human Relations (3) AHSC 314 Adolescence: Issues and Intervention (3) AHSC 320 Family and Youth Legislation (3) AHSC 360 ~~Play, Adult Learning and Development~~ (3) AHSC 385 Social Psychology of Leisure (3) AHSC 403 Cultivating Creativity and Social Innovation (3) AHSC 422 Youth and Leisure (3) AHSC 442 Community Development and Leisure (3) AHSC 444 The Older Adult and Leisure (3)	Practitioners (3) 9 credits: AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3) AHSC 432 Seminar in Therapeutic Recreation (3) AHSC 448 Concepts in Therapeutic Recreation Programming II (3) 12 credits: AHSC 483 Internship in Therapeutic Recreation (12) 3 credits of elective courses chosen from: AHSC 312 Sexuality in Human Relations (3) AHSC 314 Adolescence: Issues and Intervention (3) AHSC 320 Family and Youth Legislation (3) AHSC 360 Play Across the Lifespan (3) AHSC 385 Social Psychology of Leisure (3) AHSC 403 Cultivating Creativity and Social Innovation (3) AHSC 422 Youth and Leisure (3) AHSC 442 Community Development and Leisure (3) AHSC 444 The Older Adult and Leisure (3)

Rationale:

This page is generated to reflect the modified course title of AHSC 360.

Resource Implications:

None.

D6

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 AHSC 360

Calendar Section Name: AHSC 360
Calendar Section Type: Course
Description of Change: AHSC 360 Play, Adult Learning and Development Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Department of Applied Human Sciences Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
AHSC 360 ~~Play, Adult Learning and Development~~ (3 credits)	AHSC 360 Play Across the Lifespan (3 credits)
Prerequisites:	*Prerequisites:*
The following course must be completed previously: AHSC 220 . Students must have completed 24 university credits prior to enrolling.	The following course must be completed previously: AHSC 220 . Students must have completed 24 university credits prior to enrolling.
Description :	*Description :*
This course examines the concept of play in ~~adult~~ learning and development. ~~Gender, age, ethnic and social class~~ diversity are explored as they relate to ~~adult~~ play ~~behaviour.~~	This course examines the concept of play in learning and human development. Dimensions of diversity are explored as they relate to play behaviour across the lifespan. The course also explores approaches to designing and facilitating “play frames” to help achieve benefits for stakeholders.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
The Department of Applied Human Sciences proposed revision of AHSC 360 reflects a strategic shift toward a lifespan, practice-oriented, and inclusive approach to play in human development. By integrating design and facilitation of “play frames,” the course enhances experiential learning and equips students with transferable skills applicable across community, health, education, and organizational contexts. This change expands professional opportunities for AHSC undergraduates while aligning the curriculum with contemporary interdisciplinary, equity-informed, and future-oriented approaches in Applied Human Sciences.

Resource Implications:
None.

Impact Report

Programs

Major in Recreation and Leisure Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.010 Department of Applied Human Sciences -> Applied Human Sciences Programs -> Recreation and Leisure Studies -> BA Major in Recreation and Leisure Studies -> Program Requirements
Source of Impact

- AHSC 360

Specialization in Recreation and Leisure Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.010 Department of Applied Human Sciences -> Applied Human Sciences Programs -> Recreation and Leisure Studies -> BA Specialization in Recreation and Leisure Studies -> Program Requirements
Source of Impact

- Recreation Programming Group

Specialization in Therapeutic Recreation
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.010 Department of Applied Human Sciences -> Applied Human Sciences Programs -> Therapeutic Recreation -> BA Specialization in Therapeutic Recreation -> Program Requirements
Source of Impact

- AHSC 360

Defined Groups

Health and Lifestyle
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Elective Groups -> Health and Lifestyle -> Requirements
Source of Impact

- AHSC 360

Recreation Programming Group
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.010 Department of Applied Human Sciences -> Applied Human Sciences Programs -> Recreation and Leisure Studies -> BA Specialization in Recreation and Leisure Studies -> Program Requirements -> Specialization in Recreation and Leisure Studies
Source of Impact

- AHSC 360

Regulations

Arts
Undergraduate -> 2026-2027 Undergraduate Calendar -> University Regulations and Services -> Section 14 Alternative Entry -> Mature Entry -> Section 14.2 Program Requirements
Source of Impact

- Specialization in Therapeutic Recreation

Undergraduate Program Regular Curriculum Change - AS-CMLL-6061 - VERSION : 5

Summary and Rationale for Changes

The Department of Classics, Modern Languages and Linguistics is proposing the following change to the Minor in Modern Chinese:

1) Minor in Modern Chinese: The proposed revision will improve the overall student experience by streamlining program requirements and enabling more efficient completion of the Minor in Modern Chinese by reducing the number of credits from 30 to 24 credits.

- The emphasis of the Minor in Modern Chinese Language and Culture lies on the language component, which has always been the larger credit portion of the program. The six-credit deduction applies to the culture component of the program and does not impact the outcome of students' language proficiency levels in Modern Chinese (Mandarin) – an aspect that also corresponds to student demand. NOTE 1: Textbooks used in language courses include sections introducing students to main cultural aspects of the Chinese world. While these sections are not building blocks, they can be further emphasized. NOTE 2: Students who are starting the program at a higher language-level due to previous linguistic background in the language need to replace skipped language levels with additional culture courses.
- The reduction from 30 to 24 credits is in line with the CMLL Minor in Classical Languages and Literature, the Minor in Modern Arabic as well as reflects the most common credit value for minor concentrations in the Faculty of Arts and Science. NOTE: The same reduction has been requested for our other CMLL language minors (German, Italian, Spanish; AS-CMLL-6057, 6062, 6063).
- We anticipate that by reducing the number of required credits for the Minor in Modern Chinese from 30 to 24, more students will be drawn to the program since completing 24 credits allows them to finish the program faster. This aspect along with a decreased risk of going over their minimum number of required degree credits is particularly important to students who do not enter the program at the time of admission but add it at a later point in their current degree completion.

2) Deletion of compulsory laboratory note: MCHI 200, 206

The Department of Classics, Modern Languages and Linguistics does not use the Arts and Science Language lab anymore. Therefore, the compulsory lab note has been removed.

- CMLL started offering Modern Chinese (Mandarin) courses as of 2004-2005. The material used in the first few years included CDs that were stored at the Arts and Science Language Lab (Hall-Building). Students had to actively visit the Arts and Science Language Lab to access the material and complete the assignments. Over the years, the audio-visual material was made available to students directly, and students were able to access the material outside the Arts and Science Language Lab (CDs were included in the book material). As of 2010-2011, audio-visual material was available at the Arts and Science Language Lab but could also be individually purchased at the Concordia Bookstore. As of 2011-2012, the Arts and Science Language Lab was not used any longer. Today, the material is accessible online and downloadable. NOTE: As of 2015-2016, the course credits for the Introductory Modern Chinese (Mandarin) I were reduced from nine credits to six credits. The deletion of the lab component note should have already been included at this point. The course credits for the Introductory Modern Chinese (Mandarin) II have remained as six credits but the note has also become obsolete.

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Bradley Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
Academic Programs Committee, 05 Oct 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

This proposed revision of the Minor in Modern Chinese reduces the number of credits from 30 to 24 while focusing on the core language learning objectives. This change will streamline the program requirements and enable faster completion of the Minor as well as allow students to add the Minor later in their degree programs.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

Approved by:

Dario Brancato, Chair, Classics, Modern Languages and Linguistics,
Department Curriculum Committee (Classics, Modern Languages and Linguistics), 27 Mar 2026

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
MCHI 200 Introduction to Modern Chinese I Change										
MCHI 206 Introduction to Modern Chinese II Change										

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Minor in Modern Chinese Language and Culture Change							

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Changes to Minor in Modern Chinese and Culture

Calendar Section Name: Minor in Modern Chinese Language and Culture
Calendar Section Type: Program
Description of Change: Minor in Modern Chinese Language and Culture Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Classics, Modern Languages and Linguistics
Program Name: Minor in Modern Chinese Language and Culture
Program Type: Minor
Degree: Non-degree program (certificate or minor)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Classics, Modern Languages and Linguistics Programs > Modern Languages > Chinese (Modern) > Minor in Modern Chinese Language and Culture > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
~~**30**~~ **credits** Minor in Modern Chinese Language and Culture	**24 credits** Minor in Modern Chinese Language and Culture
18 credits: MCHI 200 Introduction to Modern Chinese I (6) MCHI 206 Introduction to Modern Chinese II (6) MCHI 240 Intermediate Modern Chinese I (6)	18 credits: MCHI 200 Introduction to Modern Chinese I (6) MCHI 206 Introduction to Modern Chinese II (6) MCHI 240 Intermediate Modern Chinese I (6)
~~12~~ credits chosen from: MCHI 250 Intermediate Modern Chinese II (3) MCHI 306 Introduction to Translation (3) MCHI 308 Chinese for Business (3) MCHI 310 Introduction to Modern Chinese Literature (3) MCHI 311 Classical Chinese Literature (3) MCHI 365 Introduction to Chinese Cultural Traditions (3) MCHI 366 Chinese Visual Culture (3) MCHI 398 Special Topics in Chinese Language and Culture (3) MCHI 399 Special Topics in Chinese Language and Culture (6) HIST 262 History of China (3) HIST 367 Modern China (3) POLI 335 Politics of the People’s Republic of China (3) RELI 360 Religions of China (3)	6 credits chosen from: MCHI 250 Intermediate Modern Chinese II (3) MCHI 306 Introduction to Translation (3) MCHI 308 Chinese for Business (3) MCHI 310 Introduction to Modern Chinese Literature (3) MCHI 311 Classical Chinese Literature (3) MCHI 365 Introduction to Chinese Cultural Traditions (3) MCHI 366 Chinese Visual Culture (3) MCHI 398 Special Topics in Chinese Language and Culture (3) MCHI 399 Special Topics in Chinese Language and Culture (6) HIST 262 History of China (3) HIST 367 Modern China (3) POLI 335 Politics of the People’s Republic of China (3) RELI 360 Religions of China (3)

Rationale:

The proposed revision will improve the overall student experience by streamlining program requirements and enabling more efficient completion of the Minor in Modern Chinese by reducing the number of credits from 30 to 24 credits.

The emphasis of the Minor in Modern Chinese Language and Culture lies on the language component, which has always been the larger credit portion of the program. The six-credit deduction applies to the culture component of the program and does not impact the outcome of students' language proficiency levels in Modern Chinese (Mandarin) – an aspect that also corresponds to student demand.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Changes to Minor in Modern Chinese and Culture

Calendar Section Name: MCHI 200
Calendar Section Type: Course
Description of Change: MCHI 200 Introduction to Modern Chinese I
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Classics, Modern Languages and Linguistics

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Department of Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Languages Courses > Chinese (Modern) Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
MCHI 200 Introduction to Modern Chinese I (6 credits)	MCHI 200 Introduction to Modern Chinese I (6 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course provides an intensive introduction to the basic elements of Chinese for the student with no knowledge of the language. Emphasis is on basic grammatical concepts, listening comprehension, and sound reproduction. Approximately 300 characters are studied.	This course provides an intensive introduction to the basic elements of Chinese for the student with no knowledge of the language. Emphasis is on basic grammatical concepts, listening comprehension, and sound reproduction. Approximately 300 characters are studied.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for MCHI 205 may not take this course for credit.	**Equivalent Courses :** Students who have received credit for MCHI 205 may not take this course for credit.
Anti-requisite Courses : Students whose first language is Chinese, or who have received a substantial part of their education in Chinese, may not register for this course.	**Anti-requisite Courses :** Students whose first language is Chinese, or who have received a substantial part of their education in Chinese, may not register for this course.
Other note : ~~Lab practice is compulsory in addition to class time: two hours per week for six-credit sections.~~	**Other note :**

Rationale:
The Department of Classics, Modern Languages and Linguistics does not use the Arts and Science Language lab anymore. As of 2011-2012, the Arts and Science Language Lab was no longer in use as the material is accessible online and downloadable.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Changes to Minor in Modern Chinese and Culture

Calendar Section Name: MCHI 206
Calendar Section Type: Course
Description of Change: MCHI 206 Introduction to Modern Chinese II
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Classics, Modern Languages and Linguistics

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.060 Department of Classics, Modern Languages and Linguistics > Department of Classics, Modern Languages and Linguistics Courses > Program Courses > Modern Languages Courses > Chinese (Modern) Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
MCHI 206 Introduction to Modern Chinese II (6 credits)	MCHI 206 Introduction to Modern Chinese II (6 credits)
Prerequisites:	*Prerequisites:*
The following course must be completed previously: MCHI 200 .	The following course must be completed previously: MCHI 200 .
Description :	*Description :*
This course continues the introduction to the basic elements of Chinese, adding approximately 300 further characters.	This course continues the introduction to the basic elements of Chinese, adding approximately 300 further characters.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Anti-requisite Courses : Students whose first language is Chinese, or who have received a substantial part of their education in Chinese, may not register for this course.	**Anti-requisite Courses :** Students whose first language is Chinese, or who have received a substantial part of their education in Chinese, may not register for this course.
Other note : ~~Lab practice is compulsory in addition to class time: two hours per week for six-credit sections.~~	**Other note :**

Rationale:
The Department of Classics, Modern Languages and Linguistics does not use the Arts and Science Language lab anymore. As of 2011-2012, the Arts and Science Language Lab was no longer in use as the material is accessible online and downloadable.

Resource Implications:
None.

Impact Report

Programs

Certificate in Modern Chinese Language and Culture

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.060 Department of Classics, Modern Languages and Linguistics -> Classics, Modern Languages and Linguistics Programs -> Modern Languages -> Chinese (Modern) -> Certificate in Modern Chinese Language and Culture -> Program Requirements

Source of Impact

- MCHI 200
- MCHI 206

Minor in Modern Chinese Language and Culture

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.060 Department of Classics, Modern Languages and Linguistics -> Classics, Modern Languages and Linguistics Programs -> Modern Languages -> Chinese (Modern) -> Minor in Modern Chinese Language and Culture -> Program Requirements

Source of Impact

- MCHI 200
- MCHI 206

Courses

MCHI 206

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.060 Department of Classics, Modern Languages and Linguistics -> Department of Classics, Modern Languages and Linguistics Courses -> Program Courses -> Modern Languages Courses -> Chinese (Modern) Courses

Source of Impact

- MCHI 200

MCHI 240

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.060 Department of Classics, Modern Languages and Linguistics -> Department of Classics, Modern Languages and Linguistics Courses -> Program Courses -> Modern Languages Courses -> Chinese (Modern) Courses

Source of Impact

- MCHI 200
- MCHI 206

Minor in Modern Chinese Language and Culture

Program Requirements

Minor in Modern Chinese Language and Culture (24 credits)

18.0 credits:

- MCHI 200 Introduction to Modern Chinese I (6.00)
- MCHI 206 Introduction to Modern Chinese II (6.00)
- MCHI 240 Intermediate Modern Chinese I (6.00)

6.0 credits chosen from:

- MCHI 250 Intermediate Modern Chinese II (3.00)
- MCHI 306 Introduction to Translation (3.00)
- MCHI 308 Chinese for Business (3.00)
- MCHI 310 Introduction to Modern Chinese Literature (3.00)
- MCHI 311 Classical Chinese Literature (3.00)
- MCHI 365 Introduction to Chinese Cultural Traditions (3.00)
- MCHI 366 Chinese Visual Culture (3.00)
- MCHI 398 Special Topics in Chinese Language and Culture (3.00)
- MCHI 399 Special Topics in Chinese Language and Culture (6.00)
- HIST 262 History of China (3.00)
- HIST 367 Modern China (3.00)
- POLI 335 Politics of the People's Republic of China (3.00)
- RELI 360 Religions of China (3.00)

Notes

- Students are responsible for satisfying their particular degree requirements.

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From:	Sandra Woywod-Page
To:	FAS Curriculum
Cc:	Nicole Freeman; Sandra Woywod-Page
Subject:	RE: AS-CMLL-6061_FCC comments
Date:	July 20, 2026 7:52:58 AM
Attachments:	20260619_AS-CMLL-6061_FCC comments_dept.pdf

Hello Andrea and Nicole,

Please find additional explanations to these two points below

If you have any further questions, please let me know.

Cheers,
Sandra

- Pedagogical reason needed as to why the language labs are being removed. Will students be offered an alternative? (Moodle, tutorials, additional office hours?)

CMLL started offering Modern Chinese (Mandarin) courses as of 2004-2005. The material used in the first few years included CDs that were stored at the Arts and Science Language Lab (Hall-Building). Students had to actively visit the Arts and Science Language Lab to access the material and complete the assignments. Over the years, the audio-visual material was made available to students directly, and students were able to access the material outside the Arts and Science Language Lab (CDs were included in the book material). As of 2010-2011, audio-visual material was available at the Arts and Science Language Lab but could also be individually purchased at the Concordia Bookstore. As of 2011-2012, the Arts and Science Language Lab was not used any longer. Today, the material is accessible online and downloadable. NOTE: As of 2015-2016, the course credits for the Introductory Modern Chinese (Mandarin) I were reduced from nine credits to six credits. The deletion of the lab component note should have already been included at this point. The course credits for the Introductory Modern Chinese (Mandarin) II have remained as six credits but the note has also become obsolete.

- Additional explanation as to why the minor is reduced by 6 credits.
    - The reduction from 30 to 24 credits is in line with the CMLL Minor in Classical Languages and Literature, the Minor in Modern Arabic as well as reflects the most common credit value for minor concentrations in the Faculty of Arts and Science. NOTE: The same reduction has been requested for our other CMLL language minors (German, Italian, Spanish).
    - The emphasis of the Minor in Modern Chinese Language and Culture lies on the language component, which has always been the larger credit portion of the program. The six-credit deduction applies to the culture component of the program and does not impact the outcome of students' language proficiency levels in Modern Chinese (Mandarin) – an aspect that also corresponds to student demand. NOTE 1: Textbooks used in language courses include sections introducing students to main cultural aspects of the Chinese world. While these sections are not building blocks, they can be further emphasized. NOTE 2: Students who are starting the program at a higher language-level due to previous linguistic background in the language need to replace skipped language levels with additional culture courses.
    - We anticipate that by reducing the number of required credits for the Minor in Modern Chinese from 30 to 24, more students will be drawn to the program since completing 24

credits allows them to finish the program faster. This aspect along with a decreased risk of going over their minimum number of required degree credits is particularly important to students who do not enter the program at the time of admission but add it at a later point in their current degree completion.

Sincerely,
Sandra Woywod-Pagé, M.A.
Coordinator: Academic Programs
Department of Classics, Modern Languages and Linguistics (CMLL)
Department of Theological Studies
Language Coordinator: German
Part-Time Faculty: German
CONCORDIA UNIVERSITY
(514) 8482424 ext. 2300
Book an Appointment: CMLL/THEO Academic Advising Appointment

From: FAS Curriculum fas.curriculum@concordia.ca
Sent: June 19, 2026 10:28 AM
To: Sandra Woywod-Page <sandra.woywod-page@concordia.ca>
Cc: Nicole Freeman <nicole.freeman@concordia.ca>
Subject: AS-CMLL-6061_FCC comments

Hi Sandra,

FCC reviewed AS-CMLL-6061 and requested clarification on a couple of changes proposed in the dossier:

- Pedagogical reason needed as to why the language labs are being removed. Will students be offered an alternative? (Moodle, tutorials, additional office hours?)
- Additional explanation as to why the minor is reduced by 6 credits.

I see you're away from the office, I hope you're enjoying some time off. We'll touch base once you return.

All the best,
Andrea

Andrea Jakob
Academic Programs Assistant
Faculty of Arts and Science
Concordia University

Undergraduate Program Regular Curriculum Change - AS-HKAP-6104 - VERSION : 14

Summary and Rationale for Changes

The Department of Health, Kinesiology, and Applied Physiology is implementing a series of curriculum changes to Stage I of most of its programs. These revisions include the removal and addition of courses to ensure that the curriculum remains current and aligned with the evolving field of Exercise Science. In addition, a separate modification to program requirements will make an existing course mandatory for students in the Specialization programs.

Specifically:

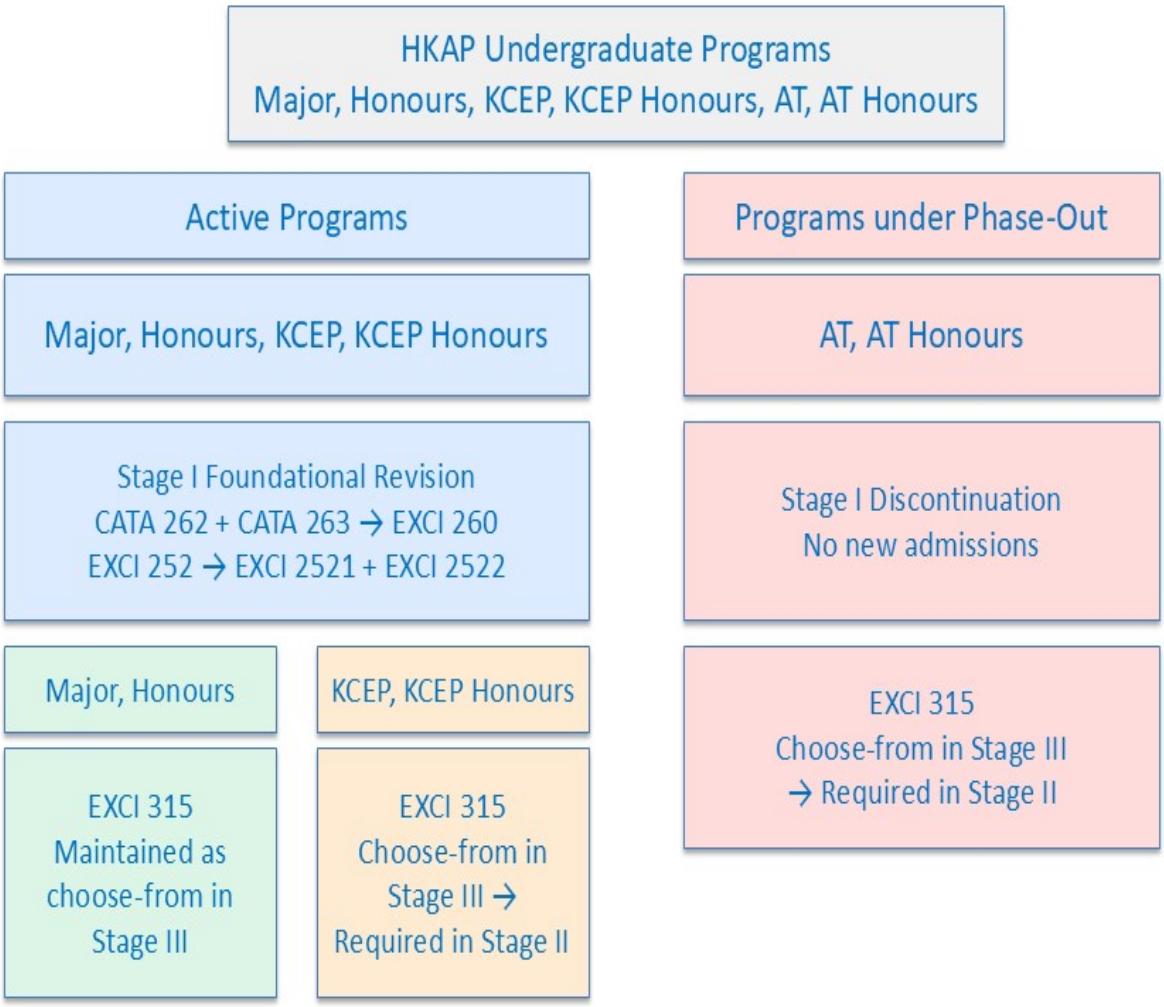
- In most programs, CATA 262 Emergency Care in Sport and Exercise and CATA 263 Principles of Athletic Therapy will be replaced by a single 3-credit course, EXCI 260 Prevention and Care of Athletic-Related Injuries. This change aligns with the structure of comparable programs in Canada, ensuring our curriculum remains consistent with sector standards. CATA 262/263 were designed as foundational courses to support AT-specific competencies and will be maintained in these programs. Students enrolled in Kinesiology programs will continue to be well prepared with EXCI 260 to write the certification exam from the Fédération des Kinésiologues du Québec since the content removed is not required for their professional training.
- In addition, EXCI 252 Introduction to Physical Activity, Health and Fitness will be replaced by two 3-credit courses: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals and EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals. This change reflects significant developments in the fields of health assessment, risk stratification, and exercise programming, as well as the expanding body of scientific knowledge informing safe and effective physical activity practices.

Finally, EXCI 315 (previously EXCI 415) Behaviour Change and Interventions, currently a choose-from requirement, will become mandatory for all students in the Specialization programs. The course code will be modified from EXCI 415 to EXCI 315 to reflect that the course will now be offered in stage II instead of stage III. The content of this course provides essential competencies for working with clients, patients, and athletes across both clinical and performance-oriented settings.

All specialization programs will increase by an additional 3 credits. Elective credits will be reduced to 15 under the new breadth requirement and the discipline defined by the KCEP, SSHP, and CATA course prefixes. All programs minimally include 45 credits of courses with the EXCI prefix, leaving students with the requirement of 6 credits outside their disciplinary sector, with the total number of credits completed with general electives. This will maintain the total number of credits to 90 for Kinesiology programs and 120 for AT programs, therefore not affecting the time to graduation.

Full details of these changes appear in the accompanying Department Curriculum Committee document that follows.

Curriculum Revisions and Program Transition



Resource Implications

There are no direct resource implications related to the changes requested.

With the combination of CATA 262 (2 sections) and CATA 263 (2 sections) into EXCI 260 (2 sections), two sections will become available in the department. These sections will be reallocated to the creation of two new courses from EXCI 252 (2 sections): EXCI 2521 (2 sections) and EXCI 2522 (2 sections). No changes to course sections are expected to be necessary for EXCI 415 (new 315), as it is already a course within our programs.

CATA 262 and 263 are expected to be offered for the last time in 2026-27 with the AT program’s transition from a Bachelor-level to a Master-level degree. All students admitted in the last BScAT cohort (entering in Fall 2027) will complete both CATA 262 and CATA 263 in 2026-2027. This ensures that every remaining BScAT student receives the full set of competencies currently embedded in these courses before they are discontinued.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Bradley Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
Academic Programs Committee, 03 Oct 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 16 Jun 2026

This dossier proposes changes to the undergraduate programs (Major, Specialization, and Honours) in Exercise Science and Kinesiology to ensure that the curriculum remains current and aligned with the evolving field of Exercise Science. In the first stage of the programs (year 1) two required courses, CATA 262 Emergency Care in Sport and Exercise and CATA 263 Principles of Athletic Therapy, will be replaced by a single 3-credit course, EXCI 260 Prevention and Care of Athletic-Related Injuries. Additionally, EXCI 252 Introduction to Physical Activity, Health and Fitness will be replaced by two 3-credit courses: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals and EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals. These changes match comparable foundation courses in peer programs across Canada, update the curriculum without adding additional credits, and ensure students are prepared for the relevant accreditation bodies' exams. EXCI 315 (previously EXCI 415) Behaviour Change and Interventions is moved from stage 3 to stage 2 (year three to year two) of the curriculum and made mandatory for the Specialization programs. EXCI 315 is made mandatory rather than a selection as behavioural change interventions are important skills components recommended by the *Fédération des Kinésiologues du Québec* (FKQ) and *Canadian Society for Exercise Physiology* (CSEP) and encompassed in several *Canadian Athletic Therapist Association* (CATA) competencies.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Richard Courtemanche, Associae Dean, Academic Programs,
Faculty Curriculum Commitee, 16 Jun 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 16 Jun 2026

Approved by:

Nancy St-Onge, Chair, Health, Kinesiology and Applied Physiology,
HKAP Faculty Meeting, 13 Feb 2026

Discussed at all levels, DCC, KCEP, AT and final approval at Faculty meeting.

Memorandum

To: The Members of the Faculty Curriculum Committee
From: The Health, Kinesiology, and Applied Physiology Curriculum Committee
Date: April 23, 2026
Re:

- Combine CATA 262 and CATA 263 into one three-credit course (EXCI 260)
- Split EXCI 252 into two three-credit courses (EXCI 2521 and EXCI 2522)
- Make EXCI 415 Behaviour Change and Interventions mandatory for all students in the Specialization programs and change the code to EXCI 315

The request

To combine CATA 262 and CATA 263 into one three-credit course EXCI 260 Prevention and Care of Athletic Related Injuries, split EXCI 252 into EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals and EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals, make EXCI 415 Behaviour Change and Interventions mandatory for all students in the Specialization Programs and change the code to EXCI 315, starting in the academic year preceding the launch of the Master of Science in Athletic Therapy (MSAT) program.

The overall changes

1. **Creating a combined course to replace CATA 262 and CATA 263**
   Beginning when the AT bachelor's degree begins its phase out, we propose replacing CATA 262 and CATA 263 with a single combined course. This change aligns with the transition of the Athletic Therapy (AT) program to a master's-level degree, where several AT-specific competencies are no longer required in undergraduate training for our other degree paths. The combined course - Prevention and Care of Athletic Related Injuries EXCI 260 - reflects the structure of comparable foundational courses offered in other Exercise Science and Kinesiology programs across Québec and Canada (please see examples at the end of the memo), ensuring our curriculum remains consistent with sector standards.

   This modification will not impact the accreditation of the AT program since the AT-specific competencies currently covered in the course will be incorporated in the graduate MSAT program. Students currently enrolled in the BScAT program will be able to graduate with the competencies required for accreditation since the final offering of CATA 262/263 will align with the AT program's transition toward the MSAT. If the MSAT launches in May 2028, all students admitted in the last BScAT second-year intake cohort (entering the Major in Exercise Science in Fall 2026 and transferring to the BScAT in Fall 2027), will still complete both CATA 262 and CATA 263 in 2026-2027 during Stage I of the BSc Major in Exercise Science. This ensures that every remaining BScAT student receives the full set of competencies currently embedded in these courses before they are discontinued. Students enrolled in Kinesiology programs will continue to be well prepared to write the certification exam from the Fédération des Kinésiologues du Québec since the content removed is not required for their professional training.

   Students who are admitted into the department for the 2026-27 academic year will be advised that if they are unsuccessful in either CATA 262 or CATA 263 or both, they cannot take these courses again since they will not be offered. To satisfy the program requirement in CATA 262 and/or CATA 263, the student will be required to successfully complete EXCI 260 at the next available offering. Until EXCI 260 is successfully completed, the student will be prevented from registering in Stage II courses based on current regulation for stage progression.

2. **Splitting EXCI 252 into two separate courses**
   Currently significant amounts of foundational material are integrated into EXCI 252 as it pertains to physical activity, health and fitness. We are proposing splitting the course into two 3-credit courses: an assessment based and a prescription focused course. This will allow for ease of teaching, comprehension and sufficient time spent on foundational knowledge. We propose this change to begin at the same time as the combination of CATA 262 and CATA 263. The new course will replace the section that becomes available from the merge of the above courses.

3. **Making EXCI 415 a mandatory course for all students in Specialization programs and change the code to EXCI 315**
   We propose that EXCI 415 becomes a required course for all Specializations and that the code be change to EXCI 315 as it will be offered in stage II. The content of this course provides essential foundations in motivation, mental health, behaviour change, and performance—competencies that are critical for students working with clients, patients, and athletes in both clinical and performance-oriented environments. Embedding this course within all program pathways will strengthen students' readiness for internships and professional practice.

   All specialization programs will increase by an additional 3 credits (see Appendix for a summary of changes in table format). The overall number of program credits is therefore raised to 72 credits for the KCEP program, 81 credits for the Honours in KCEP program, 102 credits for the AT program, and 108 credits for the Honours in AT program. Students will be admitted to a typical 90-credit program in Kinesiology and continue admittance to the 120-credit program in AT as elective credits will be reduced to 15 under the new breadth requirement. The discipline is defined by the four-letter course prefix KCEP and CATA for KCEP and AT, respectively. All programs minimally include 45 credits of courses with the EXCI prefix, leaving students with the requirement of 6 credits outside their disciplinary sector. The total number of credits will be completed with general elective credits. This will maintain the total number of credits to 90 for Kinesiology programs and 120 for AT programs, therefore not affecting the time to graduation.

The proposed changes were presented, discussed, and approved at the KCEP group, AT group and the final approval was given at the faculty meeting on February 13, 2026.

The rationale

Combining of CATA 262 and CATA 263 courses

The AT program has a rich history within our department, and **CATA 262/263 were originally designed as foundational courses to support AT-specific competencies**. As the program transitions toward the MSAT, the need to maintain the full breadth and depth of AT-specific content at the undergraduate level is significantly reduced. In most Kinesiology programs, this foundational material is instead delivered through an integrated course such as **EXCI 260** - Prevention and Care of Athletic Related Injuries, which provides students with essential introductory knowledge without extending into discipline-specific clinical skills.

While CATA 262 and CATA 263 contain material that is relevant for Kinesiology students, the scope and level of detail—particularly in emergency care in the sporting environment and on-field and return to play clinical decision-making—exceed what is required for the BSc in Kinesiology. Discussions with the **KCEP group** confirmed that there are targeted elements they wish to retain within the EXCI 260 course to ensure their students are well prepared for Stage II. Therefore, the revised course will focus on foundational knowledge appropriate for all programs while removing content that is specific to the professional scope of an Athletic Therapist. Examples of topics that will be removed include Spinal

boarding and advanced extrication techniques, On-field musculoskeletal evaluations, Sideline return-to-play decision making, Concussion recognition and on-field assessment protocols. This modification will not impact the accreditation of the AT program since the AT-specific competencies the AT-specific competencies currently covered in the course will be incorporated in the graduate MSAT program.

Students in the **specializations** and applicants to the **MSAT** will continue to be required to hold **First Aid and Basic Life Support (BLS)** certifications before beginning their embedded internships. This long-standing requirement allows the combined EXCI 260 course to provide a streamlined review of emergency response principles, as students will receive full certification through an external governing body.

EXCI 260 will be scheduled in **Stage I, during the Winter semester**. Positioning EXCI 260 in the winter ensures that students complete **EXCI 253** – Anatomy I – Musculoskeletal Anatomy in the fall term, maintaining the existing prerequisite structure previously required for CATA 263.

To enable a smooth transition, we will implement EXCI 260 starting the Winter semester before the MSAT begins. For example, if the MSAT began in May 2028, the final offerings of the current athletic therapy-specific courses will occur as follows.

- **CATA 262 –** Emergency Care: last offered in **Fall 2026**
- **CATA 263 –** Principles of Athletic Therapy: last offered in **Winter 2027**
- **EXCI 260 -** Prevention and Care of Athletic Related Injuries: first offered in **Winter 2028**

This timeline ensures that:

1. Students in the final BScAT cohorts (entrance in Stage II of AT program Fall 2027) can still access the competencies required for program completion during Stage I of the Major in Exercise Science program (academic year 2026-2027).

2. Kinesiology students will seamlessly shift to the redesigned EXCI 260 structure for Winter 2028.

3. No overlap or duplication occurs between outgoing (CATA 262/263) and incoming (EXCI 260) course content.

A final offering of **CATA 262/263 in 2026–27 aligns well with the AT program's transition toward the MSAT.** If the MSAT launches in **May 2028**, all students admitted in the **last BScAT second-year intake cohort** (entering in **Fall 2027**), will still complete both CATA 262 and CATA 263 in 2026-2027 during Stage I of the BSc Major in Exercise Science. This ensures that every remaining BScAT student receives the full set of competencies currently embedded in these courses before they are discontinued.

Students who are admitted into the department for the **2026-27 academic year** will be provided information that it is the last time these courses will be held. They will be advised that if they are unsuccessful in either CATA 262 or CATA 263 or both, they cannot take these courses again since they will not be offered (see detailed descriptions in attached course outlines). To satisfy the program requirement in CATA 262 and/or CATA 263, the student will be required to **successfully complete EXCI 260** at the next available offering. Until EXCI 260 is successfully completed, the student will be **prevented from registering in Stage II courses** based on current regulation for stage progression. As shown in the table below, the success rates for CATA 262 and CATA 263 are very high. Therefore, replacing these courses with EXCI 260 for the final cohort is expected to be rare.

A contingency plan involving EXCI 260 supplemented by a workshop, challenge examination, or other mechanism to replace CATA 262 and/or CATA 263 **is not feasible within the program transition timeline**. Students who do not successfully complete CATA 262, CATA 263, or any other required first-year course in 2026-27 **will not be eligible to transfer into the Athletic Therapy program in Year 2 (2027-28)**, in accordance with existing progression requirements. Furthermore, **2027-28 will be the final year in which students are admitted into the Athletic Therapy stream through this transfer pathway**. As a result, students who are unable to progress into the Athletic Therapy program in 2027-28 **would not have a subsequent opportunity to do so in 2028-29**, as the program will be fully phased out and no further transfers will be permitted. Consequently, creating an alternative replacement pathway for CATA 262 and/or CATA 263 **would not address the underlying progression limitation and would not provide a viable route to program completion**. Given the historically high success rates in these courses, **such situations are expected to be extremely rare**.

Below is a summary of students who failed CATA 262/263 since 2021-22

	CATA 262	**CATA 263**
2021-22	Fall 2021- 0	Winter 2022- 2
2022-23	Fall 2022- 0	Winter 2023- 1
2023-24	Fall 2023- 0	Winter 2024- 0
2024-25	Fall 2024- 0	Winter 2025- 0
2025 (fall only)	Fall 2025- 0	N/A

Splitting of EXCI 252 into two separate courses

The proposed modification involves dividing EXCI 252 into two separate courses focused on (1) assessment of the general population's health (EXCI 2521 - Applied Physical Fitness Assessment in Apparently Healthy Individuals) and (2) exercise prescription for the general population (EXCI 2522 - Applied Exercise Prescription in Apparently Healthy Individuals). This change reflects significant developments in the fields of health assessment, risk stratification, and exercise programming, as well as the expanding body of scientific knowledge informing safe and effective physical activity practices. The courses will focus on individuals who appear healthy and have no diagnosed disease, active symptoms, or complaints of illness and demonstrate normal functional capacity. However, asymptomatic individuals may still harbor undiagnosed conditions. such as hypertension or metabolic imbalances. The term "Apparently Healthy Individuals" is commonly used in the fields of exercise science and clinical exercise physiology to distinguish individuals without known disease from those with diagnosed medical conditions. This distinction reflects the population that graduates of the courses are most likely to encounter in fitness and exercise settings.

Over the past decade, there has been a substantial increase in the understanding of health determinants, chronic disease prevalence, and lifestyle-related risk factors affecting the general population. Conditions such as cardiovascular disease, metabolic disorders, obesity, and mental health challenges are increasingly recognized as complex, multifactorial issues requiring more comprehensive evaluation prior to exercise participation. As a result, contemporary health and exercise professionals must possess a deeper and more structured understanding of screening procedures, health assessment tools, and risk stratification frameworks before developing exercise interventions.

At the same time, the methodologies and standards used for screening, testing, and evaluating individuals prior to engaging in physical activity have evolved considerably. Current professional guidelines emphasize evidence-based health screening processes, improved clinical and field-based assessment tools, and more nuanced approaches to identifying individuals who may require medical clearance or modified exercise programs. Ensuring that students understand these procedures in depth

is essential for preparing them to work safely with the general population in fitness, wellness, and community settings.

In parallel with advances in health assessment, the science and practice of exercise prescription have also expanded significantly. There is now a broader range of training modalities, behavioural approaches, and individualized programming strategies designed to support the adoption and long-term adherence to physical activity. Exercise professionals must be able to design programs that consider an individual's health status, goals, lifestyle, and readiness for change, while also incorporating current best practices related to aerobic training, resistance training, flexibility, functional movement, and overall lifestyle modification.

The scope and complexity of both assessment and exercise prescription have therefore grown beyond what can be effectively covered within a single course. Splitting the existing course into two dedicated courses will allow students to develop stronger foundational competencies in each area. **EXCI 2521 will focus on health screening, risk factor identification, testing protocols, and interpretation of assessment results for the general population. EXCI 2522 will build on this foundation by emphasizing evidence-based exercise prescription, program design, and strategies to promote safe and sustainable participation in physical activity**.

Dividing the course into two distinct courses will **improve the depth of instruction** within each subject area and **strengthen students' understanding of foundational concepts that support learning across our curriculum.** By allocating **sufficient time to both health assessment and exercise prescription**, students will develop a more comprehensive understanding of the physiological, biomechanical, and behavioural principles underlying safe and effective physical activity programming. This deeper engagement with the material will enhance students' ability to apply knowledge gained in related courses such as EXCI 253 (Anatomy I – Musculoskeletal Anatomy), EXCI 258 (Human Physiology I – Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise), EXCI 351 (Introduction to the Biomechanics of Human Movement), KCEP 210 (Principles of Clinical Exercise Physiology), and KCEP 349 (Assessment, Interpretation, and Rehabilitation of Neuromuscular Physiology). Moreover, students will be better prepared for Internships. A stronger understanding of assessment procedures, movement analysis, and individual health considerations will also support greater integration of concepts across disciplines, reinforcing theoretical learning through practical application. Consequently, the proposed restructuring will enhance both course-specific competencies and knowledge integration throughout the program.

Finally, this restructuring will enhance the depth and clarity of student learning, better align the curriculum with contemporary professional standards in kinesiology and exercise science, and ensure that graduates are well prepared to support the health and physical activity needs of the general population. Ultimately, the proposed change strengthens the program's ability to equip students with the knowledge and practical skills necessary to promote safe exercise participation and long-term healthy lifestyle adoption.

EXCI 315: Behaviour Change and Interventions mandatory for Specializations

Understanding the whole person is an important component of prevention, assessment, performance and rehabilitation in clinical and athletic populations. The physical and mental components of a person's health play a large role in their quality of life and recovery. Regardless of the healthcare professional a student is training to be, strategies for health motivation and behaviour changes play an important role in patient care. Internship supervisors, the KCEP group and AT group all have expressed the desire or need to make Behaviour Change and Interventions mandatory. This will assist students within their experiential learning experiences to have the necessary skills to understanding and assessing motivation, adherence and compliance, readiness to changes and motivational communication.

Behavioural changes and interventions are important components for becoming a practicing kinesiologist as recommended by the *Fédération des Kinésiologues du Québec* (FKQ) and Canadian Society for Exercise Physiology (CSEP). In addition, these elements are encompassed in several Canadian Athletic Therapist Association competencies. **However, our current HKAP programs only offer this course as a CHOOSE FROM but do not make it mandatory**. As such, we are proposing to include the course in the list of mandatory courses to take in Stage II of our specialization programs.

In the **department specializations**, designating **Behaviour Change and Interventions** as a mandatory course in S**tage II** will remove it from the current Stage III "choose from" category. Even with this adjustment, students will continue to have access to **many remaining options** within that category, preserving curricular flexibility and choice.

In the **Athletic Therapy program**, the final cohort admitted in AT Stage II in **September 2027** will also have **EXCI** 3**15 included as a mandatory requirement**.

Resource implications

There are no direct resource implications related to the changes requested.

With the combination of CATA 262 (2 sections) and CATA 263 (2 sections) into EXCI 260 (2 sections), 2 sections will become available in the department. These sections will be reallocated to the creation of two new courses from EXCI 252 (2 sections): EXCI 2521 (2 sections) and EXCI 2522 (2 sections). No changes to course sections are predicted currently for EXCI 315, as it is already a course within our program (EXCI 415).

EXAMPLE PHASE OUT OF ATHLETIC THERAPY PROGRAM

MAY 2028 MSAT start date

	2nd year AT	3rd year AT	4th year AT	Year 1 MSAT	Year 2 MSAT
Fall 2027	x	x	x		
Winter 2028	x	x	x		
Fall 2028		x	x	x	
Winter 2029		x	x	x	
Fall 2029			x	x	x
Winter 2030			x	x	x
Fall 2030				x	x

Winter 2031				x	x

If we started MSAT in May 2028 then the last SECOND year cohort accepted to AT would be Fall 2027. The phase out would be completed by end of winter semester 2030 (June 2030 graduating class).

	MAJOR EXER SCI	HONOURS EXER SCI	SPECIALIZATION KCEP	HONOURS KCEP	SPECIALIZATION AT	HONOURS AT
	(45 credits)	(60 credits)	(72 credits)*	(81 credits)*	(102 credits)*	(108 credits)*
1	(24 credits) ~~CATA 262~~ ~~CATA 263~~ ~~EXCI 252~~ EXCI 2521 EXCI 2522 EXCI 253 EXCI 254 EXCI 258 EXCI 259 EXCI 260 KCEP 210	(24 credits) ~~CATA 262~~ ~~CATA 263~~ ~~EXCI 252~~ EXCI 2521 EXCI 2522 EXCI 253 EXCI 254 EXCI 258 EXCI 259 EXCI 260 KCEP 210	(24 credits) ~~CATA 262~~ ~~CATA 263~~ ~~EXCI 252~~ EXCI 2521 EXCI 2522 EXCI 253 EXCI 254 EXCI 258 EXCI 259 EXCI 260 KCEP 210	(24 credits) ~~CATA 262~~ ~~CATA 263~~ ~~EXCI 252~~ EXCI 2521 EXCI 2522 EXCI 253 EXCI 254 EXCI 258 EXCI 259 EXCI 260 KCEP 210	(24 credits) ~~CATA 262~~ ~~CATA 263~~ ~~EXCI 252~~ ~~EXCI 253~~ ~~EXCI 254~~ ~~EXCI 258~~ ~~EXCI 259~~ ~~KCEP 210~~	(24 credits) ~~CATA 262~~ ~~CATA 263~~ ~~EXCI 252~~ ~~EXCI 253~~ ~~EXCI 254~~ ~~EXCI 258~~ ~~EXCI 259~~ ~~KCEP 210~~
2	(12 credits) EXCI 310 EXCI 351 EXCI 352 EXCI 360	(15 credits) EXCI 310 EXCI 322 EXCI 351 EXCI 352 EXCI 360	(24 credits) EXCI 310 EXCI 315 EXCI 351 EXCI 352 EXCI 360 KCEP 311 KCEP 349 KCEP 383	(27 credits) EXCI 310 EXCI 315 EXCI 322 EXCI 351 EXCI 352 EXCI 360 KCEP 311 KCEP 349 KCEP 383	(30 credits) CATA 337 CATA 339 CATA 348 CATA 365* EXCI 310 EXCI 315 EXCI 351 EXCI 352 EXCI 360	(30 credits) CATA 337 CATA 339 CATA 348 CATA 365* EXCI 310 EXCI 315 EXCI 351 EXCI 352 EXCI 360
3	(9 credits) EXCI 445 EXCI 460 **Choose 1:** EXCI 315 EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 455 EXCI 458 EXCI 461 EXCI 471 EXCI 492	(21 credits) EXCI 420 EXCI 421 EXCI 426* EXCI 445 EXCI 460 **Choose 1:** EXCI 315 EXCI 440 EXCI 451 EXCI 453 EXCI 455 EXCI 458 EXCI 461 EXCI 471	(24 credits) EXCI 445 EXCI 460 KCEP 411 KCEP 448 KCEP 450 KCEP 483 **Choose 2:** ~~EXCI 415~~ EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 455 EXCI 458 EXCI 461 EXCI 471 EXCI 492	(30 credits) EXCI 421 EXCI 426* EXCI 445 EXCI 460 KCEP 411 KCEP 448 KCEP 450 KCEP 483 **Choose 1:** ~~EXCI 415~~ EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 455 EXCI 458 EXCI 461 EXCI 471	(24 credits) CATA 437 CATA 439 CATA 462 CATA 475* EXCI 460 **Choose 2:** ~~EXCI 415~~ EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 461 KCEP 311 KCEP 411 PSYC 448	(24 credits) CATA 437 CATA 439 CATA 462 CATA 475* EXCI 322 EXCI 460 **Choose 1:** ~~EXCI 415~~ EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 461 KCEP 311 KCEP 411 PSYC 448
4					(24 credits) CATA 441 CATA 447 CATA 485 CATA 495 EXCI 445 EXCI 471 **Choose 2:** EXCI 455 EXCI 458 EXCI 461 EXCI 492	(30 credits) CATA 441 CATA 447 CATA 485 CATA 495 EXCI 421 EXCI 426* EXCI 445 EXCI 471 **Choose 1:** EXCI 455 EXCI 458 EXCI 461

* CATA 365, CATA 475, EXCI 426 are 6-credit courses

** KCEP and AT programs will increase by 3 credits*

	MAJOR Exercise Science		HONOURS Exercise Science		SPECIALIZATION Kinesiology and Clinical Exercise Physiology		HONOURS Kinesiology and Clinical Exercise Physiology		SPECIALIZATION Athletic Therapy		HONOURS Athletic Therapy	
	new	**old**	**new**	**old**	**new**	**old**	**new**	**old**	**new**	**old**	**new**	**old**
Stage 1	24	24	24	24	24	24	24	24	24	24	24	24
Stage 2	12	12	15	15	24	21	27	24	30	27	30	27
Stage 3	9	9	21	21	24	24	30	30	24	24	24	24
Stage 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24	24	30	30
total prog req	45	45	60	60	72	69	81	78	102	99	108	105
Gen Ed	6	6	6	6	6	6	6	6	6	6	6	6
Breadth (including Gen Ed)	15	15	EXCI courses	EXCI courses	EXCI courses	EXCI courses	EXCI courses	EXCI courses	EXCI courses	EXCI courses	EXCI courses	EXCI courses
Gen Elec	30	30	24	24	12	15	3	6	12	15	6	9
TOTAL	**90**	**90**	**90**	**90**	**90**	**90**	**90**	**90**	**120**	**120**	**120**	**120**

Examples of courses like Prevention and Care of Athletic Related Injuries in other universities

University of New Brunswick

Kin 2051 Prevention and Care of Athletic Injuries

Covers principles and procedures for the recognition and management of injuries and disorders in physical activity, athletics and sport programs.

Prereq or Coreq: *BIOL 1711*

University of Waterloo

KIN 140L LAB 0.25 Sport Injury Management Lab

This lab provides exposure and training in the management of injuries in an athletic population. Techniques include musculoskeletal assessment, emergency treatment, taping and splinting supports, heating, icing, stretching, and fitting protective equipment.

Note: Current first aid and CPR certification required.

Prereq: *Year 1 or 2 Kinesiology students*

University of Ottawa

APA 3125 Prevention and Care of Athletic Injuries

Classifying injuries, recognizing signs, symptoms, mechanisms and etiology of athletic injuries to various parts of the body; design and implementation of emergency action plans for serious injuries; duties, responsibilities and legal considerations for the sports injury management team; the role of exercise in the prevention and management of athletic injuries, and in the preparation for returning to full sport participation. Practical experience in preventing and treating athletic injuries with an emphasis for the prevention and care.

Course Components: Lecture, Laboratory

Prereq: *APA 1313*

BROCK UNIVERSITY

KINE 3P80 Care and Prevention of Injuries

Treatment, recognition and prevention of musculo-skeletal injuries; the interrelationship of anatomy, physiology and kinesiology, and their application including emergency care and preventative taping. Emphasis on risk management strategies and safety practices in sport.

Course Components: Lecture, Laboratory (3 hours per week)

Restriction: open to BKin, BPhEd, BPhEd (Honours)/BEd (Intermediate/Senior), BPhEd (Honours)/BEd (Junior/Intermediate) and BSc (Kin) majors. Students must have a minimum of 3.5 overall credits.

Prereq: *KINE 1P98 and KINE 2P05.*

Dalhousie

KINE 3482 Prevention and Care of Injuries

An introduction into the fields of Sports Medicine and work-related musculo-skeletal disorders, specifically the basic injury mechanisms, early recognition, care and prevention, pathology, tissue healing, emergency care, and basic principles of therapeutic exercise and modalities.

Course Components: Lecture, Laboratory (1.5 hours bi-weekly)

Coreq: *IPHE 4900*

Prereq: *ANAT 1020.03 or ANAT 1010.03, PHYL 1010.06 or 1000.06 or PHYL 1011.03 and PHYL 1012.03 or PHYL 1001.03 and PHYL 1002.03 or PHYL 2030.06, KINE 2320.03*

University of Saskatchewan

KIN 321 Acute Sport Injury Care and Prevention

This course introduces students to common athletic injuries and focuses on the development of skills necessary to implement prevention strategies and provide acute injury care. Emphasis is placed on athlete safety, appropriate treatment strategies, and determining timelines for return to sport. **Note:** CPR is required and will be checked by the instructor.

Prereq: *KIN 121 and 122*

Western Ontario University

KINESIOLOGY 2236B Introduction to Athletic Injuries

Students will be introduced to all aspects of coverage for activities/athletic teams. This will include important aspects of injury prevention and management, including commonly occurring activity injuries and team support topics. Initial treatments, guidelines for referral, return to sport, and ways to maximize performance will also be discussed.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals New	★	★	★	★	★	★	★	★	★	
EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals New	★	★	★	★	★	★	★	★	★	
EXCI 260 Prevention and Care of Athletic Related Injuries New	★	★	★	★	★	★	★	★	★	
EXCI 315 Behaviour Change and Interventions New	★	★	★	★	★	★	★	★	★	
EXCI 415 Behaviour Change and Interventions Delete	⊗	⊗	⊗	⊗	⊗		⊗	⊗	⊗	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Honours in Athletic Therapy Change				✎		✎	
Athletic Therapy (BScAT) Change				✎		✎	
Honours in Kinesiology and Clinical Exercise Physiology Change				✎		✎	
Kinesiology and Clinical Exercise Physiology Change				✎		✎	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Stage II: Honours in Athletic Therapy Change		✎	✎
Stage III: Honours in Athletic Therapy Change		✎	
Stage II: Athletic Therapy (BScAT) Change		✎	✎
Stage III: Athletic Therapy (BScAT) Change		✎	
Stage I: Honours in Exercise Science Change		✎	
Stage III: Honours in Exercise Science Change		✎	
Stage I: Major in Exercise Science Change		✎	
Stage III: Major in Exercise Science Change		✎	
Stage I: Honours in Kinesiology and Clinical Exercise Physiology Change		✎	
Stage II: Honours in Kinesiology and Clinical Exercise Physiology Change		✎	✎
Stage III: Honours in Kinesiology and Clinical Exercise Physiology Change		✎	
Stage I: Kinesiology and Clinical Exercise Physiology Change		✎	
Stage II: Kinesiology and Clinical Exercise Physiology Change		✎	✎
Stage III: Kinesiology and Clinical		✎	

Exercise Physiology Change			

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Honours in Athletic Therapy
Calendar Section Type: Program
Description of Change: Honours in Athletic Therapy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology
Program Name: Honours in Athletic Therapy
Program Type: Honours
Degree: Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Athletic Therapy Programs > BSc Honours in Athletic Therapy > Program Requirements

Type of Change: Program Change

Present Text calendar	Proposed Text
~~105~~ **credits** Honours in Athletic Therapy	**108 credits** Honours in Athletic Therapy
24 credits from Stage I: Honours in Athletic Therapy	24 credits from Stage I: Honours in Athletic Therapy
~~27~~ credits from Stage II: Honours in Athletic Therapy	30 credits from Stage II: Honours in Athletic Therapy
24 credits from Stage III: Honours in Athletic Therapy	24 credits from Stage III: Honours in Athletic Therapy
30 credits from Stage IV: Honours in Athletic Therapy	30 credits from Stage IV: Honours in Athletic Therapy

Rationale:

In moving EXCI 415 (renumbered EXCI 315) from the list of program electives in Stage III to become a required course in Stage II, the overall credit value of the program (and Stage II) is increased by 3 credits.

The Honours in AT program will increase by an additional 3 credits. Elective credits will be reduced to 15 under the new breadth requirement and the discipline defined by the CATA course prefix. The program includes more than 45 credits of courses with the EXCI prefix, leaving students with the requirement of 6 credits outside their disciplinary sector, with the total number of credits completed with general electives. This will maintain the total number of credits to 120, therefore not affecting the time to graduation.

Resource Implications:

None.

D1

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage II: Honours in Athletic Therapy
Calendar Section Type: Defined group
Description of Change: Stage II: Honours in Athletic Therapy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Athletic Therapy Programs > BSc Honours in Athletic Therapy > Program Requirements > Honours in Athletic Therapy

Type of Change: Defined Group Change

Present Text calendar	Proposed Text
~~27~~ **credits** Stage II: Honours in Athletic Therapy	**30 credits** Stage II: Honours in Athletic Therapy
~~27~~ credits: CATA 337 Assessment of the Upper and Lower Extremities (3) CATA 339 Rehabilitation of the Upper and Lower Extremities (3) CATA 348 Therapeutic Modalities in Sports Medicine (3) CATA 365 Athletic Therapy Field Internship I (6) EXCI 310 Research Methods (3) EXCI 351 Introduction to the Biomechanics of Human Movement (3) EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3) EXCI 360 Neural and Hormonal Control of Human Systems (3)	30 credits: CATA 337 Assessment of the Upper and Lower Extremities (3) CATA 339 Rehabilitation of the Upper and Lower Extremities (3) CATA 348 Therapeutic Modalities in Sports Medicine (3) CATA 365 Athletic Therapy Field Internship I (6) EXCI 310 Research Methods (3) EXCI 315 Behaviour Change and Interventions (3) EXCI 351 Introduction to the Biomechanics of Human Movement (3) EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3) EXCI 360 Neural and Hormonal Control of Human Systems (3)

Rationale:
In moving EXCI 415 from the list of program electives in Stage III to become a required course in Stage II (renumbered EXCI 315), the overall credit value of the program (and Stage II) is increased by 3 credits.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage III: Honours in Athletic Therapy
Calendar Section Type: Defined group
Description of Change: Stage III: Honours in Athletic Therapy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Athletic Therapy Programs > BSc Honours in Athletic Therapy > Program Requirements > Honours in Athletic Therapy

Type of Change: Defined Group Change

Present Text calendar		Proposed Text	
24 credits	Stage III: Honours in Athletic Therapy	**24 credits**	Stage III: Honours in Athletic Therapy
	21 credits: CATA 437 Assessment of the Hip, Spine and Pelvis (3) CATA 439 Rehabilitation of the Hip, Spine and Pelvis (3) CATA 462 Advanced Emergency Care (3) CATA 475 Athletic Therapy Clinical Internship I (6) EXCI 322 Statistics for Exercise Science (3) EXCI 460 Integrative Human Physiology (3)		21 credits: CATA 437 Assessment of the Hip, Spine and Pelvis (3) CATA 439 Rehabilitation of the Hip, Spine and Pelvis (3) CATA 462 Advanced Emergency Care (3) CATA 475 Athletic Therapy Clinical Internship I (6) EXCI 322 Statistics for Exercise Science (3) EXCI 460 Integrative Human Physiology (3)
	3 credits chosen from: EXCI ~~415 Behaviour Change and Interventions (3)~~ ~~EXCI~~ 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 461 Pharmacology for Sport and Exercise (3) KCEP 311 Pathophysiology in Clinical Exercise Science I (3) KCEP 411 Pathophysiology in Clinical Exercise Science II (3) PSYC 448 Clinical Advanced Issues (3) Note: Students enrolling in PSYC 448 must have the topic preapproved by the HKAP advisor or Athletic Therapy director.		3 credits chosen from: EXCI 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 461 Pharmacology for Sport and Exercise (3) KCEP 311 Pathophysiology in Clinical Exercise Science I (3) KCEP 411 Pathophysiology in Clinical Exercise Science II (3) PSYC 448 Clinical Advanced Issues (3) Note: Students enrolling in PSYC 448 must have the topic preapproved by the HKAP advisor or Athletic Therapy director.

D4

Present Text calendar	Proposed Text

Rationale:

EXCI 415 (renumbered EXCI 315) is moved from the list of program electives in Stage III to become a required course in Stage II.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Athletic Therapy (BScAT)
Calendar Section Type: Program
Description of Change: Athletic Therapy (BScAT) Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology
Program Name: Athletic Therapy (BScAT)
Program Type: None
Degree: Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Athletic Therapy Programs > Athletic Therapy (BScAT) > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
~~**99**~~ **credits** Athletic Therapy (BScAT)	**102 credits** Athletic Therapy (BScAT)
24 credits from Stage I: Athletic Therapy (BScAT)	24 credits from Stage I: Athletic Therapy (BScAT)
~~27~~ credits from Stage II: Athletic Therapy (BScAT)	30 credits from Stage II: Athletic Therapy (BScAT)
24 credits from Stage III: Athletic Therapy (BScAT)	24 credits from Stage III: Athletic Therapy (BScAT)
24 credits from Stage IV: Athletic Therapy (BScAT)	24 credits from Stage IV: Athletic Therapy (BScAT)

Rationale:

In moving EXCI 415 (renumbered EXCI 315) from the list of program electives in Stage III to become a required course in Stage II, the overall credit value of the program (and Stage II) is increased by 3 credits.

The AT program will increase by an additional 3 credits. Elective credits will be reduced to 15 under the new breadth requirement and the discipline defined by the CATA course prefix. The program includes more than 45 credits of courses with the EXCI prefix, leaving students with the requirement of 6 credits outside their disciplinary sector, with the total number of credits completed with general electives. This will maintain the total number of credits to 120, therefore not affecting the time to graduation.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage II: Athletic Therapy (BScAT)
Calendar Section Type: Defined group
Description of Change: Stage II: Athletic Therapy (BScAT) Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Athletic Therapy Programs > Athletic Therapy (BScAT) > Program Requirements > Athletic Therapy (BScAT)

Type of Change: Defined Group Change

Present Text calendar		Proposed Text	
~~27~~ **credits**	Stage II: Athletic Therapy (BScAT)	**30 credits**	Stage II: Athletic Therapy (BScAT)
	~~27~~ credits: CATA 337 Assessment of the Upper and Lower Extremities (3) CATA 339 Rehabilitation of the Upper and Lower Extremities (3) CATA 348 Therapeutic Modalities in Sports Medicine (3) CATA 365 Athletic Therapy Field Internship I (6) EXCI 310 Research Methods (3) EXCI 351 Introduction to the Biomechanics of Human Movement (3) EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3) EXCI 360 Neural and Hormonal Control of Human Systems (3)		30 credits: CATA 337 Assessment of the Upper and Lower Extremities (3) CATA 339 Rehabilitation of the Upper and Lower Extremities (3) CATA 348 Therapeutic Modalities in Sports Medicine (3) CATA 365 Athletic Therapy Field Internship I (6) EXCI 310 Research Methods (3) EXCI 315 Behaviour Change and Interventions (3) EXCI 351 Introduction to the Biomechanics of Human Movement (3) EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3) EXCI 360 Neural and Hormonal Control of Human Systems (3)

Rationale:
In moving EXCI 415 from the list of program electives in Stage III to become a required course in Stage II (renumbered EXCI 315), the overall credit value of the program (and Stage II) is increased by 3 credits.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage III: Athletic Therapy (BScAT)
Calendar Section Type: Defined group
Description of Change: Stage III: Athletic Therapy (BScAT) Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Athletic Therapy Programs > Athletic Therapy (BScAT) > Program Requirements > Athletic Therapy (BScAT)

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
24 credits	Stage III: Athletic Therapy (BScAT)	**24 credits**	Stage III: Athletic Therapy (BScAT)
	18 credits: CATA 437 Assessment of the Hip, Spine and Pelvis (3) CATA 439 Rehabilitation of the Hip, Spine and Pelvis (3) CATA 462 Advanced Emergency Care (3) CATA 475 Athletic Therapy Clinical Internship I (6) EXCI 460 Integrative Human Physiology (3)		18 credits: CATA 437 Assessment of the Hip, Spine and Pelvis (3) CATA 439 Rehabilitation of the Hip, Spine and Pelvis (3) CATA 462 Advanced Emergency Care (3) CATA 475 Athletic Therapy Clinical Internship I (6) EXCI 460 Integrative Human Physiology (3)
	6 credits chosen from: EXCI ~~415 Behaviour Change and Interventions (3)~~ ~~EXCI~~ 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 461 Pharmacology for Sport and Exercise (3) KCEP 311 Pathophysiology in Clinical Exercise Science I (3) KCEP 411 Pathophysiology in Clinical Exercise Science II (3) PSYC 448 Clinical Advanced Issues (3)		6 credits chosen from: EXCI 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 461 Pharmacology for Sport and Exercise (3) KCEP 311 Pathophysiology in Clinical Exercise Science I (3) KCEP 411 Pathophysiology in Clinical Exercise Science II (3) PSYC 448 Clinical Advanced Issues (3)
	Note: Students enrolling in PSYC 448 must have the topic preapproved by the HKAP advisor or Athletic Therapy director.		Note: Students enrolling in PSYC 448 must have the topic preapproved by the HKAP advisor or Athletic Therapy director.

Rationale:

EXCI 415 is moved from the list of program electives in Stage III to become a required course in Stage II (renumbered EXCI 315).

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage I: Honours in Exercise Science
Calendar Section Type: Defined group
Description of Change: Stage I: Honours in Exercise Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Exercise Science Programs > BSc Honours in Exercise Science > Program Requirements > Honours in Exercise Science

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
24 credits	Stage I: Honours in Exercise Science	**24 credits**	Stage I: Honours in Exercise Science
	24 credits: ~~CATA 262 Emergency Care~~ in ~~Sport and Exercise (3)~~ ~~CATA 263 Principles of Athletic Therapy~~ (3) EXCI ~~252 Introduction to Physical Activity, Health and Fitness~~ (3) EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3) EXCI 254 Human Anatomy II: Systemic Anatomy (3) EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3) EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3) KCEP 210 Principles of Clinical Exercise Physiology (3)		24 credits: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3) EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3) EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3) EXCI 254 Human Anatomy II: Systemic Anatomy (3) EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3) EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3) EXCI 260 Prevention and Care of Athletic Related Injuries (3) KCEP 210 Principles of Clinical Exercise Physiology (3)

Rationale:
Removing CATA 262 Emergency Care in Sport and Exercise and CATA 263 Principles of Athletic Therapy aligns with the transition of the Athletic Therapy program to a master's-level degree, where several AT-specific competencies are no longer required in undergraduate training. The combined course (EXCI 260 Prevention and Care of Athletic Related Injuries) reflects the structure of comparable foundational courses offered in other Exercise Science and Kinesiology programs across Quebec and Canada, ensuring our curriculum remains consistent with sector standards. Removing EXCI 252 Introduction to Physical Activity, Health and Fitness and splitting the course into two 3-credit courses: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals and EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals will allow for ease of teaching, comprehension and sufficient time spent on foundational knowledge pertaining

to physical activity, health and fitness.

Resource Implications:

None

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage III: Honours in Exercise Science
Calendar Section Type: Defined group
Description of Change: Stage III: Honours in Exercise Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Exercise Science Programs > BSc Honours in Exercise Science > Program Requirements > Honours in Exercise Science

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
21 credits	Stage III: Honours in Exercise Science	**21 credits**	Stage III: Honours in Exercise Science
	18 credits: EXCI 420 Physical Activity Epidemiology (3) EXCI 421 Honours Seminar: Current Topics in Health and Exercise Science (3) EXCI 426 Honours Thesis (6) EXCI 445 Nutrition in Exercise and Sport (3) EXCI 460 Integrative Human Physiology (3)		18 credits: EXCI 420 Physical Activity Epidemiology (3) EXCI 421 Honours Seminar: Current Topics in Health and Exercise Science (3) EXCI 426 Honours Thesis (6) EXCI 445 Nutrition in Exercise and Sport (3) EXCI 460 Integrative Human Physiology (3)
	3 credits chosen from: EXCI ~~415~~ Behaviour Change and Interventions (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 455 Physical Activity, Health and Aging (3) EXCI 458 Pediatric Exercise Science (3) EXCI 461 Pharmacology for Sport and Exercise (3) EXCI 471 Pain Management Strategies (3)		3 credits chosen from: EXCI 315 Behaviour Change and Interventions (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 455 Physical Activity, Health and Aging (3) EXCI 458 Pediatric Exercise Science (3) EXCI 461 Pharmacology for Sport and Exercise (3) EXCI 471 Pain Management Strategies (3)

Rationale:
EXCI 415 is renumbered EXCI 315 since it will be a required course in Stage II for the Specialization programs.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage I: Major in Exercise Science
Calendar Section Type: Defined group
Description of Change: Stage I: Major in Exercise Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Exercise Science Programs > BSc Major in Exercise Science > Program Requirements > Major in Exercise Science

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
24 credits	Stage I: Major in Exercise Science	**24 credits**	Stage I: Major in Exercise Science
	24 credits: ~~CATA 262 Emergency Care~~ in ~~Sport and Exercise (3)~~ ~~CATA 263 Principles of Athletic Therapy~~ (3) EXCI ~~252 Introduction to Physical Activity, Health and Fitness~~ (3) EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3) EXCI 254 Human Anatomy II: Systemic Anatomy (3) EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3) EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3) KCEP 210 Principles of Clinical Exercise Physiology (3)		24 credits: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3) EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3) EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3) EXCI 254 Human Anatomy II: Systemic Anatomy (3) EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3) EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3) EXCI 260 Prevention and Care of Athletic Related Injuries (3) KCEP 210 Principles of Clinical Exercise Physiology (3)

Rationale:
Removing CATA 262 Emergency Care in Sport and Exercise and CATA 263 Principles of Athletic Therapy aligns with the transition of the Athletic Therapy program to a master's-level degree, where several AT-specific competencies are no longer required in undergraduate training. The combined course (EXCI 260 Prevention and Care of Athletic Related Injuries) reflects the structure of comparable foundational courses offered in other Exercise Science and Kinesiology programs across Quebec and Canada, ensuring our curriculum remains consistent with sector standards. Removing EXCI 252 Introduction to Physical Activity, Health and Fitness and splitting the course into two 3-credit courses: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals and EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals will allow for ease of teaching, comprehension and sufficient time spent on foundational knowledge pertaining

to physical activity, health and fitness.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage III: Major in Exercise Science
Calendar Section Type: Defined group
Description of Change: Stage III: Major in Exercise Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Exercise Science Programs > BSc Major in Exercise Science > Program Requirements > Major in Exercise Science

Type of Change: Defined Group Change

Present Text calendar	Proposed Text
9 credits Stage III: Major in Exercise Science	**9 credits** Stage III: Major in Exercise Science
6 credits: EXCI 445 Nutrition in Exercise and Sport (3) EXCI 460 Integrative Human Physiology (3)	6 credits: EXCI 445 Nutrition in Exercise and Sport (3) EXCI 460 Integrative Human Physiology (3)
3 credits chosen from: EXCI ~~415~~ Behaviour Change and Interventions (3) EXCI 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 455 Physical Activity, Health and Aging (3) EXCI 458 Pediatric Exercise Science (3) EXCI 461 Pharmacology for Sport and Exercise (3) EXCI 471 Pain Management Strategies (3) EXCI 492 Independent Study in Exercise Science (3)	3 credits chosen from: EXCI 315 Behaviour Change and Interventions (3) EXCI 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 455 Physical Activity, Health and Aging (3) EXCI 458 Pediatric Exercise Science (3) EXCI 461 Pharmacology for Sport and Exercise (3) EXCI 471 Pain Management Strategies (3) EXCI 492 Independent Study in Exercise Science (3)

Rationale:
EXCI 415 is renumbered EXCI 315 since it will be a required course in Stage II for the Specialization programs.

Resource Implications:
None.

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PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Honours in Kinesiology and Clinical Exercise Physiology
Calendar Section Type: Program
Description of Change: Honours in Kinesiology and Clinical Exercise Physiology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology
Program Name: Honours in Kinesiology and Clinical Exercise Physiology
Program Type: Honours
Degree: Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Kinesiology and Clinical Exercise Physiology Programs > BSc Honours in Kinesiology and Clinical Exercise Physiology > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
~~**78**~~ **credits** Honours in Kinesiology and Clinical Exercise Physiology	**81 credits** Honours in Kinesiology and Clinical Exercise Physiology
24 credits from Stage I: Honours in Kinesiology and Clinical Exercise Physiology	24 credits from Stage I: Honours in Kinesiology and Clinical Exercise Physiology
~~24~~ credits from Stage II: Honours in Kinesiology and Clinical Exercise Physiology	27 credits from Stage II: Honours in Kinesiology and Clinical Exercise Physiology
30 credits from Stage III: Honours in Kinesiology and Clinical Exercise Physiology	30 credits from Stage III: Honours in Kinesiology and Clinical Exercise Physiology

Rationale:

In moving EXCI 415 (renumbered EXCI 315) from the list of program electives in Stage III to become a required course in Stage II, the overall credit value of the program (and Stage II) is increased by 3 credits.

The Honours in KCEP program will increase by an additional 3 credits. Elective credits will be reduced to 15 under the new breadth requirement and the discipline defined by the KCEP course prefix. The program includes more than 45 credits of courses with the EXCI prefix, leaving students with the requirement of 6 credits outside their disciplinary sector, with the total number of credits completed with general electives. This will maintain the total number of credits to 90, therefore not affecting the time to graduation.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage I: Honours in Kinesiology and Clinical Exercise Physiology
Calendar Section Type: Defined group
Description of Change: Stage I: Honours in Kinesiology and Clinical Exercise Physiology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Kinesiology and Clinical Exercise Physiology Programs > BSc Honours in Kinesiology and Clinical Exercise Physiology > Program Requirements > Honours in Kinesiology and Clinical Exercise Physiology

Type of Change: Defined Group Change

	Present Text calendar		**Proposed Text**
24 credits	Stage I: Honours in Kinesiology and Clinical Exercise Physiology	**24 credits**	Stage I: Honours in Kinesiology and Clinical Exercise Physiology
	24 credits: ~~CATA 262 Emergency Care~~ in ~~Sport and Exercise (3)~~ ~~CATA 263 Principles of Athletic Therapy~~ (3) EXCI ~~252 Introduction to Physical Activity, Health and Fitness~~ (3) EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3) EXCI 254 Human Anatomy II: Systemic Anatomy (3) EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3) EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3) KCEP 210 Principles of Clinical Exercise Physiology (3)		24 credits: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3) EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3) EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3) EXCI 254 Human Anatomy II: Systemic Anatomy (3) EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3) EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3) EXCI 260 Prevention and Care of Athletic Related Injuries (3) KCEP 210 Principles of Clinical Exercise Physiology (3)

Rationale:
Removing CATA 262 Emergency Care in Sport and Exercise and CATA 263 Principles of Athletic Therapy aligns with the transition of the Athletic Therapy program to a master's-level degree, where several AT-specific competencies are no longer required in undergraduate training. The combined course (EXCI 260 Prevention and Care of Athletic Related Injuries) reflects the structure of comparable foundational courses offered in other Exercise Science and Kinesiology programs across Quebec and Canada, ensuring our curriculum remains consistent with

sector standards. Removing EXCI 252 Introduction to Physical Activity, Health and Fitness and splitting the course into two 3-credit courses: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals and EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals will allow for ease of teaching, comprehension and sufficient time spent on foundational knowledge pertaining to physical activity, health and fitness.

Resource Implications:

None

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage II: Honours in Kinesiology and Clinical Exercise Physiology
Calendar Section Type: Defined group
Description of Change: Stage II: Honours in Kinesiology and Clinical Exercise Physiology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Kinesiology and Clinical Exercise Physiology Programs > BSc Honours in Kinesiology and Clinical Exercise Physiology > Program Requirements > Honours in Kinesiology and Clinical Exercise Physiology

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
~~24~~ **credits**	Stage II: Honours in Kinesiology and Clinical Exercise Physiology	**27 credits**	Stage II: Honours in Kinesiology and Clinical Exercise Physiology
	~~24~~ credits: EXCI 310 Research Methods (3) EXCI 322 Statistics for Exercise Science (3) EXCI 351 Introduction to the Biomechanics of Human Movement (3) EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3) EXCI 360 Neural and Hormonal Control of Human Systems (3) KCEP 311 Pathophysiology in Clinical Exercise Science I (3) KCEP 349 Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology (3) KCEP 383 Kinesiology and Clinical Exercise Physiology Internship I (3)		27 credits: EXCI 310 Research Methods (3) EXCI 315 Behaviour Change and Interventions (3) EXCI 322 Statistics for Exercise Science (3) EXCI 351 Introduction to the Biomechanics of Human Movement (3) EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3) EXCI 360 Neural and Hormonal Control of Human Systems (3) KCEP 311 Pathophysiology in Clinical Exercise Science I (3) KCEP 349 Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology (3) KCEP 383 Kinesiology and Clinical Exercise Physiology Internship I (3)

Rationale:
In moving EXCI 415 (renumbered EXCI 315) from the list of program electives in Stage III to become a required course in Stage II, the overall credit value of the program (and Stage II) is increased by 3 credits.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage III: Honours in Kinesiology and Clinical Exercise Physiology
Calendar Section Type: Defined group
Description of Change: Stage III: Honours in Kinesiology and Clinical Exercise Physiology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Kinesiology and Clinical Exercise Physiology Programs > BSc Honours in Kinesiology and Clinical Exercise Physiology > Program Requirements > Honours in Kinesiology and Clinical Exercise Physiology

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
30 credits	Stage III: Honours in Kinesiology and Clinical Exercise Physiology	**30 credits**	Stage III: Honours in Kinesiology and Clinical Exercise Physiology
	27 credits: EXCI 421 Honours Seminar: Current Topics in Health and Exercise Science (3) EXCI 426 Honours Thesis (6) EXCI 445 Nutrition in Exercise and Sport (3) EXCI 460 Integrative Human Physiology (3) KCEP 411 Pathophysiology in Clinical Exercise Science II (3) KCEP 448 Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations (3) KCEP 450 Exercise Prescription for Rehabilitation in Chronic Disease Populations (3) KCEP 483 Kinesiology and Clinical Exercise Physiology Internship II (3)		27 credits: EXCI 421 Honours Seminar: Current Topics in Health and Exercise Science (3) EXCI 426 Honours Thesis (6) EXCI 445 Nutrition in Exercise and Sport (3) EXCI 460 Integrative Human Physiology (3) KCEP 411 Pathophysiology in Clinical Exercise Science II (3) KCEP 448 Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations (3) KCEP 450 Exercise Prescription for Rehabilitation in Chronic Disease Populations (3) KCEP 483 Kinesiology and Clinical Exercise Physiology Internship II (3)
	3 credits chosen from: EXCI ~~415 Behaviour Change and Interventions (3)~~ ~~EXCI~~ 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 455 Physical Activity, Health and Aging (3) EXCI 458 Pediatric Exercise Science (3) EXCI 461 Pharmacology for Sport and Exercise		3 credits chosen from: EXCI 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 455 Physical Activity, Health and Aging (3) EXCI 458 Pediatric Exercise Science (3) EXCI 461 Pharmacology for Sport and Exercise (3) EXCI 471 Pain Management Strategies (3)

Present Text calendar	Proposed Text
(3) EXCI 471 Pain Management Strategies (3)	

Rationale:

EXCI 415 (renumbered EXCI 315) is moved from the list of program electives in Stage III to become a required course in Stage II.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Kinesiology and Clinical Exercise Physiology
Calendar Section Type: Program
Description of Change: Kinesiology and Clinical Exercise Physiology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology
Program Name: Kinesiology and Clinical Exercise Physiology
Program Type: None
Degree: Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Kinesiology and Clinical Exercise Physiology Programs > BSc Specialization in Kinesiology and Clinical Exercise Physiology > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
~~**69**~~ **credits** Kinesiology and Clinical Exercise Physiology	**72 credits** Kinesiology and Clinical Exercise Physiology
24 credits from Stage I: Kinesiology and Clinical Exercise Physiology	24 credits from Stage I: Kinesiology and Clinical Exercise Physiology
~~21~~ credits from Stage II: Kinesiology and Clinical Exercise Physiology	24 credits from Stage II: Kinesiology and Clinical Exercise Physiology
24 credits from Stage III: Kinesiology and Clinical Exercise Physiology	24 credits from Stage III: Kinesiology and Clinical Exercise Physiology

Rationale:

In moving EXCI 415 (renumbered EXCI 315) from the list of program electives in Stage III to become a required course in Stage II, the overall credit value of the program (and Stage II) is increased by 3 credits.

The KCEP program will increase by an additional 3 credits. Elective credits will be reduced to 15 under the new breadth requirement and the

discipline defined by the KCEP course prefix. The program includes more than 45 credits of courses with the EXCI prefix, leaving students with the requirement of 6 credits outside their disciplinary sector, with the total number of credits completed with general electives. This will maintain the total number of credits to 90, therefore not affecting the time to graduation.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage I: Kinesiology and Clinical Exercise Physiology
Calendar Section Type: Defined group
Description of Change: Stage I: Kinesiology and Clinical Exercise Physiology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Kinesiology and Clinical Exercise Physiology Programs > BSc Specialization in Kinesiology and Clinical Exercise Physiology > Program Requirements > Kinesiology and Clinical Exercise Physiology

Type of Change: Defined Group Change

	Present Text calendar		**Proposed Text**
24 credits	Stage I: Kinesiology and Clinical Exercise Physiology 24 credits: ~~CATA 262 Emergency Care~~ in ~~Sport and Exercise (3)~~ ~~CATA 263 Principles of Athletic Therapy~~ (3) EXCI ~~252 Introduction to Physical Activity, Health and Fitness~~ (3) EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3) EXCI 254 Human Anatomy II: Systemic Anatomy (3) EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3) EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3) KCEP 210 Principles of Clinical Exercise Physiology (3)	**24 credits**	Stage I: Kinesiology and Clinical Exercise Physiology 24 credits: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3) EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3) EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3) EXCI 254 Human Anatomy II: Systemic Anatomy (3) EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3) EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3) EXCI 260 Prevention and Care of Athletic Related Injuries (3) KCEP 210 Principles of Clinical Exercise Physiology (3)

Rationale:
Removing CATA 262 Emergency Care in Sport and Exercise and CATA 263 Principles of Athletic Therapy aligns with the transition of the Athletic Therapy program to a master's-level degree, where several AT-specific competencies are no longer required in undergraduate training. The combined course (EXCI 260 Prevention and Care of Athletic Related Injuries) reflects the structure of comparable foundational courses offered in other Exercise Science and Kinesiology programs across Quebec and Canada, ensuring our curriculum remains consistent with

sector standards. Removing EXCI 252 Introduction to Physical Activity, Health and Fitness and splitting the course into two 3-credit courses: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals and EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals will allow for ease of teaching, comprehension and sufficient time spent on foundational knowledge pertaining to physical activity, health and fitness.

Resource Implications:

None

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage II: Kinesiology and Clinical Exercise Physiology
Calendar Section Type: Defined group
Description of Change: Stage II: Kinesiology and Clinical Exercise Physiology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Kinesiology and Clinical Exercise Physiology Programs > BSc Specialization in Kinesiology and Clinical Exercise Physiology > Program Requirements > Kinesiology and Clinical Exercise Physiology

Type of Change: Defined Group Change

Present Text calendar		Proposed Text	
~~21~~ **credits**	Stage II: Kinesiology and Clinical Exercise Physiology	**24 credits**	Stage II: Kinesiology and Clinical Exercise Physiology
	~~21~~ credits: EXCI 310 Research Methods (3) EXCI 351 Introduction to the Biomechanics of Human Movement (3) EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3) EXCI 360 Neural and Hormonal Control of Human Systems (3) KCEP 311 Pathophysiology in Clinical Exercise Science I (3) KCEP 349 Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology (3) KCEP 383 Kinesiology and Clinical Exercise Physiology Internship I (3)		24 credits: EXCI 310 Research Methods (3) EXCI 315 Behaviour Change and Interventions (3) EXCI 351 Introduction to the Biomechanics of Human Movement (3) EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3) EXCI 360 Neural and Hormonal Control of Human Systems (3) KCEP 311 Pathophysiology in Clinical Exercise Science I (3) KCEP 349 Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology (3) KCEP 383 Kinesiology and Clinical Exercise Physiology Internship I (3)

Rationale:
In moving EXCI 415 (renumbered EXCI 315) from the list of program electives in Stage III to become a required course in Stage II, the overall credit value of the program (and Stage II) is increased by 3 credits.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: Stage III: Kinesiology and Clinical Exercise Physiology
Calendar Section Type: Defined group
Description of Change: Stage III: Kinesiology and Clinical Exercise Physiology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Health, Kinesiology, and Applied Physiology Programs > Kinesiology and Clinical Exercise Physiology Programs > BSc Specialization in Kinesiology and Clinical Exercise Physiology > Program Requirements > Kinesiology and Clinical Exercise Physiology

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
24 credits	Stage III: Kinesiology and Clinical Exercise Physiology	**24 credits**	Stage III: Kinesiology and Clinical Exercise Physiology
	18 credits: EXCI 445 Nutrition in Exercise and Sport (3) EXCI 460 Integrative Human Physiology (3) KCEP 411 Pathophysiology in Clinical Exercise Science II (3) KCEP 448 Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations (3) KCEP 450 Exercise Prescription for Rehabilitation in Chronic Disease Populations (3) KCEP 483 Kinesiology and Clinical Exercise Physiology Internship II (3)		18 credits: EXCI 445 Nutrition in Exercise and Sport (3) EXCI 460 Integrative Human Physiology (3) KCEP 411 Pathophysiology in Clinical Exercise Science II (3) KCEP 448 Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations (3) KCEP 450 Exercise Prescription for Rehabilitation in Chronic Disease Populations (3) KCEP 483 Kinesiology and Clinical Exercise Physiology Internship II (3)
	6 credits chosen from: EXCI ~~415 Behaviour Change and Interventions (3)~~ ~~EXCI~~ 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 455 Physical Activity, Health and Aging (3) EXCI 458 Pediatric Exercise Science (3) EXCI 461 Pharmacology for Sport and Exercise (3) EXCI 471 Pain Management Strategies (3) EXCI 492 Independent Study in Exercise Science		6 credits chosen from: EXCI 420 Physical Activity Epidemiology (3) EXCI 440 Current Developments in the Biochemistry of Exercise (3) EXCI 451 Clinical Biomechanics (3) EXCI 453 Stress, Health and Disease (3) EXCI 455 Physical Activity, Health and Aging (3) EXCI 458 Pediatric Exercise Science (3) EXCI 461 Pharmacology for Sport and Exercise (3) EXCI 471 Pain Management Strategies (3) EXCI 492 Independent Study in Exercise Science (3)

Present Text calendar	Proposed Text
(3)	

Rationale:

EXCI 415 (renumbered EXCI 315) is moved from the list of program electives in Stage III to become a required course in Stage II.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: EXCI 2521
Calendar Section Type: Course
Description of Change: EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Department of Health, Kinesiology, and Applied Physiology Courses > EXCI Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in a Health, Kinesiology and Applied Physiology program is required.
Description :	*Description :* This course focuses on the fundamentals of fitness assessment compatible with the responsibilities of a health/fitness instructor. Topics of study include screening clients for fitness testing and physical activity participation; the selection of appropriate tests to assess the health-related components of physical fitness such as body composition, cardiovascular endurance, muscular strength, local muscular endurance, and flexibility and the interpretation of test results for the apparently healthy clients.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Other note :	**Other note :** Students who have received credit for EXCI 252 may not take this course for credit.

Rationale:

The proposed modification involves dividing EXCI 252 Introduction to Physical Activity, Health and Fitness into two separate courses focused on (1) assessment of the general population's health (EXCI 2521 - Applied Physical Fitness Assessment in Apparently Healthy Individuals) and (2) exercise prescription for the general population (EXCI 2522 - Applied Exercise Prescription in Apparently Healthy Individuals). This change reflects significant developments in the fields of health assessment, risk stratification, and exercise programming, as well as the expanding body of scientific knowledge informing safe and effective physical activity practices.

Resource Implications:
None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: EXCI 2522
Calendar Section Type: Course
Description of Change: EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Department of Health, Kinesiology, and Applied Physiology Courses > EXCI Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: EXCI 2521 . Enrolment in a Health, Kinesiology and Applied Physiology program is required.
Description :	*Description :* This course focuses on the fundamentals of designing individualized exercise programs compatible with the responsibilities of a health/fitness instructor. Topics of study include screening physical activity participation; the selection of appropriate health-related components of physical fitness such as muscular strength, local muscular endurance, and flexibility; interpretation of test results; and the application of exercise principles in the design of safe and effective individualized exercise prescriptions for the apparently healthy client population.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Other note :	**Other note :** Students who have received credit for EXCI 252 may not take this course for credit.

Rationale:

The proposed modification involves dividing EXCI 252 Introduction to Physical Activity, Health and Fitness into two separate courses focused on (1) assessment of the general population's health (EXCI 2521 - Applied Physical Fitness Assessment in Apparently Healthy Individuals) and (2) exercise prescription for the general population (EXCI 2522 - Applied Exercise Prescription in Apparently Healthy Individuals). This change reflects significant developments in the fields of health assessment, risk stratification, and exercise programming, as well as the expanding body of scientific knowledge informing safe and effective physical activity practices

Resource Implications:

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: EXCI 260
Calendar Section Type: Course
Description of Change: EXCI 260 Prevention and Care of Athletic Related Injuries New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Department of Health, Kinesiology, and Applied Physiology Courses > EXCI Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	EXCI 260 Prevention and Care of Athletic Related Injuries (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: EXCI 253 . Enrolment in a Health, Kinesiology and Applied Physiology program is required.
Description :	*Description :* This course introduces injury classification and common injuries, diseases and infections associated with athletic, active, and special populations. It identifies the management and prevention of basic emergency situations and musculoskeletal injuries.
Component(s):	*Component(s):* Lecture ; Laboratory
Notes :	*Notes :*
Other note :	**Other note :** Students who have received credit for CATA 262 or CATA 263 may not take this course for credit.

Rationale:
The AT program has a rich history within our department, and CATA 262 Emergency Care in Sport and Exercise and CATA 263 Principles of Athletic Therapy were originally designed as foundational courses to support AT-specific competencies. As the program transitions toward the MSAT, the need to maintain the full breadth and depth of AT-specific content at the undergraduate level is significantly reduced. In most Kinesiology programs, this foundational material is instead delivered through an integrated course such as EXCI 260 Prevention and Care of Athletic Related Injuries, which provides students with essential introductory knowledge without extending into discipline-specific clinical skills.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: EXCI 315
Calendar Section Type: Course
Description of Change: EXCI 315 Behaviour Change and Interventions New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Department of Health, Kinesiology, and Applied Physiology Courses > EXCI Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	EXCI 315 Behaviour Change and Interventions (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in a Health, Kinesiology, and Applied Physiology program; and successful completion of Stage I in a Health, Kinesiology, and Applied Physiology program is required.
Description :	*Description :* Building on a theoretical background, this course includes practical aspects of health behaviour change in individuals. Using physical activity and eating habits as the main behaviours of interest, the topics discussed include understanding and assessing motivation, readiness to change, assessment of behaviours, barriers to change, changing multiple behaviours, adherence and compliance, and motivational communication. Students develop skills and knowledge to aid others in changing adverse behaviours.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Other note :	**Other note :** Students who have received credit for EXCI 415 may not take this course for credit.

Rationale:

This course will now be offered in Stage II (to replace EXCI 415) so the course code needs to be changed to a 300 level.

Resource Implications:
None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 HKAP program changes

Calendar Section Name: EXCI 415
Calendar Section Type: Course
Description of Change: EXCI 415 Behaviour Change and Interventions Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.120 Department of Health, Kinesiology, and Applied Physiology > Department of Health, Kinesiology, and Applied Physiology Courses > EXCI Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~EXCI 415 Behaviour Change and Interventions~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
~~Enrolment in a Health, Kinesiology, and Applied Physiology program; and successful completion of Stage II in a Health, Kinesiology, and Applied Physiology program is required.~~	
Description :	*Description :*
~~Building on a theoretical background, this course includes practical aspects of health behaviour change in individuals. Using physical activity and eating habits as the main behaviours of interest, the topics discussed include understanding and assessing motivation, readiness to change, assessment of behaviours, barriers to change, changing multiple behaviours, adherence and compliance, and motivational communication. Students develop skills and knowledge to aid others in changing adverse behaviours.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*

Rationale:
EXCI 415 is becoming EXCI 315 and moved to 2nd year (Stage II).

Resource Implications:
None

Impact Report

Programs

Athletic Therapy (BScAT)
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Athletic Therapy Programs -> Athletic Therapy (BScAT) -> Program Requirements
Source of Impact

- Stage II: Athletic Therapy (BScAT)
- Stage III: Athletic Therapy (BScAT)

Honours in Athletic Therapy
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Athletic Therapy Programs -> BSc Honours in Athletic Therapy -> Program Requirements
Source of Impact

- Stage II: Honours in Athletic Therapy
- Stage III: Honours in Athletic Therapy

Honours in Exercise Science
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Exercise Science Programs -> BSc Honours in Exercise Science -> Program Requirements
Source of Impact

- Stage I: Honours in Exercise Science
- Stage III: Honours in Exercise Science

Honours in Kinesiology and Clinical Exercise Physiology
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Honours in Kinesiology and Clinical Exercise Physiology -> Program Requirements
Source of Impact

- Stage I: Honours in Kinesiology and Clinical Exercise Physiology
- Stage II: Honours in Kinesiology and Clinical Exercise Physiology
- Stage III: Honours in Kinesiology and Clinical Exercise Physiology

Kinesiology and Clinical Exercise Physiology
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Specialization in Kinesiology and Clinical Exercise Physiology -> Program Requirements
Source of Impact

- Stage I: Kinesiology and Clinical Exercise Physiology
- Stage II: Kinesiology and Clinical Exercise Physiology

- Stage III: Kinesiology and Clinical Exercise Physiology

Major in Exercise Science
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Exercise Science Programs -> BSc Major in Exercise Science -> Program Requirements
Source of Impact

- Stage I: Major in Exercise Science
- Stage III: Major in Exercise Science

Defined Groups

Stage I Core Kinesiology and Clinical Exercise Physiology: Specialization New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Specialization in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 2521[New]
- EXCI 2522[New]
- EXCI 260[New]

Stage I Core: Honours in Kinesiology and Clinical Exercise Physiology New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Honours in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Honours in Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 2521[New]
- EXCI 2522[New]
- EXCI 260[New]

Stage I: Honours in Exercise Science Change
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Exercise Science Programs -> BSc Honours in Exercise Science -> Program Requirements -> Honours in Exercise Science
Source of Impact

- EXCI 2521[New]
- EXCI 2522[New]
- EXCI 260[New]

Stage I: Honours in Kinesiology and Clinical Exercise Physiology Change
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Honours in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Honours in Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 2521[New]
- EXCI 2522[New]
- EXCI 260[New]

Stage I: Kinesiology and Clinical Exercise Physiology Change
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Specialization in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 2521[New]
- EXCI 2522[New]
- EXCI 260[New]

Stage I: Major in Exercise Science Change
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Exercise Science Programs -> BSc Major in Exercise Science -> Program Requirements -> Major in Exercise Science
Source of Impact

- EXCI 2521[New]
- EXCI 2522[New]
- EXCI 260[New]

Stage II Core Kinesiology and Clinical Exercise Physiology: Specialization New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Specialization in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 315[New]

Stage II Core: Honours in Kinesiology and Clinical Exercise Physiology New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Honours in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Honours in Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 315[New]

Stage II: Athletic Therapy (BScAT) Change
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Athletic Therapy Programs -> Athletic Therapy (BScAT) -> Program Requirements -> Athletic Therapy (BScAT)
Source of Impact

- EXCI 315[New]

Stage II: Honours in Athletic Therapy Change
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Athletic Therapy Programs -> BSc Honours in Athletic Therapy -> Program Requirements -> Honours in Athletic Therapy
Source of Impact

- EXCI 315[New]

Stage II: Honours in Kinesiology and Clinical Exercise Physiology Change
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Honours in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Honours in Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 315[New]

Stage II: Kinesiology and Clinical Exercise Physiology Change
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Specialization in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 315[New]

Stage III: Athletic Therapy (BScAT)
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Athletic Therapy Programs -> Athletic Therapy (BScAT) -> Program Requirements -> Athletic Therapy (BScAT)
Source of Impact

- EXCI 415

Stage III: Honours in Athletic Therapy
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Athletic Therapy Programs -> BSc Honours in Athletic Therapy -> Program Requirements -> Honours in Athletic Therapy
Source of Impact

- EXCI 415

Stage III: Honours in Exercise Science
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Exercise Science Programs -> BSc Honours in Exercise Science -> Program Requirements -> Honours in Exercise Science
Source of Impact

- EXCI 315[New]
- EXCI 415

Stage III: Honours in Kinesiology and Clinical Exercise Physiology
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Honours in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Honours in Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 415

Stage III: Kinesiology and Clinical Exercise Physiology
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Kinesiology and Clinical Exercise Physiology Programs -> BSc Specialization in Kinesiology and Clinical Exercise Physiology -> Program Requirements -> Kinesiology and Clinical Exercise Physiology
Source of Impact

- EXCI 415

Stage III: Major in Exercise Science
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Exercise Science Programs -> BSc Major in Exercise Science -> Program Requirements -> Major in Exercise Science
Source of Impact

- EXCI 315[New]
- EXCI 415

Courses

CATA 337
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 339
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 348
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)

- Honours in Athletic Therapy

CATA 365
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 437
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 439
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 441
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 447
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 462
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 475

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 485

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

CATA 495

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> CATA Courses
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy

EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals New

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology Courses -> EXCI Courses
Source of Impact

- EXCI 2521[New]

Regulations

Application Procedures

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Health, Kinesiology, and Applied Physiology Program Notes
Source of Impact

- Athletic Therapy (BScAT)
- Kinesiology and Clinical Exercise Physiology

Department Objectives

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Department of Health, Kinesiology, and Applied Physiology
Source of Impact

- Athletic Therapy (BScAT)
- Honours in Athletic Therapy
- Honours in Kinesiology and Clinical Exercise Physiology
- Kinesiology and Clinical Exercise Physiology

Eligibility Requirements for Internal Transfer

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.120 Department of Health, Kinesiology, and Applied Physiology -> Health, Kinesiology, and Applied Physiology Programs -> Health, Kinesiology, and Applied Physiology Program Notes

Source of Impact

- Athletic Therapy (BScAT)
- Kinesiology and Clinical Exercise Physiology

CONCORDIA UNIVERSITY
DEPARTMENT OF HEALTH, KINESIOLOGY, & APPLED PHYSIOLOGY

EXCI 2521 LECTURES 01 and 02 FALL 2025

Applied Physical Fitness Assessment in Apparently Healthy Individuals

COURSE OUTLINE

COURSE INSTRUCTOR

Instructor Name
Instructor.email@concordia.ca
Office Location; Contact Information
Office hours: By appointment only

LAB INSTRUCTOR

Instructor Name
Instructor.email@concordia.ca
Office Location; Contact Information
Office hours: By appointment only

CREDITS: 3

PRE-REQUISITES: Enrolment in a Health, Kinesiology, & Applied Physiology program

REQUIRED COURSE TEXTBOOK & MANUAL

Gibson, A.L., Wagner, D.R., and Heyward, V.H. **(2025)**. **Advanced Fitness Assessment and Exercise Prescription.** 9th ed. Champaign, IL: Human Kinetics, 560 pages.

Canadian Society for Exercise Physiology. **(2021)**. **Canadian Society for Exercise Physiology–Physical Activity Training for Health (CSEP-PATH).** 3rd ed. Ottawa, ON: Canadian Society for Exercise Physiology (CSEP), 608 pages.

EXCI 2521 LECTURE SCHEDULE WINTER 2026

DATE	TOPIC	Ch or Sec	Pages
SEPTEMBER			
1	**Labour Day – University Closed**		
3	Physical Activity, Health, & Chronic Disease Physical Activity, Fitness, & Health (CSEP-PATH, 2021)	Ch 1	1 - 35 5 -18
8	Physical Activity, Health, & Chronic Disease Physical Activity, Fitness, & Health (CSEP-PATH, 2021)	Ch 1 Sec 2	
10	Physical Activity, Health, & Chronic Disease Physical Activity, Fitness, & Health (CSEP-PATH, 2021)	Ch 1 Sec 2	
15	Preliminary Health Screening and Risk Classification Step 1 – ASK: Get to Know the Client (CSEP-PATH, 2021)	Ch 2 Sec 4	37 - 63 6 -19
17	Preliminary Health Screening and Risk Classification Step 1 – ASK: Get to Know the Client (CSEP-PATH, 2021)	Ch 2 Sec 4	
22	Preliminary Health Screening and Risk Classification Step 1 – ASK: Get to Know the Client (CSEP-PATH, 2021)	Ch 2 Sec 4	
24	Principles of Physical Fitness Assessment Step 2 – ASSESS: Physical Activity, Fitness, and Lifestyle	Ch 3 Sec 4	65 - 73 20 - 25
29	Principles of Physical Fitness Assessment Step 2 – ASSESS: Physical Activity, Fitness, and Lifestyle	Ch 3 Sec 4	
OCTOBER			
1	Assessing Cardiorespiratory Fitness Aerobic Fitness Assessment (CSEP-PATH, 2021)	Ch 4 Sec 4	93 - 142 32 - 40
6	Assessing Cardiorespiratory Fitness Aerobic Fitness Assessment (CSEP-PATH, 2021)	Ch 4 Sec 4	
8	Assessing Cardiorespiratory Fitness Aerobic Fitness Assessment (CSEP-PATH, 2021)	Ch 4 Sec 4	
13	**Reading Week (Midterm Break; Thanksgiving Day – University Closed)**		
15	**Reading Week**		
20	Assessing Cardiorespiratory Fitness Aerobic Fitness Assessment (CSEP-PATH, 2021)	Ch 4 Sec 4	
22	Assessing Muscular Fitness Musculoskeletal Fitness Assessment (CSEP-PATH, 2021)	Ch 6 Sec 4	179 - 209 40 - 55
27	Assessing Muscular Fitness Musculoskeletal Fitness Assessment (CSEP-PATH, 2021)	Ch 6 Sec 4	
29	**Midterm Exam (Chapters 1, 2, 3, and 4 of the textbook, and parts of Sections 2 and 4 of the CSEP-PATH Resource Manual)**		
NOVEMBER			
3	Assessing Body Composition (BC) Anthropometric & Alternate BC Assessment (CSEP-PATH, 2021)	Ch 8 Sec 4	251 - 308 25 - 31
5	Assessing Body Composition Anthropometric & Alternate BC Assessment (CSEP-PATH, 2021)	Ch 8	
10	Assessing Body Composition Anthropometric & Alternate BC Assessment (CSEP-PATH, 2021)	Ch 8	
12	Assessing Body Composition Anthropometric & Alternate BC Assessment (CSEP-PATH, 2021)	Ch 8	
17	Assessing Flexibility Sit and Reach (CSEP-PATH, 2021)	Ch 10 Sec 4	337 - 358 48 - 49
19	Assessing Flexibility Sit and Reach (CSEP-PATH, 2021)	Ch 10 Sec 4	
24	Assessing Balance Assessing Static and Dynamic Balance	Ch 12 Sec 4	377 - 392 56 - 60
26	Assessing Balance Assessing Static and Dynamic Balance	Ch 12 Sec 4	

DECEMBER			
1	Step 3 – ADVISE: Evaluation Report and Discussion	Sec 4	63 - 64
3	**Final examinations begin**		
18	**Final examinations end**		
***Please be advised that all dates indicated for the various topics on the lecture schedule are tentative and may be changed if necessary. Important dates are indicated in bold text.**			
****The FINAL EXAM includes Chapters 6, 8, 10, and 12 from the textbook and part of Section 4 of the CSEP-PATH Resource Manual.**			

Concordia University
Department of Health, Kinesiology and Applied Physiology

Applied Physical Fitness Assessment for Apparently Healthy Individuals

Health Kinesiology and Applied Physiology, EXCI 2521, Sections: 01-04
SP-S165.21 Richard J. Renaud Science Complex – 13:15-15:30
Semester Year

Instructor Name
Instructor.email@concordia.ca
Office Location; Contact Information
Office hours: By appointment only

The best way to communicate is via email and expect a 48-hour business day reply to any communication.

COURSE DESCRIPTION

This course focuses on the fundamentals of fitness assessment compatible with the responsibilities of a health/fitness instructor. Topics of study include screening clients for fitness testing and physical activity participation; the selection of appropriate tests to assess the health-related components of physical fitness such as body composition, cardiovascular endurance, muscular strength, local muscular endurance, and flexibility and the interpretation of test results of the apparently healthy clients.

REQUIRED TEXT, MATERIAL or EQUIPMENT

- Notes made available for download through the lab moodle page
- Notebook and pen/pencil
- Appropriate training attire: Clean running shoes, shorts, track/jogging pants, t-shirt

LAB ASSESSMENT SCHEDULE:

Week:	Topic:	Readings (Textbook):
1	Screening Procedures: Resting & Exercise Blood Pressure, Heart Rate	
2	Screening Procedures: Resting & Exercise Blood Pressure, Heart Rate	
3	Cardiovascular Fitness Testing: YMCA, Ebbeling, Rockport	
4	Cardiovascular Fitness Testing: YMCA, Ebbeling, Rockport	
5	Body Composition Assessment	
6	Body Composition Assessment	
7	**MIDTERM BREAK**	
8	Musculoskeletal Assessment	
9	Musculoskeletal Assessment	
10	CSEP Challenge/Review	

11	CSEP Challenge/Review	
12	**LAB FINAL EXAM – Group 1**	
13	**LAB FINAL EXAM – Group 2**	

CONCORDIA UNIVERSITY
DEPARTMENT OF HEALTH, KINESIOLOGY, & APPLED PHYSIOLOGY

EXCI 2522 LECTURES 01 and 02 WINTER 2026

Applied Exercise Prescription in Apparently Healthy Individuals

COURSE OUTLINE

COURSE INSTRUCTOR

Instructor Name
Instructor.email@concordia.ca
Office Location; Contact Information
Office hours: By appointment only

LAB INSTRUCTOR

Instructor Name
Instructor.email@concordia.ca
Office Location; Contact Information
Office hours: By appointment only

CREDITS: 3

PRE-REQUISITES: EXCI 2521 and enrolment in a Health, Kinesiology, & Applied Physiology.

REQUIRED COURSE TEXTBOOK & MANUAL

Gibson, A.L., Wagner, D.R., and Heyward, V.H. **(2025)**. **Advanced Fitness Assessment and Exercise Prescription.** 9th ed. Champaign, IL: Human Kinetics, 560 pages.

Canadian Society for Exercise Physiology. **(2021)**. **Canadian Society for Exercise Physiology–Physical Activity Training for Health (CSEP-PATH).** 3rd ed. Ottawa, ON: Canadian Society for Exercise Physiology (CSEP), 608 pages.

EXCI 2522 LECTURE SCHEDULE WINTER 2026

DATE	TOPIC	Ch or Sec	Pages
JANUARY			
12	Principles of Exercise Prescription Step 4 – AGREE: Devise An Action Plan (CSEP-PATH, 2021) Training for Health and Fitness (CSEP-PATH, 2021)	Ch 3 Sec 4 Sec 5	73 - 77 65 - 75 4 - 10
14	Principles of Exercise Prescription Step 4 – AGREE: Devise An Action Plan	Ch 3 Sec 4	
19	Designing Cardiorespiratory Exercise Programs Aerobic Training Variables	Ch 5 Sec 5	143 - 177 11 - 19
21	Designing Cardiorespiratory Exercise Programs Aerobic Training Variables	Ch 5 Sec 5	
26	Designing Cardiorespiratory Exercise Programs Aerobic Training Variables	Ch 5 Sec 5	
28	Designing Cardiorespiratory Exercise Programs Aerobic Training Variables	Ch 5 Sec 5	
FEBRUARY			
2	Designing Resistance Training Programs Resistance Training Variables Resistance Exercises	Ch 7 Sec 5 Sec 5	211 - 250 19 - 28 35 - 41
4	Designing Resistance Training Programs Resistance Training Variables	Ch 7 Sec 5	
9	Designing Resistance Training Programs Resistance Training Variables	Ch 7 Sec 5	
11	Designing Resistance Training Programs Resistance Training Variables	Ch 7 Sec 5	
16	Designing Weight Management & Body Composition Programs	Ch 9	309 - 336
18	Designing Weight Management & Body Composition Programs	Ch 9	
23	Designing Weight Management & Body Composition Programs	Ch 9	
25	Designing Weight Management & Body Composition Programs	Ch 9	
MARCH			
2	**Reading Week**		
4	**Reading Week**		
9	**Midterm Exam (Chapters. 3, 5, & 7 of the textbook and parts of Sections 4 & 5 of the CSEP-PATH Resource Manual)**		
11	Designing Programs for Flexibility Flexibility Training Flexibility Exercises	Ch 11 Sec 5 Sec 5	359 - 371 30 - 34 43 - 45
16	Designing Programs for Flexibility Flexibility Training Flexibility Exercises	Ch 11 Sec 5	
18	Designing Balance Training Programs Balance and Stability Training Balance Exercises	Ch 12 Sec 5 Sec 5	393 401 26 - 30 42
23	Designing Balance Training Programs Balance and Stability Training Balance Exercises	Ch 12 Sec 5 Sec 5	
25	Behaviour Change (CSEP-PATH, 2021) Behaviour Change	Sec 3 Ch 3	4 - 18 67 - 71
30	Behaviour Change (CSEP-PATH, 2021) Behaviour Change	Sec 3 Ch 3	

APRIL			
1	Behaviour Change Behaviour Change (CSEP-PATH, 2021)	Ch 3 Sec 3	
6	**Easter Monday Holiday – University Closed**		
8	Step 5 – ASSIST: Increase Motivation and Overcome Barriers CSEP-PATH, 2021)	Sec 4	76 - 83
13	Step 6 – ARRANGE: Provide Continuing Support CSEP-PATH, 2021)	Sec 4	84 - 87
16	**Final Examinations Begin**		
MAY			
3	**Final Examinations End**		
***Please be advised that all dates indicated for the various topics on the lecture schedule are tentative and may be changed if necessary. Important dates are indicated in bold text.**			
****The FINAL EXAM includes Chapters 3, 9, 11, and 12, from the textbook and parts of Sections 3, 4, and 5 of the CSEP-PATH Resource Manual.**			

Concordia University
Department of Health, Kinesiology and Applied Physiology

Applied Exercise Prescription in Apparently Health Individuals

Health Kinesiology and Applied Physiology, EXCI 2522, Sections: 01-04
SP-S165.49 Richard J. Renaud Science Complex – 13:15-15:30
Semester Year

Instructor Name
Instructor.email@concordia.ca
Office Location; Contact Information
Office hours: By appointment only

The best way to communicate is via email and expect a 48-hour business day reply to any communication.

COURSE DESCRIPTION

This course focuses on the fundamentals of the designing individualized exercise programs compatible with the responsibilities of a health/fitness instructor. Topics of study include screening physical activity participation; the selection of appropriate health-related components of physical fitness such as muscular strength, local muscular endurance, and flexibility; interpretation of test results; and the application of exercise principles in the design of safe and effective individualized exercise prescriptions of the apparently healthy client population.

PREREQUISTE

The following course must be completed previously: EXCI 2521 (Assessment). Enrolment in a Health, Kinesiology, and Applied Physiology program is required.

STUDENT OUTCOMES

Students who complete this course successfully will be able to:

- Familiarize themselves with Machine and Free weight-based exercises within a gym setting
- Teach a client who to use fitness equipment in a gym setting in a safe and appropriate manner
- Design a Resistance Training Program based on a client's needs
- Design a Flexibility Program
- Design a Cardiorespiratory Endurance Program

REQUIRED TEXT, MATERIAL or EQUIPMENT

- Notes made available for download through the lab moodle page
- Notebook and pen/pencil
- Appropriate training attire: Clean running shoes, shorts, track/jogging pants, t-shirt

LAB PRESCRIPTION SCHEDULE:

Week:	Topic:	Readings (Textbook):
1	Principles of Exercise, Machine Based Exercises	
2	Principles of Exercise, Machine Based Exercises	
3	Free Weight Exercises, Modifications and Progressions	

4	Free Weight Exercises, Modifications and Progressions	
5	Resistance Training Program Design	
6	Resistance Training Program Design	
7	**MIDTERM BREAK**	
8	Cardiorespiratory Endurance Program Design	
9	Cardiorespiratory Endurance Program Design	
10	Flexibility Program Design/Review	
11	Flexibility Program Design/Review	
12	**LAB FINAL EXAM – Group 1**	
13	**LAB FINAL EXAM – Group 2**	

EXCI 260 Prevention and Care of Athletic Related Injuries (3 credits)

Prerequisite/Corequisite:
The following course must be completed previously: EXCI 253. Enrolment in a Health, Kinesiology, and Applied Physiology program is required.

Description:
This course introduces injury classification and common injuries, diseases and infections associated with athletic, active, and special populations. It identifies the management and prevention of basic emergency situations and musculoskeletal injuries.

Component(s):
Lecture; Laboratory
Notes: Students who have received credit for CATA 262 and CATA 263 cannot take this course for credit.

Course objectives
Define key terminology related to injury classification, tissue healing, and emergency response protocols.
Describe and demonstrate the steps and purpose of the primary and secondary survey in emergency situations.
Demonstrate appropriate emergency care techniques for bleeding, shock, and fractures.
Apply proper methods for splinting, slinging, and basic wound management.
Explain the physiological processes involved in tissue healing and recovery.
Differentiate between various types of musculoskeletal injuries, including soft tissue and bone injuries.
Understand the components of and **perform** basic musculoskeletal assessments including range of motion (ROM), flexibility, and manual muscle testing (MMT).
Identify common injuries to the lower and upper extremities and describe their basic management and prevention.
Select and **apply** appropriate taping, bracing, and immobilization techniques for injury support.
Assess signs and symptoms of head, facial, and spinal injuries, and **determine** appropriate emergency management strategies.
Differentiate between various medical and environmental emergencies such as thermoregulatory issues or infectious diseases.
Develop a basic emergency action plan (EAP) for athletic or active settings.
Explain the unique needs of special populations in injury management and emergency care.
Discuss the role and responsibilities of various healthcare professionals in the healthcare team.
Understand the role of allied healthcare professionals in the recognition and support for mental health challenges.
Demonstrate professionalism, empathy, and effective communication when responding to individuals in distress or during emergency situations.

	Lecture	Lab
Week 1	Syllabus review and Primary/Secondary	No lab
Week 1	Primary, Secondary, ERP, shock	
Week 2	Classification and stages of healing of MSK injuries	Primary, secondary, ERP
Week 2	Wound, soft tissue, and bleeding management	
Week 3	Fractures & splinting	Bleeding & Splinting & Slings
Week 3	ROM, Flexibility, and MMT	
Week 4	Foot/lower leg injuries	Flexibility
Week 4	Knee injuries	
Week 5	Hip/thigh injuries	MMT
Week 5	Shoulder injuries	
Week 6	Elbow, forearm, hand/ wrist/ thumb injuries	Midterm Skills
Week 6	Review for midterm	
Week 7	MIDTERM	Lower Extremity Taping
Week 7	Braces equipment and tape	
Week 8	Head/ face/eye & Concussion → Emergency	Upper Extremity Taping
Week 8	Thermoregulatory/medical emergencies	
Week 9	Contagious Disease	Kinesiology taping/Review
Week 9	Introduction to Spinal injuries	
Week 10	Introduction to Thoracic and pelvic injuries	Review
Week 10	Legal liabilities in healthcare	

Week 11	Pre-participation examination	Final Exam
Week 11	Special populations	
Week 12	Psychological considerations	Final Exam
Week 12	HCP role in psychosocial health	

EXCI 315 – Behaviour Change and Interventions

Instructor: TBD

Course Description: Study of theory and practice of health behaviour change, focusing on physical activity and nutrition. Covers motivation, readiness, barriers, adherence, and communication strategies.

Learning Outcomes: Assess readiness to change; apply intervention strategies; identify biases; explain theories; communicate behaviour change concepts.

Key Topics: Behaviour change foundations; determinants; bias; readiness; communication (asking, listening, summarizing); goal setting; relapse prevention.

Instruction: Lectures, discussions, guest talks, and problem-based learning. Attendance recommended.

Evaluation:

• Behaviour change diary – 35%

• Group project – 30%

• MC-CAT assessment – 15%

• App evaluation – 10%

• Bias reflection – 10%

Major Assignments: Weekly behaviour change diary with real participant; group case study; MC-CAT reflection; bias reflection (IAT); mobile app evaluation.

Policies: Academic integrity strictly enforced; AI must be cited; no required textbook; no grade curving.

BSc Honours in Athletic Therapy

Program Requirements

Honours in Athletic Therapy (108 credits)

24.0 credits from Stage I: Honours in Athletic Therapy

30.0 credits from Stage II: Honours in Athletic Therapy

24.0 credits from Stage III: Honours in Athletic Therapy

30.0 credits from Stage IV: Honours in Athletic Therapy

Stage I: Honours in Athletic Therapy (24 credits)

24 credits:

- CATA 262 Emergency Care in Sport and Exercise (3.00)
- CATA 263 Principles of Athletic Therapy (3.00)
- EXCI 252 Introduction to Physical Activity, Health and Fitness (3.00)
- EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3.00)
- EXCI 254 Human Anatomy II: Systemic Anatomy (3.00)
- EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3.00)
- EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3.00)
- KCEP 210 Principles of Clinical Exercise Physiology (3.00)

Stage II: Honours in Athletic Therapy (30 credits)

30.0 credits:

- CATA 337 Assessment of the Upper and Lower Extremities (3.00)
- CATA 339 Rehabilitation of the Upper and Lower Extremities (3.00)
- CATA 348 Therapeutic Modalities in Sports Medicine (3.00)
- CATA 365 Athletic Therapy Field Internship I (6.00)
- EXCI 310 Research Methods (3.00)
- EXCI 315 Behaviour Change and Interventions (3.00)
- EXCI 351 Introduction to the Biomechanics of Human Movement (3.00)
- EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3.00)
- EXCI 360 Neural and Hormonal Control of Human Systems (3.00)

Stage III: Honours in Athletic Therapy (24 credits)

21.0 credits:

- CATA 437 Assessment of the Hip, Spine and Pelvis (3.00)
- CATA 439 Rehabilitation of the Hip, Spine and Pelvis (3.00)
- CATA 462 Advanced Emergency Care (3.00)
- CATA 475 Athletic Therapy Clinical Internship I (6.00)
- EXCI 322 Statistics for Exercise Science (3.00)
- EXCI 460 Integrative Human Physiology (3.00)

3.0 credits chosen from:

- EXCI 420 Physical Activity Epidemiology (3.00)
- EXCI 440 Current Developments in the Biochemistry of Exercise (3.00)
- EXCI 451 Clinical Biomechanics (3.00)
- EXCI 453 Stress, Health and Disease (3.00)
- EXCI 461 Pharmacology for Sport and Exercise (3.00)
- KCEP 311 Pathophysiology in Clinical Exercise Science I (3.00)
- KCEP 411 Pathophysiology in Clinical Exercise Science II (3.00)
- PSYC 448 Clinical Advanced Issues (3.00)

Note: Students enrolling in PSYC 448 must have the topic preapproved by the HKAP advisor or Athletic Therapy director.

Stage IV: Honours in Athletic Therapy (30 credits)

27 credits:

- CATA 441 Concepts in Manual Therapy (3.00)
- CATA 447 Clinical Practice (3.00)
- CATA 485 Athletic Therapy Field Internship II (3.00)
- CATA 495 Athletic Therapy Clinical Internship II (3.00)
- EXCI 421 Honours Seminar: Current Topics in Health and Exercise Science (3.00)
- EXCI 426 Honours Thesis (6.00)
- EXCI 445 Nutrition in Exercise and Sport (3.00)
- EXCI 471 Pain Management Strategies (3.00)

3 credits chosen from:

- EXCI 455 Physical Activity, Health and Aging (3.00)
- EXCI 458 Pediatric Exercise Science (3.00)
- EXCI 461 Pharmacology for Sport and Exercise (3.00)

Notes

- Students interested in entering an honours program should consult the Chair of the Honours Committee. Normally, students may apply for this change following the completion of at least 24 Concordia University credits. These credits should include program-related courses.
- Students must meet the University regulations concerning the honours degree.
- Students are responsible for satisfying their particular degree requirements.

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Athletic Therapy (BScAT)

Program Requirements

Athletic Therapy (BScAT) (102 credits)

24.0 credits from Stage I: Athletic Therapy (BScAT)

30.0 credits from Stage II: Athletic Therapy (BScAT)

24.0 credits from Stage III: Athletic Therapy (BScAT)

24.0 credits from Stage IV: Athletic Therapy (BScAT)

Stage I: Athletic Therapy (BScAT) (24 credits)

24 credits:

- CATA 262 Emergency Care in Sport and Exercise (3.00)
- CATA 263 Principles of Athletic Therapy (3.00)
- EXCI 252 Introduction to Physical Activity, Health and Fitness (3.00)
- EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3.00)
- EXCI 254 Human Anatomy II: Systemic Anatomy (3.00)
- EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3.00)
- EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3.00)
- KCEP 210 Principles of Clinical Exercise Physiology (3.00)

Stage II: Athletic Therapy (BScAT) (30 credits)

30.0 credits:

- CATA 337 Assessment of the Upper and Lower Extremities (3.00)
- CATA 339 Rehabilitation of the Upper and Lower Extremities (3.00)
- CATA 348 Therapeutic Modalities in Sports Medicine (3.00)
- CATA 365 Athletic Therapy Field Internship I (6.00)
- EXCI 310 Research Methods (3.00)
- EXCI 315 Behaviour Change and Interventions (3.00)
- EXCI 351 Introduction to the Biomechanics of Human Movement (3.00)
- EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3.00)
- EXCI 360 Neural and Hormonal Control of Human Systems (3.00)

Stage III: Athletic Therapy (BScAT) (24 credits)

18.0 credits:

- CATA 437 Assessment of the Hip, Spine and Pelvis (3.00)
- CATA 439 Rehabilitation of the Hip, Spine and Pelvis (3.00)
- CATA 462 Advanced Emergency Care (3.00)
- CATA 475 Athletic Therapy Clinical Internship I (6.00)
- EXCI 460 Integrative Human Physiology (3.00)

6.0 credits chosen from:

- EXCI 420 Physical Activity Epidemiology (3.00)
- EXCI 440 Current Developments in the Biochemistry of Exercise (3.00)
- EXCI 451 Clinical Biomechanics (3.00)
- EXCI 453 Stress, Health and Disease (3.00)
- EXCI 461 Pharmacology for Sport and Exercise (3.00)
- KCEP 311 Pathophysiology in Clinical Exercise Science I (3.00)
- KCEP 411 Pathophysiology in Clinical Exercise Science II (3.00)
- PSYC 448 Clinical Advanced Issues (3.00)

Note: Students enrolling in PSYC 448 must have the topic preapproved by the HKAP advisor or Athletic Therapy director.

Stage IV: Athletic Therapy (BScAT) (24 credits)

18 credits:

- CATA 441 Concepts in Manual Therapy (3.00)
- CATA 447 Clinical Practice (3.00)
- CATA 485 Athletic Therapy Field Internship II (3.00)
- CATA 495 Athletic Therapy Clinical Internship II (3.00)
- EXCI 445 Nutrition in Exercise and Sport (3.00)
- EXCI 471 Pain Management Strategies (3.00)

6 credits chosen from:

- EXCI 455 Physical Activity, Health and Aging (3.00)
- EXCI 458 Pediatric Exercise Science (3.00)
- EXCI 461 Pharmacology for Sport and Exercise (3.00)
- EXCI 492 Independent Study in Exercise Science (3.00)

Notes

- Students are responsible for satisfying their particular degree requirements.

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BSc Honours in Exercise Science

Program Requirements

Honours in Exercise Science (60 credits)

24 credits from Stage I: Honours in Exercise Science

15 credits from Stage II: Honours in Exercise Science

21 credits from Stage III: Honours in Exercise Science

Stage I: Honours in Exercise Science (24 credits)

24.0 credits:

- EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3.00)
- EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3.00)
- EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3.00)
- EXCI 254 Human Anatomy II: Systemic Anatomy (3.00)
- EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3.00)
- EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3.00)
- EXCI 260 Prevention and Care of Athletic Related Injuries (3.00)
- KCEP 210 Principles of Clinical Exercise Physiology (3.00)

Stage II: Honours in Exercise Science (15 credits)

15 credits:

- EXCI 310 Research Methods (3.00)
- EXCI 322 Statistics for Exercise Science (3.00)
- EXCI 351 Introduction to the Biomechanics of Human Movement (3.00)
- EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3.00)
- EXCI 360 Neural and Hormonal Control of Human Systems (3.00)

Stage III: Honours in Exercise Science (21 credits)

18.0 credits:

- EXCI 420 Physical Activity Epidemiology (3.00)
- EXCI 421 Honours Seminar: Current Topics in Health and Exercise Science (3.00)
- EXCI 426 Honours Thesis (6.00)
- EXCI 445 Nutrition in Exercise and Sport (3.00)
- EXCI 460 Integrative Human Physiology (3.00)

3.0 credits chosen from:

- EXCI 315 Behaviour Change and Interventions (3.00)
- EXCI 440 Current Developments in the Biochemistry of Exercise (3.00)
- EXCI 451 Clinical Biomechanics (3.00)
- EXCI 453 Stress, Health and Disease (3.00)
- EXCI 455 Physical Activity, Health and Aging (3.00)
- EXCI 458 Pediatric Exercise Science (3.00)
- EXCI 461 Pharmacology for Sport and Exercise (3.00)
- EXCI 471 Pain Management Strategies (3.00)

Notes

- Students interested in entering an honours program should consult the Department Honours Committee. Normally, students may apply for this change following the completion of at least 24 Concordia University credits. These credits should include program-related courses.
- Students must meet the University regulations concerning the honours degree.
- Students are responsible for satisfying their particular degree requirements.

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BSc Major in Exercise Science

Program Requirements

Major in Exercise Science (45 credits)

24 credits from Stage I: Major in Exercise Science

12 credits from Stage II: Major in Exercise Science

9 credits from Stage III: Major in Exercise Science

Stage I: Major in Exercise Science (24 credits)

24.0 credits:

- EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3.00)
- EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3.00)
- EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3.00)
- EXCI 254 Human Anatomy II: Systemic Anatomy (3.00)
- EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3.00)
- EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3.00)
- EXCI 260 Prevention and Care of Athletic Related Injuries (3.00)
- KCEP 210 Principles of Clinical Exercise Physiology (3.00)

Stage II: Major in Exercise Science (12 credits)

12 credits:

- EXCI 310 Research Methods (3.00)
- EXCI 351 Introduction to the Biomechanics of Human Movement (3.00)
- EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3.00)
- EXCI 360 Neural and Hormonal Control of Human Systems (3.00)

Stage III: Major in Exercise Science (9 credits)

6.0 credits:

- EXCI 445 Nutrition in Exercise and Sport (3.00)
- EXCI 460 Integrative Human Physiology (3.00)

3.0 credits chosen from:

- EXCI 315 Behaviour Change and Interventions (3.00)
- EXCI 420 Physical Activity Epidemiology (3.00)
- EXCI 440 Current Developments in the Biochemistry of Exercise (3.00)
- EXCI 451 Clinical Biomechanics (3.00)
- EXCI 453 Stress, Health and Disease (3.00)
- EXCI 455 Physical Activity, Health and Aging (3.00)
- EXCI 458 Pediatric Exercise Science (3.00)
- EXCI 461 Pharmacology for Sport and Exercise (3.00)
- EXCI 471 Pain Management Strategies (3.00)
- EXCI 492 Independent Study in Exercise Science (3.00)

Notes

- Students are responsible for satisfying their particular degree requirements.

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BSc Honours in Kinesiology and Clinical Exercise Physiology

Program Requirements

Honours in Kinesiology and Clinical Exercise Physiology (81 credits)

24.0 credits from Stage I: Honours in Kinesiology and Clinical Exercise Physiology

27.0 credits from Stage II: Honours in Kinesiology and Clinical Exercise Physiology

30.0 credits from Stage III: Honours in Kinesiology and Clinical Exercise Physiology

Stage I: Honours in Kinesiology and Clinical Exercise Physiology (24 credits)

24.0 credits:

- EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3.00)
- EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3.00)
- EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3.00)
- EXCI 254 Human Anatomy II: Systemic Anatomy (3.00)
- EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3.00)
- EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3.00)
- EXCI 260 Prevention and Care of Athletic Related Injuries (3.00)
- KCEP 210 Principles of Clinical Exercise Physiology (3.00)

Stage II: Honours in Kinesiology and Clinical Exercise Physiology (27 credits)

27.0 credits:

- EXCI 310 Research Methods (3.00)
- EXCI 315 Behaviour Change and Interventions (3.00)
- EXCI 322 Statistics for Exercise Science (3.00)
- EXCI 351 Introduction to the Biomechanics of Human Movement (3.00)
- EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3.00)
- EXCI 360 Neural and Hormonal Control of Human Systems (3.00)
- KCEP 311 Pathophysiology in Clinical Exercise Science I (3.00)
- KCEP 349 Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology (3.00)
- KCEP 383 Kinesiology and Clinical Exercise Physiology Internship I (3.00)

Stage III: Honours in Kinesiology and Clinical Exercise Physiology (30 credits)

27.0 credits:

- EXCI 421 Honours Seminar: Current Topics in Health and Exercise Science (3.00)
- EXCI 426 Honours Thesis (6.00)
- EXCI 445 Nutrition in Exercise and Sport (3.00)
- EXCI 460 Integrative Human Physiology (3.00)
- KCEP 411 Pathophysiology in Clinical Exercise Science II (3.00)
- KCEP 448 Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations (3.00)
- KCEP 450 Exercise Prescription for Rehabilitation in Chronic Disease Populations (3.00)
- KCEP 483 Kinesiology and Clinical Exercise Physiology Internship II (3.00)

3.0 credits chosen from:

- EXCI 420 Physical Activity Epidemiology (3.00)
- EXCI 440 Current Developments in the Biochemistry of Exercise (3.00)
- EXCI 451 Clinical Biomechanics (3.00)
- EXCI 453 Stress, Health and Disease (3.00)
- EXCI 455 Physical Activity, Health and Aging (3.00)
- EXCI 458 Pediatric Exercise Science (3.00)
- EXCI 461 Pharmacology for Sport and Exercise (3.00)
- EXCI 471 Pain Management Strategies (3.00)

Notes

- Students interested in entering an honours program should consult the Chair of the Honours Committee. Normally, students may apply for this change following the completion of at least 24 Concordia University credits. These credits should include program-related courses.
- Students must meet the University regulations concerning the honours degree.
- Students are responsible for satisfying their particular degree requirements.

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BSc Kinesiology and Clinical Exercise Physiology

Program Requirements

Kinesiology and Clinical Exercise Physiology (72 credits)

24.0 credits from Stage I: Kinesiology and Clinical Exercise Physiology

24.0 credits from Stage II: Kinesiology and Clinical Exercise Physiology

24.0 credits from Stage III: Kinesiology and Clinical Exercise Physiology

Stage I: Kinesiology and Clinical Exercise Physiology (24 credits)

24.0 credits:

- EXCI 2521 Applied Physical Fitness Assessment in Apparently Healthy Individuals (3.00)
- EXCI 2522 Applied Exercise Prescription in Apparently Healthy Individuals (3.00)
- EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3.00)
- EXCI 254 Human Anatomy II: Systemic Anatomy (3.00)
- EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3.00)
- EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3.00)
- EXCI 260 Prevention and Care of Athletic Related Injuries (3.00)
- KCEP 210 Principles of Clinical Exercise Physiology (3.00)

Stage II: Kinesiology and Clinical Exercise Physiology (24 credits)

24.0 credits:

- EXCI 310 Research Methods (3.00)
- EXCI 315 Behaviour Change and Interventions (3.00)
- EXCI 351 Introduction to the Biomechanics of Human Movement (3.00)
- EXCI 352 Essentials of Exercise Testing and Training in Athletic Populations (3.00)
- EXCI 360 Neural and Hormonal Control of Human Systems (3.00)
- KCEP 311 Pathophysiology in Clinical Exercise Science I (3.00)
- KCEP 349 Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology (3.00)
- KCEP 383 Kinesiology and Clinical Exercise Physiology Internship I (3.00)

Stage III: Kinesiology and Clinical Exercise Physiology (24 credits)

18.0 credits:

- EXCI 445 Nutrition in Exercise and Sport (3.00)
- EXCI 460 Integrative Human Physiology (3.00)
- KCEP 411 Pathophysiology in Clinical Exercise Science II (3.00)
- KCEP 448 Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations (3.00)
- KCEP 450 Exercise Prescription for Rehabilitation in Chronic Disease Populations (3.00)
- KCEP 483 Kinesiology and Clinical Exercise Physiology Internship II (3.00)

6.0 credits chosen from:

- EXCI 420 Physical Activity Epidemiology (3.00)
- EXCI 440 Current Developments in the Biochemistry of Exercise (3.00)
- EXCI 451 Clinical Biomechanics (3.00)
- EXCI 453 Stress, Health and Disease (3.00)
- EXCI 455 Physical Activity, Health and Aging (3.00)
- EXCI 458 Pediatric Exercise Science (3.00)
- EXCI 461 Pharmacology for Sport and Exercise (3.00)
- EXCI 471 Pain Management Strategies (3.00)
- EXCI 492 Independent Study in Exercise Science (3.00)

Notes

- Students are responsible for satisfying their particular degree requirements.

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Undergraduate Program Regular Curriculum Change - AS-SOAN-6126 - VERSION : 2

Summary and Rationale for Changes

The Department of Sociology and Anthropology is requesting curriculum changes to its undergraduate programs. We are submitting these curriculum changes for the Faculty Curriculum Committee's consideration.

First, we are proposing a course title and description change for ANTH 326 Peoples and Cultures of Sub-Saharan Africa to Anthropologies of Africa. The proposed title and description change more accurately reflects the course content and the way in which the course is taught. The "peoples and cultures" framing of area studies courses is very outdated and no longer relevant.

Second, we are proposing a course title and description change for ANTH 332 Health, Illness and Healing in Cross-Cultural Perspective to Anthropology of Health, Illness and Healing. The proposed description change more accurately reflects the course content and the way in which the course is taught. The current title suggests a "health and healing around the world" approach that is "exoticising" and outdated. Tweaking the title to Anthropology of Health, Illness, and Healing would align with approaches in contemporary medical anthropology.

Third, we are proposing to create a permanent course for SOCI 317 Critical Public Health which has successfully been taught as SOCI 398 since 2021. This course provides an important sociological lens to health, which is often overlooked. The course focuses on social and structural factors that are associated with avoidable health inequalities, and allows students to question the various social determinants of health. Finally, this course will be included among a list of courses that students can choose from a new microprogram that we will be proposing in the sociology of health and addiction.

RELATED DOSSIER:
AS-INTE-3929 (ANTH 332 title updated in section 31.170 Introduction to Life Sciences)

Resource Implications

There are no resources implications for any of the proposed changes. The one new course will be taught using our existing course section allocation.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Bradley Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
Academic Programs Committee, 05 Oct 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

This proposal changes course titles and descriptions for ANTH 326 P*eoples and Cultures of Sub-Saharan Africa* to *Anthropologies of Africa,* and ANTH 332 *Health, Illness and Healing in Cross-Cultural Perspective* to *Anthropology of Health, Illness and Healing.* These changes better reflect the content of the courses and the way in which they are taught. Special topics course SOCI 398 is given a permanent course number SOCI 317 *Critical Public Health.*

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

Approved by:

Mark Watson, Chair, Sociology and Anthropology,
Sociology and Anthropology Department Assembly, 27 Apr 2026

These changes were recommended by the Department Undergraduate Curriculum Committee on April 21, 2026 and were unanimously approved at the April 27, 2026 Department Assembly.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
ANTH 326 Anthropologies of Africa Change			✎	✎	✎					
ANTH 332 Anthropology of Health, Illness and Healing Change			✎	✎	✎					
SOCI 317 Critical Public Health New	★	★	★	★	★	★	★	★	★	

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 ANTH 326, 332; new course SOCI 317

Calendar Section Name: ANTH 326
Calendar Section Type: Course
Description of Change: ANTH 326 Anthropologies of Africa Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Sociology and Anthropology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.310 Department of Sociology and Anthropology > Department of Sociology and Anthropology Courses > Anthropology Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
ANTH 326 ~~Peoples and Cultures~~ of ~~Sub-Saharan~~ Africa (3 credits)	ANTH 326 Anthropologies of Africa (3 credits)
Prerequisites:	*Prerequisites:*
~~300 - level courses are open to students who~~ have ~~successfully~~ completed ~~ANTH 202 or equivalent, plus at least~~ three credits of ~~200~~ - level Anthropology ~~courses.~~	Students must have completed three credits of 2 00 - level Anthropology courses and ANTH 202 or equivalent prior to enrolling.
Description :	*Description :*
~~The~~ course ~~gives a broad historical~~ and ~~geographical survey of~~ the ~~region,~~ and discusses, through ~~case studies, older and contemporary topics, debates,~~ and ~~issues~~ of ~~African anthropology.~~	This course examines contemporary social and cultural dynamics across the African continent and discusses, through historical and ethnographic examples, a variety of topics and debates in anthropological engagements with and in Africa. Topics may include colonial legacies and post-colonial experiences, power and representation, conservation and extraction, health and well-being, popular culture, and urbanization.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:

The proposed title and description change more accurately reflects the course content and the way in which the course is taught. The “peoples and cultures” framing of area studies courses is very outdated and no longer relevant. The prerequisite has been revised to align with standard calendar at the request of APC.

Resource Implications:
None.

D1

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 ANTH 326, 332; new course SOCI 317

Calendar Section Name: ANTH 332
Calendar Section Type: Course
Description of Change: ANTH 332 Anthropology of Health, Illness and Healing Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Sociology and Anthropology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.310 Department of Sociology and Anthropology > Department of Sociology and Anthropology Courses > Anthropology Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
ANTH 332 Health, Illness and ~~Healing in Cross-Cultural Perspective~~ (3 credits)	ANTH 332 Anthropology of Health, Illness and Healing (3 credits)
Prerequisites:	*Prerequisites:*
~~300 - level courses are open to students who~~ have ~~successfully~~ completed ~~ANTH 202 or equivalent, plus at least~~ three credits of ~~200 - level~~ Anthropology ~~courses.~~	Students must have completed three credits of 200-level Anthropology courses and ANTH 202 or equivalent prior to enrolling.
Description :	*Description :*
This course explores ~~beliefs and practices surrounding illness~~ and healing ~~across various cultures. A range of issues is examined, including, for example,~~ social and cultural constructions of the body, ~~disease causation,~~ ethnomedicine, ~~healing efficacy, biomedical technology, ethics, medical pluralism,~~ global ~~health,~~ and the ~~impact of a globalized medical/pharmaceutical industry. The course involves engagement with both theoretical~~ and ~~practical questions.~~	This course explores health, illness, and healing from anthropological perspectives. Topics may include social and cultural constructions of the body, the relationship between biomedicine and ethnomedicine, contagion and chronicity, environmental health and toxicity, global health and health inequalities, and critiques of the pharmaceutical and wellness industries.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:

The proposed description change more accurately reflects the course content and the way in which the course is taught. The current title suggests a “health and healing around the world” approach that is “exoticizing” and outdated. Tweaking the title to Anthropology of Health, Illness, and Healing would align with approaches in contemporary medical anthropology.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 ANTH 326, 332; new course SOCI 317

Calendar Section Name: SOCI 317
Calendar Section Type: Course
Description of Change: SOCI 317 Critical Public Health New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Sociology and Anthropology

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.310 Department of Sociology and Anthropology > Department of Sociology and Anthropology Courses > Sociology Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	SOCI 317 Critical Public Health (3 credits)
Prerequisites:	*Prerequisites:* Students must have completed three credits of 200-level Anthropology courses an d SOCI 203 or equivalent prior to enrolling. If prerequisites are not satisfied, permission of the department is required.
Description :	*Description :* This course examines how social and structural factors shape health inequalities. Topics include socioeconomic status and health, gender, migration, racism, and access to healthcare. Drawing on key sociological theories, the course explores the ways health inequalities are produced and maintained. It critically assesses the role of public policies in addressing or reproducing these disparities.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for this topic under a SOCI 398 number may not take this course for credit.

Rationale:

This course has been successfully offered since 2021 and provides an important sociological lens to health, which is often overlooked. The course focuses on social and structural factors that are associated with avoidable health inequalities and allows students to question the various social determinants of health. Finally, this course will be included among a list of courses that students can choose from a new microprogram that we will be proposing in the sociology of health and addiction. There are no resource implications for this course. The course will be taught using our existing course section allocation.

Enrolments:
Fall 2021 – 28/65
Fall 2022 – 36/65
Winter 2024 – 29/65
Winter 2025 – 13/65
Winter 2026 – 39/65

Resource Implications:

None. SOCI 317 will be taught as part of the department's regular allotment.

Impact Report

Defined Groups

Introduction to Life Sciences

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Elective Groups -> Introduction to Life Sciences -> Requirements

Source of Impact

- ANTH 332

SOCI 317: Critical Public Health
Department of Sociology and Anthropology

Course Description

This course examines how social and structural factors shape health inequalities. Topics include socioeconomic status and health, gender, migration and migration policies, racism, and in/access to healthcare. Drawing on key sociological theories, the course explores the ways health inequalities are produced and maintained. It critically assesses the role of public policies as well as policy gaps and inaction in addressing or reproducing these disparities.

Objectives

At the end of the course, with respect to health, you should be able to:

- Compare key theoretical perspectives explaining inequalities
- Describe the impacts of social contexts / conditions
- Recognize / explain the effects of structural inequalities
- Identify the various social determinants

Prerequisites

300-level courses are open to students who have successfully completed SOCI 203 or equivalent, plus at least three credits of 200-level Sociology courses. Students in related disciplines who wish to take cognate courses in Sociology may apply to the Sociology undergraduate advisor for a prerequisite waiver on the basis of equivalent background.

Readings

Required readings for this course are available on the Library Course Reserves.
You are expected to have completed them before the class of the day they are assigned.

Grading scheme

In-class Participation	15%
Midterm	30%
News Memo	15%
Outline	5%
Final Research Paper	35%

Undergraduate Program Regular Curriculum Change - FA-ARTH-6028 - VERSION : 6

Summary and Rationale for Changes

The Department of Art History has approved the creation of three new courses: ARTH 203, ARTH 269 and ARTH 273. These courses reflect changes in the field, faculty areas of research and new programs. (See below for detailed rationale.)

ARTH 203 Introduction to Curatorial Practices - Course Creation

The proposed Introduction to Curatorial Practices course will assist undergraduate students in both the BFA Major in Art History and Studio Art and BFA Major in Art History, to bridge their theoretical and historical classes with the professional development and practice-based knowledge they will need to mobilize what they have learned in the classroom after graduating. Both BFA program learning outcomes emphasize opportunities for exchange of ideas with practicing artists, leadership and entrepreneurial skills, and hands-on learning. Both programs, however, rely on extracurricular activities, or our one undergrad internship course, to provide these experiences. Introduction to Curatorial Practices explicitly has practice-based assignments in its proposed design, alongside field trips to local galleries, providing this much-needed link between theory and praxis.

ARTH 269 Studies in Material Culture and Design History - Course Creation

Our current Group A courses, organized around specific artistic media, address craft and the decorative arts but do not engage design in its broader historical, technological, and social dimensions. This constitutes a significant gap in the undergraduate curriculum. Although design-related questions surface in other courses, they are often housed under less appropriate course codes and titles, limiting conceptual coherence and methodological depth. Establishing a dedicated course in design history would provide a clear intellectual framework for this material and formally recognize design as a critical field of inquiry within 21st century art history. Such a course would equip students with interdisciplinary methods that extend beyond traditional art historical approaches. By foregrounding design's historical and contemporary impacts, the course would also strengthen students' critical awareness of the built and mediated environments they inhabit and study, fostering more reflexive, analytically rigorous engagement with the material.

ARTH 273 Art History and Black Studies in Canada - Course Creation

Black Canadian history does not get covered in primary and secondary schools across the country, leaving a major gap in students' education by the time they get to university. For most students in our programs, this course will offer the first and sometimes only opportunity for them to learn about these histories. This course offers an overview of events and aspects of Black histories as they relate to visual and material culture, attending to this gap in students' education. This course will fill this pedagogical gap within our own program requirements for Group C: Art in Canada. By incorporating primary and secondary research both in the course content and in their assignments, this course provides students with the research and analytical skills to identify and fill these gaps in their knowledge and in museum and galleries. This new course will also be available as an elective course for students in the Minor and Certificate in Black and African Diaspora Studies in the Canadian Context offered by the Faculty of Arts and Science.

The Department of Art History has approved the deletion of two courses: ARTH 272 and ARTH 385. These courses reflect changes in the field, faculty areas of research and new programs. (See below for detailed rationale.)

ARTH 272 From Realism and Abstraction in Canadian Art - Deletion

ARTH 272 From Realism and Abstraction in Canadian Art, used to be an eConcordia survey course on Canadian art that was offered exclusively for non-Fine Arts students. The professor who created it has

passed away. Furthermore, the course content is, in many respects, out of date. Thus, it has not been offered in five years (last time was in Winter 2021). Additionally, the title is at odds with other existing course titles in our undergraduate calendar: it reads more as a special topic of an existing Canadian Art History course (Group C) than as a standalone course. The Department wishes to use ARTH 271 as its main introductory survey on Canadian art (18th to 21st century) and use ARTH 370 Studies in Canadian Art and ARTH 373 Issues in Contemporary Canadian Art for more specialized topics.

ARTH 385 Colour: Theory and Application in the Visual Arts - Deletion

ARTH 385 Colour: Theory and Application in the Visual Arts. This undergraduate course has not been offered in five years (last time was in Winter 2021). Its scope is highly specific for a semester-long class (making it hard to staff by full-time or part-time faculty), and the course title also reads more as a special topic. Colour theory is adequately covered and discussed in existing ARTH courses, especially in our Group A courses (media-based, particularly Art History courses on painting).

Art History has approved the course title changes of three courses: ARTH 381, ARTH 386 and ARTH 392. These courses reflect changes in the field, faculty areas of research and new programs. (See below for detailed rationale.) The department has also approved edits to the three course descriptions to provide greater clarity to students on what to expect from the courses.

ARTH 381 Feminisms and Art History - Title and course description edit

ARTH 381 Feminism and Art History will become Feminisms and Art History. Pluralizing the term feminisms reflects the diverse and multifaceted nature of successive feminist movements, ideologies, and practices. A similar adjustment was made at the graduate level for ARTH 627 Feminisms and Art History, and this proposed change aligns the undergraduate and graduate curricula. The course will continue to appeal to students across the Faculty of Fine Arts and the University as a whole, including those from the Simone de Beauvoir Institute.

ARTH 386 Art and the Senses - Title and course description edit.

ARTH 386 Art and the Viewer will change to Art and the Senses. The current description of ARTH 386 Art and the Viewer reads: “A consideration of the relationships between artwork and audience.” Changing the title to Art and the Senses expands the course’s scope to examine how artworks engage audiences through multiple senses—sight, but also sound, touch, smell, and taste—broadening the discussion beyond visual experience alone. The revised title also reflects current scholarly approaches that understand the human sensorium as interconnected and acknowledge the discipline’s gradual shift away from ocular centrism (the Western notion that vision is the dominant sense in the interpretation of art). This course will continue to appeal to students in our programs as well as those from departments across the Faculty of Fine Arts and the Faculty of Arts and Science, including those connected to Concordia’s Centre for Sensory Studies.

ARTH 392 Art History, Gender and Sexualities - Title and course description edit.

ARTH 392 Gender Issues in Art and Art History will change to Art History, Gender and Sexualities. The revised course title signals that course content and discussions extend beyond gender to include the study of sexualities. This change acknowledges the importance of LGBTQIA2S+

perspectives in art history and reflects how both gender identities and sexual orientations shape artistic production, reception, and scholarly interpretation. Expanding the title in this way clarifies the course's scope and brings it in line with contemporary approaches in the field. The course will continue to attract students from programs across the Faculty of Fine Arts and the University as a whole, including those from the Simone de Beauvoir Institute.

Related dossiers:

FA-CINE-6147 - deleting ARTH 385 from the elective group for the Joint Major in Art History and Film Studies.

AS-INTE-5979 - adding ARTH 273 to the list of Black-focused topics in the Minor and Certificate in Black and African Diaspora Studies in the Canadian Context.

Resource Implications

The department will schedule the courses in such a way that they will not exceed the current credit envelope.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Faye Diamantoudi, Vice-Provost,
Academic Programs Committee, 31 Aug 2026

Approved by:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 15 May 2026

The Faculty of Fine Arts Curriculum Committee (FCC) approved the changes in this dossier on May 6, 2026. Since Faculty Council has delegated approval privileges to FCC (with the exception of major changes) this dossier will only be
shared to Faculty Council but not submitted for approval at their meeting scheduled on May 15, 2026. I kindly request that the proposed changes be presented for consideration at the Academic Programs Committee meeting in September 2026.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 08 Apr 2026

Approved by:

Dr. Shauna Janssen, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 06 May 2026

This dossier was reviewed and approved by the Faculty of Fine Arts Committee at their meeting on May 6, 2026.

The dossier will be forwarded to Faculty Council for informational purposes at their next meeting.

We hereby submit the dossier for the consideration of APC at their next meeting in September 2026.

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Shauna Janssen, Associate Dean, Academic Programs and Pedagogy,
Faculty Curriculum Committee, 08 Apr 2026

Approved by:

Dr. Nicola Pezolet, Dept. Chair,
Department Curriculum Committee, 16 Jan 2026

The Department of Art History approved the following changes to the UG Curriculum:

Creation of the following courses:

- ARTH 203 Introduction to Curatorial Practices

- ARTH 269 Studies in Material Culture and Design History

- ARTH 273 Art History and Black Studies in Canada

Deletion of the following courses:

- ARTH 272 From Realism to Abstraction in Canadian Art

- ARTH 385 Colour: Theory and Application in the Visual Arts

Course title changes in the following courses:

- ARTH 381 Feminisms and Art History

- ARTH 386 Art and the Senses

- ARTH 392 Art History, Gender and Sexualities

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
ARTH 203 Introduction to Curatorial Practices New	★	★	★	★			★	★	★	
ARTH 269 Studies in Design History and Material Culture New	★	★	★	★		★	★	★	★	
ARTH 272 From Realism to Abstraction in Canadian Art Delete	⊗	⊗	⊗	⊗			⊗	⊗	⊗	
ARTH 273 Art History and Black Studies in Canada New	★	★	★	★			★	★	★	
ARTH 381 Feminisms and Art History Change			✎	✎						
ARTH 385 Colour: Theory and Application in the Visual Arts Delete	⊗	⊗	⊗	⊗			⊗	⊗	⊗	
ARTH 386 Art and the Senses			✎	✎						

Change										
ARTH 392 Art History, Gender and Sexualities Change			✎	✎						

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Major in Art History and Film Studies Change				✎			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Art History Group A – Media Based Studies Change		✎	
Art History Group C – Art in Canada Change		✎	
Art History Group D – Theory and Criticism Change		✎	
Art History Group E – Art and Society Change		✎	

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: Major in Art History and Film Studies
Calendar Section Type: Program
Description of Change: Major in Art History and Film Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History
Program Name: Major in Art History and Film Studies
Program Type: Major
Degree: Bachelor/Baccalaureate of Fine Arts (BFA)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Art History Programs > Art History and Film Studies > BFA Major in Art History and Film Studies > Program Requirements

Type of Change: Program Change

Present Text calendar

60 credits Major in Art History and Film Studies

6 credits:
ARTH 201 Perspectives of Art History I (3)
ARTH 202 Perspectives of Art History II (3)

Note: ARTH 201
and ARTH 202
should be taken as part of the first 30 credits.

3 credits:
ARTH 300 Art Historical Methods (3)

Note: ARTH 300
should be taken as part of the first 60 credits.

3 credits chosen from:
ARTH 353 Technology and Contemporary Art (3)
ARTH 354 Studies in Interdisciplinarity in the Visual Arts (3)

6 credits chosen from:
ARTH 366 Studies in 19th-Century Art and Architecture (3)
ARTH 367 Studies in 20th-Century Art and Architecture (3)
ARTH 368 Studies in Contemporary Art and Architecture (3)

Proposed Text

60 credits Major in Art History and Film Studies

6 credits:
ARTH 201 Perspectives of Art History I (3)
ARTH 202 Perspectives of Art History II (3)

Note: ARTH 201
and ARTH 202
should be taken as part of the first 30 credits.

3 credits:
ARTH 300 Art Historical Methods (3)

Note: ARTH 300
should be taken as part of the first 60 credits.

3 credits chosen from:
ARTH 353 Technology and Contemporary Art (3)
ARTH 354 Studies in Interdisciplinarity in the Visual Arts (3)

6 credits chosen from:
ARTH 366 Studies in 19th-Century Art and Architecture (3)
ARTH 367 Studies in 20th-Century Art and Architecture (3)
ARTH 368 Studies in Contemporary Art and Architecture (3)

3 credits chosen from:
ARTH 370 Studies in Canadian Art (3)
ARTH 371 Studies in Canadian Architecture (3)
ARTH 372 Issues in Contemporary Canadian Architecture (3)
ARTH 373 Issues in Contemporary Canadian Art (3)
ARTH 374 Architecture and Urbanism in Montreal (3)
ARTH 375 Issues in the Montreal Art Milieu (3)
ARTH 376 Topics in Indigenous Art (3)

3 credits chosen from:
ARTH 379 Postcolonial Theory in Art History (3)
ARTH ~~381 Feminism and Art History (3)~~
~~ARTH 383 Art and Philosophy (3)~~
~~ARTH 384 Theories of Representation (3)~~
~~ARTH 385 Colour: Theory and Application in the Visual Arts (3)~~
~~ARTH~~ 386 Art and the ~~Viewer~~ (3)
ARTH 387 Issues in Art and Criticism (3)
ARTH 388 Narration and Art (3)
ARTH 389 Issues in Ethnocultural Art Histories (3)
ARTH 391 Art and Its Changing Contexts (3)
ARTH 392 Gender ~~Issues in Art~~ and ~~Art History~~ (3)
ARTH 400 Advanced Seminar in Art Historical Method (3)

3 credits of Art History electives

3 credits:
FMST 220 Film Analysis (3)

Note: FMST 220 should be taken as part of the first 30 credits.

3 credits chosen from:
FMST 222 Topics in Film Aesthetics (3)
FMST 223 Montage Aesthetic (3)
FMST 224 Moving Camera Aesthetic (3)

6 credits chosen from:
FMST 201 Film History I (3)
FMST 202 Film History II (3)
FMST 203 Film History III (3)

Note: One of FMST 201
, FMST 202
or FMST 203
should be taken as part of the first 30 credits.

3 credits chosen from:
FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

3 credits chosen from:
ARTH 370 Studies in Canadian Art (3)
ARTH 371 Studies in Canadian Architecture (3)
ARTH 372 Issues in Contemporary Canadian Architecture (3)
ARTH 373 Issues in Contemporary Canadian Art (3)
ARTH 374 Architecture and Urbanism in Montreal (3)
ARTH 375 Issues in the Montreal Art Milieu (3)
ARTH 376 Topics in Indigenous Art (3)

3 credits chosen from:
ARTH 379 Postcolonial Theory in Art History (3)
ARTH 386 Art and the Senses (3)
ARTH 387 Issues in Art and Criticism (3)
ARTH 388 Narration and Art (3)
ARTH 389 Issues in Ethnocultural Art Histories (3)
ARTH 391 Art and Its Changing Contexts (3)
ARTH 392 Art History, Gender and Sexualities (3)
ARTH 400 Advanced Seminar in Art Historical Method (3)
ARTH 381 Feminisms and Art History (3)
ARTH 383 Art and Philosophy (3)
ARTH 384 Theories of Representation (3)

3 credits of Art History electives

3 credits:
FMST 220 Film Analysis (3)

Note: FMST 220 should be taken as part of the first 30 credits.

3 credits chosen from:
FMST 222 Topics in Film Aesthetics (3)
FMST 223 Montage Aesthetic (3)
FMST 224 Moving Camera Aesthetic (3)

6 credits chosen from:
FMST 201 Film History I (3)
FMST 202 Film History II (3)
FMST 203 Film History III (3)

Note: One of FMST 201
, FMST 202
or FMST 203
should be taken as part of the first 30 credits.

3 credits chosen from:
FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

6 credits chosen from:
FMST 204 Approaches to Film and Moving Image

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6 credits chosen from:
FMST 204 Approaches to Film and Moving Image Studies I (3)
FMST 205 Approaches to Film and Moving Image Studies II (3)
FMST 315 Introduction to Film Theory (3)
FMST 316 Film and Moving Image Cultures (3)
FMST 317 Transnational Approaches to Cinema (3)
FMST 319 The Moving Image and Society (3)
FMST 320 Digital Media and Animation (3)

3 credits of Film Studies electives

3 credits chosen from 400-level Film Studies electives

3 credits chosen from:
ARTH 348 Special Topics in Art and Film (3)
FMST 348 Special Topics in Art and Film (3)

Note: The following courses are cross-listed:
ARTH 348
and FMST 348

3 credits chosen from:
ARTH 448 Advanced Seminar in Art and Film (3)
FMST 448 Advanced Seminar in Art and Film (3)

Note: The following courses are cross-listed:
ARTH 448
and FMST 448

Note: The Major in Art History and Film Studies is offered jointly with the Mel Hoppenheim School of Cinema .

6 credits chosen from:
FMST 204 Approaches to Film and Moving Image Studies I (3)
FMST 205 Approaches to Film and Moving Image Studies II (3)
FMST 315 Introduction to Film Theory (3)
FMST 316 Film and Moving Image Cultures (3)
FMST 317 Transnational Approaches to Cinema (3)
FMST 319 The Moving Image and Society (3)
FMST 320 Digital Media and Animation (3)

3 credits of Film Studies electives

3 credits chosen from 400-level Film Studies electives

3 credits chosen from:
ARTH 348 Special Topics in Art and Film (3)
FMST 348 Special Topics in Art and Film (3)

Note: The following courses are cross-listed:
ARTH 348
and FMST 348

3 credits chosen from:
ARTH 448 Advanced Seminar in Art and Film (3)
FMST 448 Advanced Seminar in Art and Film (3)

Note: The following courses are cross-listed:
ARTH 448
and FMST 448

Note: The Major in Art History and Film Studies is offered jointly with the Mel Hoppenheim School of Cinema .

Rationale:

Resource Implications:

D3

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: Art History Group A – Media Based Studies
Calendar Section Type: Defined group
Description of Change: Art History Group A – Media Based Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Art History Programs > Art History Course Groups

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Art History Group A – Media Based Studies	**credits**	Art History Group A – Media Based Studies
ARTH 262 Aspects of the History of Drawing (3)		ARTH 262 Aspects of the History of Drawing (3)
ARTH 263 Aspects of the History of the Print (3)		ARTH 263 Aspects of the History of the Print (3)
ARTH 264 Aspects of the History of Ceramics (3)		ARTH 264 Aspects of the History of Ceramics (3)
ARTH 265 Aspects of the History of Sculpture (3)		ARTH 265 Aspects of the History of Sculpture (3)
ARTH 266 Aspects of the History of Fibre Art (3)		ARTH 266 Aspects of the History of Fibre Art (3)
ARTH 267 Aspects of the History of Photography (3)		ARTH 267 Aspects of the History of Photography (3)
ARTH 348 Special Topics in Art and Film (3)		ARTH 269 Studies in Design History and Material Culture (3)
ARTH 349 Studies in the History of the Print (3)		ARTH 348 Special Topics in Art and Film (3)
ARTH 350 Studies in the History of Ceramics (3)		ARTH 349 Studies in the History of the Print (3)
ARTH 351 Studies in the History of Sculpture (3)		ARTH 350 Studies in the History of Ceramics (3)
ARTH 352 Studies in the History of Fibre Art (3)		ARTH 351 Studies in the History of Sculpture (3)
ARTH 353 Technology and Contemporary Art (3)		ARTH 352 Studies in the History of Fibre Art (3)
ARTH 354 Studies in Interdisciplinarity in the Visual Arts (3)		ARTH 353 Technology and Contemporary Art (3)
ARTH 355 Studies in Architecture (3)		ARTH 354 Studies in Interdisciplinarity in the Visual Arts (3)
ARTH 356 Studies in the Materials and Processes of Art (3)		ARTH 355 Studies in Architecture (3)
ARTH 357 Studies in the History of Craft and the Decorative Arts (3)		ARTH 356 Studies in the Materials and Processes of Art (3)
ARTH 358 Studies in the History of Media Art (3)		ARTH 357 Studies in the History of Craft and the Decorative Arts (3)
ARTH 359 Studies in Contemporary Photographic Art (3)		ARTH 358 Studies in the History of Media Art (3)
ARTH 448 Advanced Seminar in Art and Film (3)		ARTH 359 Studies in Contemporary Photographic Art (3)
		ARTH 448 Advanced Seminar in Art and Film (3)

Present Text calendar	Proposed Text

Rationale:

Reflects creation of new course ARTH 269.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: Art History Group C – Art in Canada
Calendar Section Type: Defined group
Description of Change: Art History Group C – Art in Canada Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Art History Programs > Art History Course Groups

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Art History Group C – Art in Canada	**credits**	Art History Group C – Art in Canada
ARTH 271 Introduction to Canadian Art (3)		ARTH 271 Introduction to Canadian Art (3)
ARTH ~~272 From Realism to Abstraction in Canadian~~ Art (3)		ARTH 273 Art History and Black Studies in Canada (3)
ARTH 370 Studies in Canadian Art (3)		ARTH 370 Studies in Canadian Art (3)
ARTH 371 Studies in Canadian Architecture (3)		ARTH 371 Studies in Canadian Architecture (3)
ARTH 372 Issues in Contemporary Canadian Architecture (3)		ARTH 372 Issues in Contemporary Canadian Architecture (3)
ARTH 373 Issues in Contemporary Canadian Art (3)		ARTH 373 Issues in Contemporary Canadian Art (3)
ARTH 374 Architecture and Urbanism in Montreal (3)		ARTH 374 Architecture and Urbanism in Montreal (3)
ARTH 375 Issues in the Montreal Art Milieu (3)		ARTH 375 Issues in the Montreal Art Milieu (3)
ARTH 376 Topics in Indigenous Art (3)		ARTH 376 Topics in Indigenous Art (3)

Rationale:
Reflects creation of new course ARTH 273. Reflects deletion of ARTH 272.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: Art History Group D – Theory and Criticism
Calendar Section Type: Defined group
Description of Change: Art History Group D – Theory and Criticism Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Art History Programs > Art History Course Groups

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Art History Group D – Theory and Criticism	**credits**	Art History Group D – Theory and Criticism
ARTH 201 Perspectives of Art History I (3)		ARTH 201 Perspectives of Art History I (3)
ARTH 202 Perspectives of Art History II (3)		ARTH 202 Perspectives of Art History II (3)
ARTH 300 Art Historical Methods (3)		ARTH 300 Art Historical Methods (3)
ARTH 379 Postcolonial Theory in Art History (3)		ARTH 379 Postcolonial Theory in Art History (3)
ARTH 380 Histories of Art History (3)		ARTH 380 Histories of Art History (3)
ARTH 381 ~~Feminism~~ and Art History (3)		ARTH 381 Feminisms and Art History (3)
ARTH 383 Art and Philosophy (3)		ARTH 383 Art and Philosophy (3)
ARTH 384 Theories of Representation (3)		ARTH 384 Theories of Representation (3)
ARTH ~~385 Colour: Theory and Application in the Visual Arts (3)~~		ARTH 386 Art and the Senses (3)
~~ARTH~~ 386 Art and the ~~Viewer~~ (3)		ARTH 387 Issues in Art and Criticism (3)
ARTH 387 Issues in Art and Criticism (3)		ARTH 389 Issues in Ethnocultural Art Histories (3)
ARTH 389 Issues in Ethnocultural Art Histories (3)		ARTH 400 Advanced Seminar in Art Historical Method (3)
ARTH 400 Advanced Seminar in Art Historical Method (3)		

Rationale:
Removal of ARTH 385 from the group as the course will be deleted.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: Art History Group E – Art and Society

Calendar Section Type: Defined group

Description of Change: Art History Group E – Art and Society Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Art History Programs > Art History Course Groups

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Art History Group E – Art and Society	**credits**	Art History Group E – Art and Society
ARTH 283 The Life and Work of ... (3)		ARTH 203 Introduction to Curatorial Practices (3)
ARTH 290 Art History and Archaeology (3)		
ARTH 298 Special Topics in Genre Studies (3)		ARTH 283 The Life and Work of ... (3)
ARTH 388 Narration and Art (3)		ARTH 290 Art History and Archaeology (3)
ARTH 390 Art and the Museum (3)		ARTH 298 Special Topics in Genre Studies (3)
ARTH 391 Art and Its Changing Contexts (3)		ARTH 388 Narration and Art (3)
ARTH 392 ~~Gender Issues in~~ Art and ~~Art History~~ (3)		ARTH 390 Art and the Museum (3)
ARTH 396 Art and Culture (3)		ARTH 391 Art and Its Changing Contexts (3)
ARTH 398 Special Topics in Art and Society (3)		ARTH 392 Art History, Gender and Sexualities (3)
		ARTH 396 Art and Culture (3)
		ARTH 398 Special Topics in Art and Society (3)

Rationale:

Reflects creation of new course ARTH 203.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: ARTH 203
Calendar Section Type: Course
Description of Change: ARTH 203 Introduction to Curatorial Practices New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Department of Art History Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	ARTH 203 Introduction to Curatorial Practices (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* In this course, students are introduced to the strategies used by curators to research, produce, and animate art and material culture for a wide public through exhibitions, public art, biennials, and discursive events (talks, symposia, roundtables, etc.). This course focuses on contemporary curatorial practice as it emerges in local museums and galleries, and encourages students to think critically and practically about how curatorial practices shape public understanding about art and visual culture.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:
This practice-based course that connects theoretical and historical study with the professional skills students need to apply their learning beyond the classroom. Designed for students in the BFA Major in Art History and dual Major in Art History and Studio Art, the course directly supports program outcomes emphasizing hands-on learning, leadership, and engagement with arts professionals—areas otherwise addressed mainly through extracurricular activities or a single internship. As a foundational, practice-driven course, ARTH 203 strengthens students' professional readiness and serves as a pathway to advanced study in the Curatorial Studies and Practices graduate certificate.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: ARTH 269
Calendar Section Type: Course
Description of Change: ARTH 269 Studies in Design History and Material Culture New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Department of Art History Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	ARTH 269 Studies in Design History and Material Culture (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course introduces students to the study of the intersections of art, material culture, fashion, and/or design in different historical periods. It encourages students to think critically, contextually, and interdisciplinarily about how design shapes—and is shaped by—technology and everyday life.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Other note :	**Other note :** This course may be repeated for credit, provided the subject matter is different each time.

Rationale:

This course aligns with current art history theories while addressing strong student interest across Art History and Fine Arts. Positioned in Group A: Media-Based Studies, the course fills a key curricular gap: existing courses focus on specific media or craft but don't include design's broader historical, technological, and social dimensions. This course establishes a clear framework for studying material culture and design, recognizing design as a critical field within contemporary art history. It equips students with interdisciplinary methods from material culture studies, design history, and critical theory, while enhancing their ability to critically analyze the built and mediated environments they inhabit

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: ARTH 272
Calendar Section Type: Course
Description of Change: ARTH 272 From Realism to Abstraction in Canadian Art Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Department of Art History Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~ARTH 272 From Realism to Abstraction in Canadian Art~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~This course is an introduction to ideas and techniques associated with the transition from representationalism to abstraction in 19th- and 20th-century Quebec and Canadian art.~~	
Component(s):	*Component(s):*
Notes :	*Notes :*

Rationale:
This course used to be an eConcordia survey course on Canadian art that was offered exclusively for non-Fine Arts students. The professor who created it has passed away. Furthermore, the course content is out of date. Thus, it has not been offered in five years (the last time was in Winter 2021). Additionally, the title is at odds with other existing course titles in our undergraduate calendar: it reads more as a special topic of an existing Canadian Art History course (Group C) than as a standalone course. The Department wishes to use ARTH 271 as its main introductory survey on Canadian art (18th to 21st century) and use ARTH 370 Studies in Canadian Art and ARTH 373 Issues in Contemporary Canadian Art for more specialized topics.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: ARTH 273
Calendar Section Type: Course
Description of Change: ARTH 273 Art History and Black Studies in Canada New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Department of Art History Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	ARTH 273 Art History and Black Studies in Canada (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course focuses on Black art and history in the Canadian context to expand the scope of what is understood as "Canadian art." By exploring artworks produced by Black Canadian artists, makers and communities, the course broadens the discourse surrounding the established art historical canon of Canadian art as well as underscoring the reasons for major gaps in knowledge as it pertains to Black art in specific areas and periods in Canadian art, proposing approaches and methods to navigate this challenge for emerging art historians and curators.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:

This course addresses a significant gap in students' knowledge of Black Canadian histories and their connections to visual and material culture. Because these histories are largely absent from primary and secondary education, many students enter university with limited exposure to the subject. This course often provides their first sustained opportunity to study Black Canadian experiences through an art-historical framework. Situated within Group C: Art in Canada, it expands the field by foregrounding Black artists, makers, and communities whose contributions have been marginalized. The course surveys key historical events, cultural practices, and contexts while emphasizing how visual and material culture shape and record Black Canadian histories. By engaging with primary and secondary research, students develop critical skills in identifying omissions within dominant narratives and institutional settings. The course also serves students in the Minor and Certificate in Black and African Diaspora Studies in the Canadian Contexts and has broader interdisciplinary appeal across the university

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: ARTH 381
Calendar Section Type: Course
Description of Change: ARTH 381 Feminisms and Art History Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Department of Art History Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
ARTH 381 ~~Feminism~~ and Art History (3 credits)	ARTH 381 Feminisms and Art History (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~A consideration~~ of ~~feminism~~ in art ~~history.~~	This course introduces students to the study of various feminist movements, ideas, and practices in art history, and encourages critical engagement with how gender, as well as race and social class, shape artistic production and scholarly interpretation.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit, provided the subject matter is different each time.
Other note : It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.	**Other note :** It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

Rationale:

ARTH 381 Feminism and Art History will become Feminisms and Art History. Pluralizing the term feminisms reflects the diverse and multifaceted nature of successive feminist movements, ideologies, and practices. A similar adjustment was made at the graduate level for ARTH 627 Feminisms and Art History, and this proposed change aligns the undergraduate and graduate curricula. The course will continue to appeal to students across the Faculty of Fine Arts and the University as a whole, including those from the Simone de Beauvoir Institute.

The course description has been expanded to provide students with a clearer idea of what the course involves.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: ARTH 385
Calendar Section Type: Course
Description of Change: ARTH 385 Colour: Theory and Application in the Visual Arts Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Department of Art History Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~ARTH 385 Colour: Theory and Application in the Visual Arts~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~An examination of various theories of colour by artists, philosophers, psychologists, and scientists.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : ~~This course may be repeated for credit, provided the subject matter is different each time.~~	**Allow this course to be taken more than one time for credit :**
Other note : ~~It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.~~	**Other note :**

Rationale:
This course has not been offered in five years (last time was in Winter 2021). Its scope is highly specific for a semester-long class (making it hard to staff by full-time or part-time faculty), and the course title also reads more as a special topic. Colour theory is adequately covered and discussed in existing ARTH courses, especially in our Group A courses (media-based, particularly Art History courses on painting).

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: ARTH 386
Calendar Section Type: Course
Description of Change: ARTH 386 Art and the Senses Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Department of Art History Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
ARTH 386 Art and the ~~Viewer~~ (3 credits)	ARTH 386 Art and the Senses (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~A consideration~~ of ~~the relationships between artwork~~ and ~~audience.~~	This course introduces students to the use of sensory studies in art history and focuses on how various types of artworks and media engage audiences through multiple senses beyond sight, including sound, touch, smell and taste.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit, provided the subject matter is different each time.
Other note : It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.	**Other note :** It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

Rationale:

ARTH 386 Art and the Viewer will change to Art and the Senses. The current description of ARTH 386 Art and the Viewer reads: "A consideration of the relationships between artwork and audience." Changing the title to Art and the Senses expands the course's scope to examine how artworks engage audiences through multiple senses—sight, but also sound, touch, smell, and taste—broadening the discussion beyond visual experience alone. The revised title also reflects current scholarly approaches that understand the human sensorium as interconnected and acknowledge the discipline's gradual shift away from ocular centrism (the Western notion that vision is the dominant sense in the interpretation of art).

The course description has been expanded to provide students with a fuller idea of what the course involves and to ensure that the course title is clear.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Changes to Art History courses (creations/deletions/edits)

Calendar Section Name: ARTH 392
Calendar Section Type: Course
Description of Change: ARTH 392 Art History, Gender and Sexualities Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Art History

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.50 Department of Art History > Department of Art History Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
ARTH 392 ~~Gender Issues in~~ Art and ~~Art History~~ (3 credits)	ARTH 392 Art History, Gender and Sexualities (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~An examination of gender as a factor~~ in ~~making~~ and ~~interpreting art.~~	This course introduces students to LGBTQIA2S+ perspectives in art history and reflects on how gender identities and sexual orientations have both shaped artistic production, reception, and scholarly interpretation in different historical periods.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit, provided the subject matter is different each time.
Other note : It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.	**Other note :** It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

Rationale:

ARTH 392 Gender Issues in Art and Art History will change to Art History, Gender and Sexualities. The revised course title signals that the course content and discussions extend beyond gender to include the study of sexualities. This change acknowledges the importance of LGBTQIA2S+ perspectives in art history and reflects how both gender identities and sexual orientations shape artistic production, reception, and scholarly interpretation.

The course description is being expanded to make the course content clearer to students.

Resource Implications:
None.

Impact Report

Programs

Major in Art History

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Programs -> Art History -> BFA Major in Art History -> Program Requirements
Source of Impact

- Art History Group A – Media Based Studies
- Art History Group C – Art in Canada
- Art History Group D – Theory and Criticism
- Art History Group E – Art and Society

Major in Art History and Film Studies

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Art History and Film Studies -> BFA Major in Art History and Film Studies -> Program Requirements
Source of Impact

- ARTH 381
- ARTH 385
- ARTH 386
- ARTH 392
- Major in Art History and Film Studies

Major in Art History and Film Studies

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Programs -> Art History and Film Studies -> BFA Major in Art History and Film Studies -> Program Requirements
Source of Impact

- ARTH 381
- ARTH 385
- ARTH 386
- ARTH 392

Specialization in Art Education – Visual Arts

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.40 Department of Art Education -> Art Education Programs -> BFA Specialization in Art Education – Visual Arts -> Program Requirements
Source of Impact

- Art History Group C – Art in Canada

Defined Groups

Art History Group C – Art in Canada

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Programs -> Art History Course Groups
Source of Impact

- ARTH 272

Art History Group D

– Theory and Criticism
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Programs -> Art History Course Groups
Source of Impact

- ARTH 381
- ARTH 385
- ARTH 386

Art History Group E – Art and Society
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Programs -> Art History Course Groups
Source of Impact

- ARTH 392

Black-focused Topics in Literature, History, and the Arts
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Programs -> Minor and Certificate in Black and African Diaspora Studies in the Canadian Context -> Black and African Diaspora Studies in the Canadian Context Course Groups
Source of Impact

- ARTH 381

Optional Courses for Women's Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.560 Simone de Beauvoir Institute and Women’s Studies -> Women's Studies and Interdisciplinary Studies in Sexuality Programs -> Women’s Studies -> Optional Courses for Women's Studies
Source of Impact

- ARTH 381

Courses

ARTH 203 Introduction to Curatorial Practices New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Department of Art History Courses
Source of Impact

ARTH 269 Studies in Design History and Material Culture New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Department of Art History Courses
Source of Impact

ARTH 273 Art History and Black Studies in Canada New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Department of Art History Courses
Source of Impact

ARTH 348
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Department of Art History Courses
Source of Impact

- Major in Art History and Film Studies

Department of Art History Courses

ARTH 201 Perspectives of Art History I (3 credits)

Description:

This course provides an overview of art and architectural history from approximately pre-history to 1300 CE, taught within a roughly chronological framework. The material taught includes a selective examination of canonical figures, movements, periods and thematic issues, not limited to Western art history.

Component(s):

"Lecture"; "Tutorial"

Notes:

- Students in Art History programs should complete this course as part of their first 30 credits.
- Students who have received credit for ARTH 200 may not take this course for credit.

ARTH 202 Perspectives of Art History II (3 credits)

Description:

This course provides an overview of art and architectural history from approximately 1300 CE to the present, taught within a roughly chronological framework. The material taught includes a selective examination of canonical figures, movements, periods and thematic issues, not limited to Western art history.

Component(s):

"Lecture"; "Tutorial"

Notes:

- Students in Art History programs should complete this course as part of their first 30 credits.
- Students who have received credit for ARTH 200 may not take this course for credit.

ARTH 203 Introduction to Curatorial Practices (3 credits)

Description:

In this course, students are introduced to the strategies used by curators to research, produce, and animate art and material culture for a wide public through exhibitions, public art, biennials, and discursive events (talks, symposia, roundtables, etc.). This course focuses on contemporary curatorial practice as it emerges in local museums and galleries, and encourages students to think critically and practically about how curatorial practices shape public understanding about art and visual culture.

Component(s):

"Lecture"

ARTH 262 Aspects of the History of Drawing (3 credits)

Description:

A selective examination of drawing as an art form and of its relation to painting and other visual arts.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 263 Aspects of the History of the Print (3 credits)

Description:

A selective examination of the development and uses of the print.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 264 Aspects of the History of Ceramics (3 credits)

Description:

A selective examination of the development and uses of ceramics.

Component(s):

"Lecture"

ARTH 265 Aspects of the History of Sculpture (3 credits)

Description:

A selective examination of the development and uses of sculpture.

Component(s):

"Lecture"

ARTH 266 Aspects of the History of Fibre Art (3 credits)

Description:

A selective examination of the development of fibre art.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 267 Aspects of the History of Photography (3 credits)

Description:

A selective examination of the development and uses of photography.

Component(s):

"Lecture"

Notes:

- Students who have received credit for PHOT 250 may not take this course for credit.

ARTH 269 Studies in Material Culture and Design History (3 credits)

Description:

This course introduces students to the study of the intersections of art, material culture, fashion, and/or design in different historical periods. It encourages students to think critically, contextually, and interdisciplinarily about how design shapes—and is shaped by—technology and everyday life.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 270 Icons of Architectural History (3 credits)

Description:

A study of key buildings and the vocabulary of architecture.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 271 Introduction to Canadian Art (3 credits)

Description:

This course is an introduction to selected subjects and themes in Quebec and Canadian art.

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 273 Art History and Black Studies in Canada (3 credits)

Description:

This course focuses on Black art and history in the Canadian context to expand the scope of what is understood as "Canadian art." By exploring artworks produced by Black Canadian artists, makers and communities, the course broadens the discourse surrounding the established art historical canon of Canadian art as well as underscoring the reasons for major gaps in knowledge as it pertains to Black art in specific areas and periods in Canadian art, proposing approaches and methods to navigate this challenge for emerging art historians and curators.

Component(s):

"Lecture"

ARTH 283 The Life and Work of ... (3 credits)

Description:

A critical examination of an artist's life and work.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 290 Art History and Archaeology (3 credits)

Description:

A selective examination of the relationship between art history and archaeology.

Component(s):

"Lecture"

ARTH 298 Special Topics in Genre Studies (3 credits)

Description:

Topics pertaining to categories of subject matter such as landscape, portraiture, and still life.

ARTH 300 Art Historical Methods (3 credits)

Description:

An in-depth examination of the methods used in art history to analyze and interpret works of art.

Component(s):

"Lecture"; "Tutorial"

Notes:

- Students in Art History programs should complete this course as part of their first 60 credits.

ARTH 348 Special Topics in Art and Film (3 credits)

Prerequisite/Corequisite:

The following courses must be completed previously: ARTH 201; ARTH 202; one of FMST 201 or FMST 202 or FMST 203; FMST 220. Enrolment in the Major in Art History and Film Studies is required. If prerequisites are not satisfied, permission of the program director is required.

Description:

A comparative examination of some aspects of art history and film studies.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- Students who have received credit for FMST 348 may not take this course for credit.

ARTH 349 Studies in the History of the Print (3 credits)

Description:

An examination of selected subjects in the history of the print.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 350 Studies in the History of Ceramics (3 credits)

Description:

An examination of selected subjects in the history of ceramics.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 351 Studies in the History of Sculpture (3 credits)

Description:

An examination of selected subjects in the history of sculpture.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 352 Studies in the History of Fibre Art (3 credits)

Description:

An examination of selected subjects in the history of fibre art.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 353 Technology and Contemporary Art (3 credits)

Description:

A selective examination of the relationship between technology and contemporary art.

Component(s):

"Lecture"

ARTH 354 Studies in Interdisciplinarity in the Visual Arts (3 credits)

Description:

A selective examination of historical and contemporary art that utilizes a number of media.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 355 Studies in Architecture (3 credits)

Description:

An examination of the role and implications of selected materials and technology in architecture.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 356 Studies in the Materials and Processes of Art (3 credits)

Description:

An examination of selected historical and contemporary materials and processes of art.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 357 Studies in the History of Craft and the Decorative Arts (3 credits)

Description:

Selected subjects in the history of craft and the decorative arts as forms of material culture.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 358 Studies in the History of Media Art (3 credits)

Description:

A selective examination of new media art since the 1990s, including the historical development, thematic content, and conceptual strategies for such

practices as video art, projection installation and performance, and experimental film.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 359 Studies in Contemporary Photographic Art (3 credits)

Description:

A selective examination of recent photographic art.

Component(s):

"Lecture"

Notes:

- Students who have received credit for PHOT 250 may not take this course for credit.

ARTH 360 Studies in Ancient Greek Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of Ancient Greece.

Component(s):

"Lecture"

ARTH 361 Studies in Ancient Roman Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of Ancient Rome.

Component(s):

"Lecture"

ARTH 362 Studies in Early Christian and Byzantine Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of Early Christian and Byzantine cultures.

Component(s):

"Lecture"

ARTH 363 Studies in Medieval Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of the Medieval period.

Component(s):

"Lecture"

ARTH 364 Studies in Renaissance Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of 15th- and 16th-century Europe.

Component(s):

"Lecture"

ARTH 365 Studies in 17th- and 18th-Century Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of the 17th and 18th centuries.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 366 Studies in 19th-Century Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of the 19th century.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 367 Studies in 20th-Century Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of the 20th century.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 368 Studies in Contemporary Art and Architecture (3 credits)

Description:

Selected subjects in contemporary art and architectural production.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 369 Studies in Middle Eastern Art and Architecture (3 credits)

Description:

Selected subjects in the art and architectural production of the Middle East.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 370 Studies in Canadian Art (3 credits)

Description:

Selected subjects in the art of Canada.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 371 Studies in Canadian Architecture (3 credits)

Description:

Selected subjects in the architecture of Canada.

Component(s):

"Lecture"

ARTH 372 Issues in Contemporary Canadian Architecture (3 credits)

Description:

A consideration of specific issues in the practice of recent architecture in Canada.

Component(s):

"Lecture"

ARTH 373 Issues in Contemporary Canadian Art (3 credits)

Description:

A consideration of specific issues in the recent art of Canada.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 374 Architecture and Urbanism in Montreal (3 credits)

Description:

The relationship of architecture to issues of urbanism, analyzed through examples from Montreal's past and/or present.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 375 Issues in the Montreal Art Milieu (3 credits)

Description:

An analysis of specific issues in the historical and/or contemporary Montreal art community.

Component(s):

"Lecture"

ARTH 376 Topics in Indigenous Art (3 credits)

Description:

A selective examination of the work of Indigenous artists.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 379 Postcolonial Theory in Art History (3 credits)

Description:

A critical examination of the key concepts of postcolonial art and theory.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 380 Histories of Art History (3 credits)

Description:

The history of art history as a discipline and the concepts of history it uses.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 381 Feminisms and Art History (3 credits)

Description:

This course introduces students to the study of various feminist movements, ideas, and practices in art history, and encourages critical engagement with how gender, as well as race and social class, shape artistic production and scholarly interpretation.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 383 Art and Philosophy (3 credits)

Description:

A consideration of the relationship between philosophy, art theory, and practice.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 384 Theories of Representation (3 credits)

Description:

An examination of the different concepts of representation involved in creating, defining, and interpreting an artwork.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 386 Art and the Senses (3 credits)

Description:

This course introduces students to the use of sensory studies in art history and focuses on how various types of artworks and media engage audiences through multiple senses beyond sight, including sound, touch, smell and taste.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 387 Issues in Art and Criticism (3 credits)

Description:

An examination of selected aspects of the relationship between art, aesthetics, and critical writing.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 388 Narration and Art (3 credits)

Description:

A critical examination of selected aspects of the relationship between art and its narratives.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 389 Issues in Ethnocultural Art Histories (3 credits)

Description:

An analysis of the concepts of ethnic and cultural identity in art and art history.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 390 Art and the Museum (3 credits)

Description:

A study of selected issues in museums and related art institutions.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 391 Art and Its Changing Contexts (3 credits)

Description:

An investigation of art in its original context and of its changing meanings and uses through time.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 392 Art History, Gender and Sexualities (3 credits)

Description:

This course introduces students to LGBTQIA2S+ perspectives in art history and reflects on how gender identities and sexual orientations have both shaped artistic production, reception, and scholarly interpretation in different historical periods.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 396 Art and Culture (3 credits)

Description:

A critical examination of selected issues in art and its cultural context.

Component(s):

"Lecture"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 398 Special Topics in Art and Society (3 credits)

Description:

A detailed examination of a selected aspect of art in society.

Component(s):

"Lecture"

Notes:

- It is strongly recommended that students have completed at least six Art History credits before enrolling in this course.

ARTH 400 Advanced Seminar in Art Historical Method (3 credits)

Prerequisite/Corequisite:

Students must have completed 45 credits in the Major in Art History program or the Major in Art History and Film Studies program. If prerequisites are not satisfied, permission of the Department is required.

Description:

This course offers a detailed examination of selected aspects of art methodologies.

Component(s):

"Seminar"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 401 Independent Studies in Art History (3 credits)

Prerequisite/Corequisite:

Students must be in third-year standing with fewer than 33 credits remaining in the Major in Art History degree program. Written permission of the Department of Art History is required.

Description:

Students are required to prepare a research paper under the supervision of a faculty member.

Component(s):

"Independent Study"

ARTH 403 Internship (3 credits)

Prerequisite/Corequisite:

Students must have completed 45 credits of Art History courses (ARTH). Permission of the Department is required.

Description:

This course focuses on the practice of art history. Students are required to work on specific projects under the supervision of a faculty member. The purpose of the internship is to provide graduating students with the opportunity to take on a project in a professional art milieu so as to complement their academic education.

Component(s):

"Practicum/Internship/Work Term"

Notes:

- This course is assessed on a pass/fail basis.

ARTH 448 Advanced Seminar in Art and Film (3 credits)

Prerequisite/Corequisite:

The following course must be completed previously: ARTH 348 or FMST 348. Enrolment in the Major in Art History and Film Studies is required. If prerequisites are not satisfied, permission of the Department of Art History is required.

Description:

A seminar designed to permit an in-depth course of study on some aspects of art and film history.

Component(s):

"Seminar"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.
- This course is equivalent to FMST 448. Students who have received credit for FMST 448 may not take this course for credit.

ARTH 450 Advanced Seminar in the History of Art and Architecture (3 credits)

Prerequisite/Corequisite:

Students must have completed 45 credits in the Major in Art History program or the Major in Art History and Film Studies program. If prerequisites are not satisfied, permission of the Department is required.

Description:

This course offers a detailed examination of selected aspects of art and architectural history.

Component(s):

"Seminar"

Notes:

- This course may be repeated for credit, provided the subject matter is different each time.

ARTH 498 Special Topics in the History of Art and Architecture (3 credits)

Prerequisite/Corequisite:

Students must have completed 45 credits in the Major in Art History program or the Major in Art History and Film Studies program. If prerequisites are not satisfied, permission of the Department is required.

Description:

A course for advanced students which provides for the study of more specialized areas of art.

Component(s):

"Seminar"

Art History Course Groups

Art History Group A — Media Based Studies

- ARTH 262 Aspects of the History of Drawing (3.00)
- ARTH 263 Aspects of the History of the Print (3.00)
- ARTH 264 Aspects of the History of Ceramics (3.00)
- ARTH 265 Aspects of the History of Sculpture (3.00)
- ARTH 266 Aspects of the History of Fibre Art (3.00)
- ARTH 267 Aspects of the History of Photography (3.00)
- ARTH 269 Studies in Material Culture and Design History (3.00)
- ARTH 348 Special Topics in Art and Film (3.00)
- ARTH 349 Studies in the History of the Print (3.00)
- ARTH 350 Studies in the History of Ceramics (3.00)
- ARTH 351 Studies in the History of Sculpture (3.00)
- ARTH 352 Studies in the History of Fibre Art (3.00)
- ARTH 353 Technology and Contemporary Art (3.00)
- ARTH 354 Studies in Interdisciplinarity in the Visual Arts (3.00)
- ARTH 355 Studies in Architecture (3.00)
- ARTH 356 Studies in the Materials and Processes of Art (3.00)
- ARTH 357 Studies in the History of Craft and the Decorative Arts (3.00)
- ARTH 358 Studies in the History of Media Art (3.00)
- ARTH 359 Studies in Contemporary Photographic Art (3.00)
- ARTH 448 Advanced Seminar in Art and Film (3.00)

Art History Group B — Period Studies

- ARTH 270 Icons of Architectural History (3.00)
- ARTH 360 Studies in Ancient Greek Art and Architecture (3.00)
- ARTH 361 Studies in Ancient Roman Art and Architecture (3.00)
- ARTH 362 Studies in Early Christian and Byzantine Art and Architecture (3.00)
- ARTH 363 Studies in Medieval Art and Architecture (3.00)
- ARTH 364 Studies in Renaissance Art and Architecture (3.00)
- ARTH 365 Studies in 17th- and 18th-Century Art and Architecture (3.00)

- ARTH 366 Studies in 19th-Century Art and Architecture (3.00)
- ARTH 367 Studies in 20th-Century Art and Architecture (3.00)
- ARTH 368 Studies in Contemporary Art and Architecture (3.00)
- ARTH 369 Studies in Middle Eastern Art and Architecture (3.00)
- ARTH 450 Advanced Seminar in the History of Art and Architecture (3.00)
- ARTH 498 Special Topics in the History of Art and Architecture (3.00)

Art History Group C — Art in Canada

- ARTH 271 Introduction to Canadian Art (3.00)
- ARTH 273 Art History and Black Studies in Canada (3.00)
- ARTH 370 Studies in Canadian Art (3.00)
- ARTH 371 Studies in Canadian Architecture (3.00)
- ARTH 372 Issues in Contemporary Canadian Architecture (3.00)
- ARTH 373 Issues in Contemporary Canadian Art (3.00)
- ARTH 374 Architecture and Urbanism in Montreal (3.00)
- ARTH 375 Issues in the Montreal Art Milieu (3.00)
- ARTH 376 Topics in Indigenous Art (3.00)

Art History Group D — Theory and Criticism

- ARTH 201 Perspectives of Art History I (3.00)
- ARTH 202 Perspectives of Art History II (3.00)
- ARTH 300 Art Historical Methods (3.00)
- ARTH 379 Postcolonial Theory in Art History (3.00)
- ARTH 380 Histories of Art History (3.00)
- ARTH 381 Feminisms and Art History (3.00)
- ARTH 383 Art and Philosophy (3.00)
- ARTH 384 Theories of Representation (3.00)
- ARTH 386 Art and the Senses (3.00)
- ARTH 387 Issues in Art and Criticism (3.00)
- ARTH 389 Issues in Ethnocultural Art Histories (3.00)
- ARTH 400 Advanced Seminar in Art Historical Method (3.00)

Art History Group E — Art and Society

- ARTH 203 Introduction to Curatorial Practices (3.00)
- ARTH 283 The Life and Work of ... (3.00)
- ARTH 290 Art History and Archaeology (3.00)
- ARTH 298 Special Topics in Genre Studies (3.00)
- ARTH 388 Narration and Art (3.00)
- ARTH 390 Art and the Museum (3.00)
- ARTH 391 Art and Its Changing Contexts (3.00)
- ARTH 392 Art History, Gender and Sexualities (3.00)
- ARTH 396 Art and Culture (3.00)
- ARTH 398 Special Topics in Art and Society (3.00)

Art History Group F — Tutored Studies

- ARTH 401 Independent Studies in Art History (3.00)
- ARTH 403 Internship (3.00)

© Concordia University

ARTH 203 Introduction to Curatorial Practices

(to be listed under Group E: Art and Society)

Course Description

In this course, students are introduced to the strategies used by curators to research, produce, and animate art and material culture for a wide public through exhibitions, public art, biennials, and discursive events (talks, symposia, roundtables, etc.). Focused on contemporary curatorial practice as it emerges in local museums and galleries, the course encourages students to think critically and practically about how curatorial practices shape public understanding about art and visual culture.

Learning outcomes

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

- Understand and be able to apply the vocabulary needed to analyze curatorial strategies, and their intended impact, in museums and galleries.
- Apply curatorial concepts to their interpretation of exhibitions and situate them within their socio-historical and cultural contexts.
- Draw connections between curatorial concepts and curatorial practice through both oral and written work.
- Effectively communicate their ideas in writing through short assignments, reading responses, and a more substantial research essay.
- When/if possible, students may translate their research findings into public-facing displays or exhibitions, including the use of departmental or FOFA exhibition spaces.

Evaluation

Course grades are based on in-class participation, exams, short assignments and presentations, final research paper and/or presentations. (Approximate breakdown below.)

Participation	10%
Reading Responses	20%
Exhibition Review	20%

Exhibition Proposal	30%
Oral presentation	20%

ARTH 269 Studies in Material Culture and Design History

(to be listed under Group A: Media Based Studies)

Course Description

This course introduces students to the study of the intersections of art, material culture, fashion, and/or design in different historical periods. It encourages students to think critically, contextually, and interdisciplinarily about how design shapes—and is shaped by—technology and everyday life.

Learning outcomes

- Students will develop the vocabulary and critical skills needed to analyze a wide range of artifacts and designed objects/spaces.
- Students will learn about contemporary approaches in art history and design studies.
- Students will learn to interpret objects and environments within their socio-historical, material, economic and cultural contexts.
- Students will draw connections between art, design, and related disciplines in the humanities through both oral and written work.
- Students will strengthen their writing skills through short assignments, reading responses, and a more substantial research essay.
- When/if possible, students may translate their research findings into public-facing displays or exhibitions, including the use of departmental or FOFA exhibition spaces.

Evaluation

Course grades are based on in-class participation, exams, short assignments and presentations, final research paper and/or presentations. (Approximate breakdown below.)

Participation	10%
Midterm exam	30%
Final exam	30%
Research essay and presentation	30%

ARTH 273 Art History and Black Studies in Canada
(3 credits) - sample syllabus

Course Description

This course focuses on Black art and history in the Canadian context to expand the scope of what is understood as "Canadian art." By exploring artworks produced by Black Canadian artists, makers, and commnities in Canada, the course broadens the discourse surrounding the established art historical canon of Canadian art. This course underscores the reasons for major gaps in knowledge as it pertains to Black art in specific areas and periods in Canadian art, proposing approaches and methods to navigate this challenge for emerging art historians and curators.

Learning outcomes:

1) Develop the capacity to identify and fill gaps in knowledge about Black Canadian art and to discuss key events of Black Canadian history and how these apply to art history.
2) Explore strategies for locating, presenting, and documenting Black artworks and practices in the Canadian context across different periods through primary research.
3) Evaluate and provide critical discourse and analysis to issues which have led to the marginalization of these histories.
4) Have the capacity to identify and articulate how the histories of Black and Indigenous peoples overlap as expressions of resistance to colonization, slavery, culture and identity today.
5) Be able to critically evaluate and discuss key overlapping issues that impact and shape Black and Indigenous art history and their distinct and unique contributions to the field.

Assessments:

- Participation and engagement (10%)
- Reading and writing assignments/written Reflections (15%)
- Mid-term exam (25%)
- Archival research project (35%)
- Oral presentations (15%)

Outlook

Re: Confirmation Req.: Curriculum Change FA-ARTH-6028

From Sdbi Principal <sdbiprincipal@concordia.ca>
Date Mon 2026-03-30 10:34
To Danielle Miles <danielle.miles@concordia.ca>; Simone de Beauvoir Institute DA <da.sdbi@concordia.ca>
Cc Nicola Pezolet <nicola.pezolet@concordia.ca>

Dear Danielle,

Thank you for this information, I confirm acknowledgement of these changes.

All the best,
Natalie

--

Natalie Kouri-Towe, PhD

Principal, Simone de Beauvoir Institute | Directrice, Institut Simone de Beauvoir

Concordia University | Université Concordia

1455 de Maisonneuve Blvd Ouest

Montréal, QC H3G 1M8

514.848.2424 x 5856

sdbiprincipal@concordia.ca

From: Danielle Miles <danielle.miles@concordia.ca>
Date: Friday, March 27, 2026 at 1:48 PM
To: Simone de Beauvoir Institute DA <da.sdbi@concordia.ca>, Sdbi Principal <sdbiprincipal@concordia.ca>
Cc: Nicola Pezolet <nicola.pezolet@concordia.ca>
Subject: Confirmation Req.: Curriculum Change FA-ARTH-6028

Hello Dr. Natalie Kouri-Towe

I am writing to inform you of changes being made to the three Art History courses in dossier **ARTH - 6028**. As these changes will have a very minor effect on optional courses for Women's Studies, I would ask you to acknowledge these changes by sending me a reply of acknowledgement as soon as you can. There won't be any need for curriculum changes from you.

I have highlighted the course change that impacts your area. Simply put, we've changed the title from "ARTH 381 Feminism and Art History" to "ARTH 381 Feminisms and Art History."

Here are the changes:

Creation of the following courses:
- ARTH 203 Introduction to Curatorial Practices (addition to Group E)

- ARTH 269 Studies in Material Culture and Design History (addition to Course Group A)

- ARTH 273 Art History and Black Studies in Canada (addition to Course Group C)

Deletion of the following courses:

- ARTH 272 From Realism to Abstraction in Canadian Art (removal from Group C)

- ARTH 385 Colour: Theory and Application in the Visual Arts (removal from Course Group D)

Course title changes in the following courses:

- ARTH 381 Feminisms and Art History

- ARTH 386 Art and the Senses

- ARTH 392 Art History, Gender and Sexualities

I've attached the curriculum dossier here for complete details. The Impact Report on p. 23 describes how your department will be affected by the changes.

Please let me know if you have any questions.

Thank you,

Danielle.

--
Danielle Aimée Miles (she/her)
Department Coordinator | Coordonnatrice de département
Department of Art History | Concordia University | EV 3.819
danielle.miles@concordia.ca | 514-848-2424 ext 4700

Outlook

Re: FA-ARTH 6028: Art History

From Martin Lefebvre <martin.lefebvre@concordia.ca>
Date Tue 2026-03-31 17:58
To Danielle Miles <danielle.miles@concordia.ca>
Cc Ria Rombough <ria.rombough@concordia.ca>; Nicola Pezolet <nicola.pezolet@concordia.ca>

Hello Danielle,

I'm happy to acknowledge your proposal for curriculum changes.
I can confirm they will not affect our programs in any adverse way.

All best,

Martin

Dr. Martin Lefebvre
Chair, Mel Hoppenheim School of Cinema

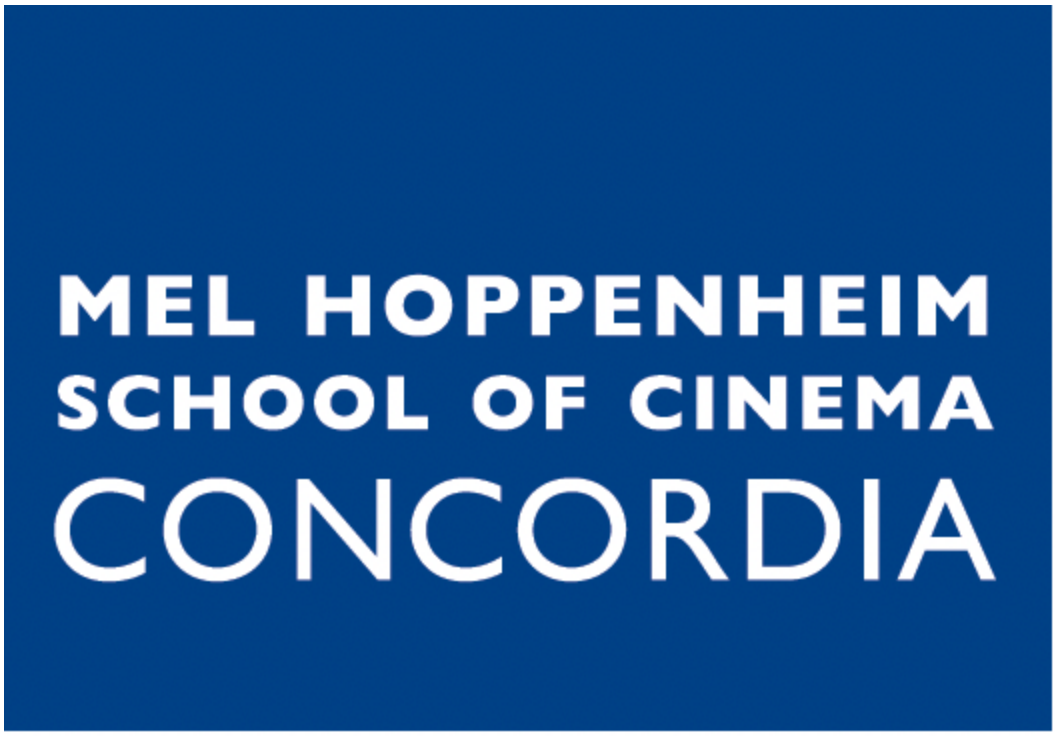
Professor & Concordia University Research Chair in Film Studies (Hon.)

Editor RECHERCHES SEMIOTIQUES/
SEMIOTIC INQUIRY

Mel Hoppenheim School of Cinema
Concordia University
FB 335
1455 de Maisonneuve, West
Montreal (Quebec), Canada
H3G 1M8

tel. (514) 848-2424 #4676/FAX. (514) 848-4255

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. I 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]



From: Danielle Miles <danielle.miles@concordia.ca>
Sent: March 26, 2026 12:43
To: Martin Lefebvre <martin.lefebvre@concordia.ca>
Cc: Ria Rombough <ria.rombough@concordia.ca>; Nicola Pezolet <nicola.pezolet@concordia.ca>
Subject: Re: FA-ARTH 6028: Art History

Hi Martin,

Simp,ly putting this back on the top of your pile as our dossier has been submitted and we require your acknowledgement of receipt and confirmation of approval 🙂 .

Thank you,

Danielle.

--
Danielle Aimée Miles (she/her)
Department Coordinator | Coordonnatrice de département
Department of Art History | Concordia University | EV 3.819
danielle.miles@concordia.ca | 514-848-2424 ext 4700

From: Martin Lefebvre <martin.lefebvre@concordia.ca>
Sent: March 16, 2026 17:05
To: Danielle Miles <danielle.miles@concordia.ca>
Cc: Ria Rombough <ria.rombough@concordia.ca>; Nicola Pezolet <nicola.pezolet@concordia.ca>
Subject: Re: FA-ARTH 6028: Art History

Hello Danielle,

Well received.
I'll get back to you ASAP.

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
Concordia University
FB 335
1455 de Maisonneuve, West
Montreal (Quebec), Canada
H3G 1M8

tel. (514) 848-2424 #4676

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. I 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]

MEL HOPPENHEIM
SCHOOL OF CINEMA
CONCORDIA

On Mar 16, 2026, at 2:49 PM, Danielle Miles <danielle.miles@concordia.ca> wrote:

Hi Martin,

I am writing to inform you of changes being made to the three Art History courses in dossier **ARTH - 6028**. As these changes will have a very minor effect on the Major in Art History and Film Studies, I would ask you to acknowledge these changes by sending me a reply of acknowledgement as soon as you can. There won't be any need for curriculum changes from you.

Here are the changes:

Creation of the following courses:

- ARTH 203 Introduction to Curatorial Practices (addition to Group E)

- ARTH 269 Studies in Material Culture and Design History (addition to Course Group A)

- ARTH 273 Art History and Black Studies in Canada (addition to Course Group C)

Deletion of the following courses:

- ARTH 272 From Realism to Abstraction in Canadian Art (removal from Group C)

- ARTH 385 Colour: Theory and Application in the Visual Arts (removal from Course Group D)

Course title changes in the following courses:

- ARTH 381 Feminisms and Art History

- ARTH 386 Art and the Senses

- ARTH 392 Art History, Gender and Sexualities

I've attached the curriculum dossier here for complete details. The Impact Report on p. 22 describes how your department will be affected by the changes.

Please let me know if you have any questions.

Thank you,

Danielle.

--
Danielle Aimée Miles (she/her)
Department Coordinator | Coordonnatrice de département
Department of Art History | Concordia University | EV 3.819
danielle.miles@concordia.ca | 514-848-2424 ext 4700

<PREVIEW3_DossierReport_FA-ARTH-6028_Step_1_03_10_2026_05_16_51.pdf>

Outlook

Re: APPROVAL REQ.: FA-ARTH- 6028 - Curriculum Changes

From Christiana Abraham <christiana.abraham@concordia.ca>
Date Thu 2026-03-26 13:13
To Nicola Pezolet <nicola.pezolet@concordia.ca>; Danielle Miles <danielle.miles@concordia.ca>
Cc Nicole Freeman <nicole.freeman@concordia.ca>; Black and African Studies in the Canadian Context Assistant <blstcc.assistant@concordia.ca>

Hi Nicola
Thank you for the clarification.

It is much clearer now. And really happy to hear that this was done with Dr. Joachim.

Thanks again and have a good rest of the day.

best,
Christiana

From: Nicola Pezolet <nicola.pezolet@concordia.ca>
Sent: 26 March 2026 13:04
To: Christiana Abraham <christiana.abraham@concordia.ca>; Danielle Miles <danielle.miles@concordia.ca>
Cc: Nicole Freeman <nicole.freeman@concordia.ca>; Black and African Studies in the Canadian Context Assistant <blstcc.assistant@concordia.ca>
Subject: Re: APPROVAL REQ.: FA-ARTH- 6028 - Curriculum Changes

Hi Christina,

Thanks for getting back to us!

Danielle sent the dossier as a whole, but the main change that concerns your program is ARTH 273, which we developed together with our colleague Joana Joachim, who is part of your steering committee.

She has been teaching about Black art history in Canada under Intro to Canadian Art and Studies in Canadian Art, but will so in the future under this new permanent code.

The other codes may well have content related to Black studies, but it will depend on the instructor.

The dossier will go through the various stages, yes.

I think that this won't come into effect until Fall 2027 as the process can take a while to finally get to Senate.

Let me know if you have any other questions!

Best wishes,

N+P

Nicola Tullio Pezolet, PhD
Professor & Chair
Department of Art History | Faculty of Fine Arts
Concordia University
Montréal, QC | Tiohtià:ke | Canada
E: nicola.pezolet@concordia.ca

From: Christiana Abraham <christiana.abraham@concordia.ca>
Sent: March 26, 2026 12:57 PM
To: Danielle Miles <danielle.miles@concordia.ca>
Cc: Nicola Pezolet <nicola.pezolet@concordia.ca>; Nicole Freeman <nicole.freeman@concordia.ca>; Black and African Studies in the Canadian Context Assistant <blstcc.assistant@concordia.ca>
Subject: Re: APPROVAL REQ.: FA-ARTH- 6028 - Curriculum Changes

Hi Danielle
My apologies for not getting back to you sooner on this.
And thank you for this reminder, this is helpful . There has just been so much going on this past week.

Thank you for sending this along. I have ccd Nicole Freeman from the FAS who is the in-house expert dealing with course additions etc. for the program.

Thank you for the development of these new courses. They seem great.

I do have a couple of questions though:
While- ARTH 273 Art History and Black Studies in Canada seem to be clearly centered on Black studies, I am wondering about the Black studies related content of these 2:

- ARTH 203 Introduction to Curatorial Practices (addition to Group E)

- ARTH 269 Studies in Material Culture and Design History (addition to Course Group A)

Also, for the changes in title that you have listed would those be for the academic year 2026/27?

And finally just for clarification I imagine these changes are now going through the various committees for approval?

Thanks again for these initiatives and best,

Christiana

.....
Christiana Abraham, Ph.D
Program Director, Minor/Certificate in Black and Africa-Diaspora Studies in the Canadian Context
Senior Lecturer, Black Media and Cultural Studies
Department of Communication Studies
Concordia University
Montreal, Quebec, Canada
514-848-2424 ext. 5056
christiana.abraham@concordia.ca

From: Danielle Miles <danielle.miles@concordia.ca>
Sent: 26 March 2026 12:45
To: Christiana Abraham <christiana.abraham@concordia.ca>

Cc: Nicola Pezolet <nicola.pezolet@concordia.ca>
Subject: Re: APPROVAL REQ.: FA-ARTH- 6028 - Curriculum Changes

Hi Christiana,

I'm simply putting this back on the top of your pile for approval - please let me know if I should be sending this to another person. Happy to do so.

If you could acknowledge receipt and reply with your OK as soon as possible, that would be appreciated.

Thank you,

Danielle.

--
Danielle Aimée Miles (she/her)
Department Coordinator | Coordonnatrice de département
Department of Art History | Concordia University | EV 3.819
danielle.miles@concordia.ca | 514-848-2424 ext 4700

From: Danielle Miles <danielle.miles@concordia.ca>
Sent: March 16, 2026 14:52
To: Christiana Abraham <christiana.abraham@concordia.ca>
Cc: Nicola Pezolet <nicola.pezolet@concordia.ca>
Subject: APPROVAL REQ.: FA-ARTH- 6028 - Curriculum Changes

Hi Christiana,

I am writing to inform you of changes being made to the three Art History courses in dossier **ARTH - 6028**. As these changes will have a very minor effect on the Minor and Certificate in Black and African Diaspora Studies in the Canadian Context, I would ask you to acknowledge these changes by sending me a reply of acknowledgement as soon as you can. There won't be any need for curriculum changes from you.

Here are the changes:

Creation of the following courses:

- ARTH 203 Introduction to Curatorial Practices (addition to Group E)

- ARTH 269 Studies in Material Culture and Design History (addition to Course Group A)

- ARTH 273 Art History and Black Studies in Canada (addition to Course Group C)

Deletion of the following courses:

- ARTH 272 From Realism to Abstraction in Canadian Art (removal from Group C)

- ARTH 385 Colour: Theory and Application in the Visual Arts (removal from Course Group D)

Course title changes in the following courses:

- ARTH 381 Feminisms and Art History

- ARTH 386 Art and the Senses

- ARTH 392 Art History, Gender and Sexualities

I've attached the curriculum dossier here for complete details. The Impact Report on p. 22 describes how your department will be affected by the changes.

Please let me know if you have any questions.

Thank you,

Danielle.

--
Danielle Aimée Miles (she/her)
Department Coordinator | Coordonnatrice de département
Department of Art History | Concordia University | EV 3.819
danielle.miles@concordia.ca | 514-848-2424 ext 4700

Outlook

Re: APPROVAL REQ.: FA-ARTH 6028 - Curriculum changes

From MJ Thompson <mj.thompson@concordia.ca>
Date Tue 2026-03-17 12:12
To Danielle Miles <danielle.miles@concordia.ca>
Cc Nicola Pezolet <nicola.pezolet@concordia.ca>; Mary Rawlins <Mary.Rawlins@concordia.ca>

Hi Danielle;

Thanks for letting us know. Acknowledging receipt of this email; and of the proposed changes.

No big impact over here,

Best,

MJ

MJ Thompson, Ph.D.
Chair, Art Education
Associate Professor, Interdisciplinary Studies and Practices
Faculty of Fine Arts, Concordia University, Tiohtiá:ke/Montreal

New Publication
Power Moves: Dance, Culture, Politics
Edited by Seika Boye and MJ Thompson

From: Danielle Miles <danielle.miles@concordia.ca>
Date: Monday, March 16, 2026 at 2:55 PM
To: MJ Thompson <mj.thompson@concordia.ca>
Cc: Nicola Pezolet <nicola.pezolet@concordia.ca>, Mary Rawlins <Mary.Rawlins@concordia.ca>
Subject: APPROVAL REQ.: FA-ARTH 6028 - Curriculum changes

HI MJ,

I am writing to inform you of changes being made to the three Art History courses in dossier **ARTH - 6028**. As these changes will have a very minor effect on the BFA Specialization in Art Education, I would ask you to acknowledge these changes by sending me a reply of acknowledgment as soon as you can. There won't be any need for curriculum changes from you.

Here are the changes:

Creation of the following courses:

- ARTH 203 Introduction to Curatorial Practices (addition to Group E)

- ARTH 269 Studies in Material Culture and Design History (addition to Course Group A)

- ARTH 273 Art History and Black Studies in Canada (addition to Course Group C)

Deletion of the following courses:

- ARTH 272 From Realism to Abstraction in Canadian Art (removal from Group C)

- ARTH 385 Colour: Theory and Application in the Visual Arts (removal from Course Group D)

Course title changes in the following courses:

- ARTH 381 Feminisms and Art History

- ARTH 386 Art and the Senses

- ARTH 392 Art History, Gender and Sexualities

I've attached the curriculum dossier here for complete details. The Impact Report on p. 22 describes how your department will be affected by the changes.

Please let me know if you have any questions.

Thank you,

Danielle.

--
Danielle Aimée Miles (she/her)
Department Coordinator | Coordonnatrice de département
Department of Art History | Concordia University | EV 3.819
danielle.miles@concordia.ca | 514-848-2424 ext 4700

Undergraduate Program Regular Curriculum Change - FA-CINE-6140 - VERSION : 5

Summary and Rationale for Changes

The changes proposed in this dossier will ensure that the calendar better reflects the current landscape of Field studies, current classroom and administrative practices. We are removing the last two 6-credit courses from our course offerings so that all remaining courses will be 3-credit courses and thus more accessible to students. Additional changes to prerequisites are being made to make courses more accessible, and to manage course registrations more efficiently.

We are making three types of changes to our course listings in the BFA Film and Moving Image Studies program.

1. Course deletions and additions. FMST 200 is a 6-credit Introductory course that is open to non-majors and attracts students from many departments as an elective course. Enrolments are presently capped at 125 and the course fills regularly. Replacing this with two 3-credit courses will make Introduction to Film Studies even more attractive as two separate electives and may increase enrolments. The two new courses FMST 206 and 207 will cover the same material as FMST 200 under the rubric of two different introductory approaches to cinema. Students may take one or both courses as they choose.

   The other deleted course is a 6-credit special topics course (FMST 399) that has not been offered in decades. We also have a 3-credit special topics course (FMST 398) that is offered regularly, so the 6-credit course is redundant now that we have moved away from two-term courses in the rest of our curriculum.

2. Changes to course descriptions. Many of our course descriptions were written in the 1970s and have not been altered to reflect new directions in Film Studies. The new descriptions more clearly indicate the priorities of our faculty members, the actual content of the courses, as well as the needs and interests of students. In some cases it is a question of language; in others it is a question of expanded scope. New course descriptions are designed to indicate the departmental commitment to global cinema, decolonization, equity and diversity. Changes to the descriptions of FMST 204 and 205, which are both required courses for the Major and Specialization, are designed to indicate more clearly the different methodological approaches taken in each course. Changes to the titles and descriptions of FMST 328 and 336 are similarly motivated, designed to better integrate classical and contemporary approaches to the discipline.

3. Changes to prerequisites and registration instructions. We are proposing to make FMST 418 and 419, our seminars in Canadian cinema and Cinéma québécois more accessible by accepting any course from the Canadian cluster as a prerequisite. Additionally, because COMS 316 is no longer offered, we will accept COMS 352 as sufficient preparation for these two advanced seminars in Canadian and Cinéma québécois.

   Adding the Film Studies Specialization as an enrolment requirement for FMST 448 clarifies to students that it must be taken sequentially after FMST/ARTH 348. Although students have been advised to do so, making the seminar conditional on the lecture will streamline degree progress and registration.

4. We are also removing the requirement that students have written permission from the School to enroll in Film Studies seminars because the registration system can now screen for pre-requisites, and to align with current calendar conventions. Previously, demand for these courses outpaced capacity and we had to maintain wait lists, but there is no longer a need for manual registration on the part of the department administrator.

5. In line with University norms, we are also removing letter grades for internships in Film & Moving Image Studies (FMST 426 & 427), transitioning to Pass/Fail designation, as it is often too difficult to assign a letter grade to students based on limited feedback provided by the field supervisor and student. It is significant enough for the student to have met the minimum hourly requirement, performing the tasks as described in the agreement with the field supervisor.

Resource Implications

There are no resource implications as the new courses can be taught with the existing credit envelope and the proposed edits to classes are being made to clarify course content and align with calendar conventions.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Faye Diamantoudi, Provost and Vice-President, Academic,
Academi, 05 Oct 2026

Approved by:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 09 Oct 2026

The Faculty of Fine Arts Curriculum Committee (FCC) approved the changes in this dossier at their meeting on September 16, 2026. As Faculty Council has delegated approval privileges to FCC (with the exception of major changes) this dossier will only be shared to Faculty Council but not submitted for approval at their meeting scheduled for October 2026. We thereby submit the dossier for the consideration of the Academic Programs Committee on October 6, 2026.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 09 Oct 2026

Approved by:

Dr. Shauna Janssen, Associate Dean, Academic Programs and Pedagogy, Faculty of Fine Arts,
Faculty Curriculum Committee, 16 Sep 2026

This dossier was reviewed and approved by the Faculty of Fine Arts Curriculum Committee at their meeting on September 16, 2026.
meeting.

The dossier will be forwarded to Faculty Council for information purposes at their next meeting.

We hereby submit the dossier for the consideration of APC at their meeting on October 6, 2026.

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Shauna Janssen, Associate Dean, Academic Programs and Pedagogy,
Faculty Curriculum Committee, 16 Sep 2026

Approved by:

Joshua Neves, Professor,
Film Studies Area Committee, 13 Feb 2026

The Department Curriculum Committee reviewed and approved of the changes on August 19th 2026 (approval attached) and hereby submit for review of the Faculty Curriculum Committee.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
FMST 200 Introduction to Film and Moving Image Studies Delete	⊗	⊗	⊗	⊗			⊗	⊗	⊗	
FMST 204 Approaches to Film and Moving Image Studies I Change				✎						
FMST 205 Approaches to Film and Moving Image Studies II Change				✎						
FMST 206 Introduction to Film Form and Style New	★	★	★	★		★	★	★	★	
FMST 207 Introduction to Film Studies New	★	★	★			★	★	★	★	★
FMST 218 History of Animation Film Change				✎	✎					
FMST 313 Film Comedy I Change				✎	✎					
FMST 328 Nonfiction Film Since 1956 Change			✎	✎	✎					

FMST 335 Aspects of National Cinemas Change										
FMST 336 Documentary Film of the Classical Period Change										
FMST 399 Topics in Film and Moving Image Studies Delete										
FMST 409 Seminar in Women and Film Change										
FMST 410 Seminar in Gender, Sexuality and Media Change										
FMST 411 Seminar in Screen Cultures Change										
FMST 412 Seminar in Geographies of Cinema Change										
FMST 414 Seminar in Film Directors Change										
FMST 416 Seminar in Film History Change										
FMST 418 Seminar in Canadian Cinema Change										

FMST 419 Séminaire sur le cinéma québécois Change										
FMST 420 Seminar in Critical Media Practices Change										
FMST 422 Seminar in Film Theory and Criticism Change										
FMST 423 Seminar in Stylistic and Formal Analysis Change										
FMST 424 Seminar in Film Narrative Change										
FMST 426 Professional Internship I Change										
FMST 427 Professional Internship II Change										
FMST 448 Advanced Seminar in Art and Film Change										
FMST 450 Film and Moving Image Studies Specialization Seminar Change										
FMST 498 Seminar in Film and Moving Image Studies										

Change										

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Specialization in Film and Moving Image Studies Change							
Major in Film and Moving Image Studies Change							
Minor in Film and Moving Image Studies Change							
Specialization in Film Production Change							
Major in Film Production Change							

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: Specialization in Film and Moving Image Studies
Calendar Section Type: Program
Description of Change: Specialization in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema
Program Name: Specialization in Film and Moving Image Studies
Program Type: Specialization
Degree: Bachelor/Baccalaureate of Fine Arts (BFA)

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film and Moving Image Studies > BFA Specialization in Film and Moving Image Studies > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
66 credits Specialization in Film and Moving Image Studies	**66 credits** Specialization in Film and Moving Image Studies
3 credits: FMST 220 Film Analysis (3)	3 credits: FMST 220 Film Analysis (3)
Note: FMST 220 should be taken as part of the first 30 credits.	Note: FMST 220 should be taken as part of the first 30 credits.
3 credits chosen from: FMST 222 Topics in Film Aesthetics (3) FMST 223 Montage Aesthetic (3) FMST 224 Moving Camera Aesthetic (3)	3 credits chosen from: FMST 222 Topics in Film Aesthetics (3) FMST 223 Montage Aesthetic (3) FMST 224 Moving Camera Aesthetic (3)
9 credits: FMST 201 Film History I (3) FMST 202 Film History II (3) FMST 203 Film History III (3)	9 credits: FMST 201 Film History I (3) FMST 202 Film History II (3) FMST 203 Film History III (3)
Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.	Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.
6 credits: FMST 204 Approaches to Film and Moving Image Studies I (3) FMST 205 Approaches to Film and Moving Image	6 credits: FMST 204 Approaches to Film and Moving Image Studies I (3) FMST 205 Approaches to Film and Moving Image

Studies II (3)

3 credits chosen from:
FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

6 credits chosen from:
FMST 315 Introduction to Film Theory (3)
FMST 316 Film and Moving Image Cultures (3)
FMST 317 Transnational Approaches to Cinema (3)
FMST 319 The Moving Image and Society (3)
FMST 320 Digital Media and Animation (3)

3 credits chosen from:
FMST 418 Seminar in Canadian Cinema (3)
FMST 419 Séminaire sur le cinéma québécois (3)

Note: COMS 301
may be substituted for three credits in Film and Moving Image Studies and must be considered as Film and Moving Image Studies credits for degree purposes.

6 credits chosen from Cinema electives approved by the head of Film and Moving Image Studies or from the following courses:
FMPR 231 Filmmaking I (6)
VDEO 350 Video History and Theory (6)

3 credits:
FMST 450 Film and Moving Image Studies Specialization Seminar (3)

21 credits of electives chosen from Film Studies Courses excluding FMST ~~200 or~~ from the following courses:
FMPR 341 Writing for Film I (3)
FMPR 441 Writing for Film II (3)

3 credits of Film and Moving Image Studies seminar courses.

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes.

Studies II (3)

3 credits chosen from:
FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

6 credits chosen from:
FMST 315 Introduction to Film Theory (3)
FMST 316 Film and Moving Image Cultures (3)
FMST 317 Transnational Approaches to Cinema (3)
FMST 319 The Moving Image and Society (3)
FMST 320 Digital Media and Animation (3)

3 credits chosen from:
FMST 418 Seminar in Canadian Cinema (3)
FMST 419 Séminaire sur le cinéma québécois (3)

Note: COMS 301
may be substituted for three credits in Film and Moving Image Studies and must be considered as Film and Moving Image Studies credits for degree purposes.

6 credits chosen from Cinema electives approved by the head of Film and Moving Image Studies or from the following courses:
FMPR 231 Filmmaking I (6)
VDEO 350 Video History and Theory (6)

3 credits:
FMST 450 Film and Moving Image Studies Specialization Seminar (3)

21 credits of electives chosen from Film Studies Courses excluding FMST 200, FMST 206 and FMST 207 , or from the following courses:
FMPR 341 Writing for Film I (3)
FMPR 441 Writing for Film II (3)

3 credits of Film and Moving Image Studies seminar courses.

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes.

Rationale:

FMST 200 has been deleted and replaced with two 3-credit courses (FMST 206 and 207). These courses cover the same material as FMST 200 under the rubric of two different introductory approaches to cinema. The exclusion note is therefore updated. FMST 200 remains included in the note the course is just recently deleted so active students will have taken this course. The note may be deleted 5 years after FMST 200 has last been offered.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: Major in Film and Moving Image Studies
Calendar Section Type: Program
Description of Change: Major in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema
Program Name: Major in Film and Moving Image Studies
Program Type: Major
Degree: Bachelor/Baccalaureate of Fine Arts (BFA)

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film and Moving Image Studies > BFA Major in Film and Moving Image Studies > Program Requirements

Type of Change: Program Change

Present Text calendar

48 credits Major in Film and Moving Image Studies

18 credits:
FMST 201 Film History I (3)
FMST 202 Film History II (3)
FMST 203 Film History III (3)
FMST 204 Approaches to Film and Moving Image Studies I (3)
FMST 205 Approaches to Film and Moving Image Studies II (3)
FMST 220 Film Analysis (3)

Note: One of FMST 201
, FMST 202
and FMST 203
; and FMST 220 should be taken as part of the first 30 credits.

3 credits chosen from:
FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

3 credits chosen from:
FMST 222 Topics in Film Aesthetics (3)
FMST 223 Montage Aesthetic (3)
FMST 224 Moving Camera Aesthetic (3)

Proposed Text

48 credits Major in Film and Moving Image Studies

18 credits:
FMST 201 Film History I (3)
FMST 202 Film History II (3)
FMST 203 Film History III (3)
FMST 204 Approaches to Film and Moving Image Studies I (3)
FMST 205 Approaches to Film and Moving Image Studies II (3)
FMST 220 Film Analysis (3)

Note: One of FMST 201
, FMST 202
and FMST 203
; and FMST 220 should be taken as part of the first 30 credits.

3 credits chosen from:
FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

3 credits chosen from:
FMST 222 Topics in Film Aesthetics (3)
FMST 223 Montage Aesthetic (3)
FMST 224 Moving Camera Aesthetic (3)

3 credits chosen from: FMST 315 Introduction to Film Theory (3) FMST 316 Film and Moving Image Cultures (3) FMST 317 Transnational Approaches to Cinema (3) FMST 319 The Moving Image and Society (3) FMST 320 Digital Media and Animation (3)	3 credits chosen from: FMST 315 Introduction to Film Theory (3) FMST 316 Film and Moving Image Cultures (3) FMST 317 Transnational Approaches to Cinema (3) FMST 319 The Moving Image and Society (3) FMST 320 Digital Media and Animation (3)
15 credits of Film and Moving Image Studies electives, excluding FMST ~~200~~	15 credits of Film and Moving Image Studies electives, excluding FMST 200, FMST 206 and FMST 207 .
~~6~~ credits of Cinema electives	6 credits of Cinema electives
Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.	Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

Rationale:

FMST 200 has been deleted and replaced with two 3-credit courses (FMST 206 and 207). These courses cover the same material as FMST 200 under the rubric of two different introductory approaches to cinema. The exclusion note is therefore updated. FMST 200 remains included in the note the course is just recently deleted so active students will have taken this course. The note may be deleted 5 years after FMST 200 has last been offered.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: Minor in Film and Moving Image Studies
Calendar Section Type: Program
Description of Change: Minor in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema
Program Name: Minor in Film and Moving Image Studies
Program Type: Minor
Degree: Non-degree program (certificate or minor)

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film and Moving Image Studies > Minor in Film and Moving Image Studies > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
24 credits Minor in Film and Moving Image Studies	**24 credits** Minor in Film and Moving Image Studies
12 credits chosen from: FMST ~~200 Introduction to Film and Moving Image Studies (6)~~ ~~FMST~~ 201 Film History I (3) FMST 202 Film History II (3) FMST 203 Film History III (3) FMST 220 Film Analysis (3)	12 credits chosen from: FMST 201 Film History I (3) FMST 202 Film History II (3) FMST 203 Film History III (3) FMST 206 Introduction to Film Form and Style (3) FMST 207 Introduction to Film Studies (3) FMST 220 Film Analysis (3)
12 credits of Film and Moving Image Studies electives	12 credits of Film and Moving Image Studies electives
Note: Up to six credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies electives for degree purposes.	Note: Up to six credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies electives for degree purposes.

Rationale:
FMST 200 has been deleted and replaced with two 3-credit courses (FMST 206 and 207). These courses cover the same material as FMST 200 under the rubric of two different introductory approaches to cinema. The program requirements for the Minor have been updated accordingly.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: Specialization in Film Production
Calendar Section Type: Program
Description of Change: Specialization in Film Production Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema
Program Name: Specialization in Film Production
Program Type: Specialization
Degree: Bachelor/Baccalaureate of Fine Arts (BFA)

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film Production > BFA Specialization in Film Production > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
66 credits Specialization in Film Production	**66 credits** Specialization in Film Production
3 credits chosen from: FMST 201 Film History I (3) FMST 202 Film History II (3) FMST 203 Film History III (3)	3 credits chosen from: FMST 201 Film History I (3) FMST 202 Film History II (3) FMST 203 Film History III (3)
Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.	Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.
3 credits: FMST 220 Film Analysis (3)	3 credits: FMST 220 Film Analysis (3)
Note: FMST 220 should be taken as part of the first 30 credits.	Note: FMST 220 should be taken as part of the first 30 credits.
3 credits chosen from: FMST 222 Topics in Film Aesthetics (3) FMST 223 Montage Aesthetic (3) FMST 224 Moving Camera Aesthetic (3)	3 credits chosen from: FMST 222 Topics in Film Aesthetics (3) FMST 223 Montage Aesthetic (3) FMST 224 Moving Camera Aesthetic (3)
18 credits: FMPR 231 Filmmaking I (6) FMPR 332 Filmmaking II (6) FMPR 432 Filmmaking III (6)	18 credits: FMPR 231 Filmmaking I (6) FMPR 332 Filmmaking II (6) FMPR 432 Filmmaking III (6)
12 credits:	12 credits:

FMPR 239 Montage I (3)
FMPR 336 Introduction to Film Producing (3)
FMPR 338 Image I (3)
FMPR 340 Sound I (3)

9 credits chosen from:
FMPR 335 Acting and Directing Actors for the Screen I (3)
FMPR 341 Writing for Film I (3)
FMPR 343 Production Design (3)
FMPR 350 Ways of Seeing in Film Production (3)
FMPR 398 Special Topics in Film Production (3)
FMPR 435 Acting and Directing Actors for the Screen II (3)
FMPR 438 Image II (3)
FMPR 439 Montage II (3)
FMPR 440 Sound II (3)
FMPR 441 Writing for Film II (3)
FMPR 442 Optical Printer Practice (3)
FMPR 444 Expanded Cinema (3)
FMPR 450 Film Production Specialization Seminar (3)
FMPR 498 Special Topics in Film Production (3)

6 credits of Film Studies electives, excluding FMST ~~200~~

~~12~~ credits of Cinema electives or credits chosen outside of Cinema selected in consultation with the head of Film Production

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

FMPR 239 Montage I (3)
FMPR 336 Introduction to Film Producing (3)
FMPR 338 Image I (3)
FMPR 340 Sound I (3)

9 credits chosen from:
FMPR 335 Acting and Directing Actors for the Screen I (3)
FMPR 341 Writing for Film I (3)
FMPR 343 Production Design (3)
FMPR 350 Ways of Seeing in Film Production (3)
FMPR 398 Special Topics in Film Production (3)
FMPR 435 Acting and Directing Actors for the Screen II (3)
FMPR 438 Image II (3)
FMPR 439 Montage II (3)
FMPR 440 Sound II (3)
FMPR 441 Writing for Film II (3)
FMPR 442 Optical Printer Practice (3)
FMPR 444 Expanded Cinema (3)
FMPR 450 Film Production Specialization Seminar (3)
FMPR 498 Special Topics in Film Production (3)

6 credits of Film Studies electives, excluding FMST 200, FMST 206 and FMST 207

12 credits of Cinema electives or credits chosen outside of Cinema selected in consultation with the head of Film Production

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

Rationale:
FMST 200 has been deleted and replaced with two 3-credit courses (FMST 206 and 207). These courses cover the same material as FMST 200 under the rubric of two different introductory approaches to cinema. The exclusion note is therefore updated. FMST 200 remains included in the note the course is just recently deleted so active students will have taken this course. The note may be deleted 5 years after FMST 200 has last been offered.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: Major in Film Production
Calendar Section Type: Program
Description of Change: Major in Film Production Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema
Program Name: Major in Film Production
Program Type: Major
Degree: Bachelor/Baccalaureate of Fine Arts (BFA)

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film Production > BFA Major in Film Production > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
54 credits Major in Film Production	**54 credits** Major in Film Production
3 credits chosen from: FMST 201 Film History I (3) FMST 202 Film History II (3) FMST 203 Film History III (3)	3 credits chosen from: FMST 201 Film History I (3) FMST 202 Film History II (3) FMST 203 Film History III (3)
Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.	Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.
3 credits: FMST 220 Film Analysis (3)	3 credits: FMST 220 Film Analysis (3)
Note: FMST 220 should be taken as part of the 30 credits.	Note: FMST 220 should be taken as part of the 30 credits.
3 credits chosen from: FMST 222 Topics in Film Aesthetics (3) FMST 223 Montage Aesthetic (3) FMST 224 Moving Camera Aesthetic (3)	3 credits chosen from: FMST 222 Topics in Film Aesthetics (3) FMST 223 Montage Aesthetic (3) FMST 224 Moving Camera Aesthetic (3)
21 credits: FMPR 231 Filmmaking I (6) FMPR 239 Montage I (3) FMPR 332 Filmmaking II (6) FMPR 338 Image I (3) FMPR 340 Sound I (3)	21 credits: FMPR 231 Filmmaking I (6) FMPR 239 Montage I (3) FMPR 332 Filmmaking II (6) FMPR 338 Image I (3) FMPR 340 Sound I (3)

3 credits of Film Studies electives, excluding FMST ~~200~~	3 credits of Film Studies electives, excluding FMST 200, FMST 206 and FMST 207
~~21~~ credits of Cinema electives	21 credits of Cinema electives
Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.	Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

Rationale:

FMST 200 has been deleted and replaced with two 3-credit courses (FMST 206 and 207). These courses cover the same material as FMST 200 under the rubric of two different introductory approaches to cinema. The exclusion note is therefore updated. FMST 200 remains included in the note the course is just recently deleted so active students will have taken this course. The note may be deleted 5 years after FMST 200 has last been offered.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 200
Calendar Section Type: Course
Description of Change: FMST 200 Introduction to Film and Moving Image Studies Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~FMST 200 Introduction to Film and Moving Image Studies~~ (~~6~~ credits)	
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~A survey course acquainting the student with the art of the film and the basic methods of analysis. The technical and critical terminology of film and moving image studies is discussed. Popular literature on film, such as reviews, is analyzed and the more specialized film literature is introduced. Directors whose films are usually viewed include Bergman, Eisenstein, Fellini, Ford, Hitchcock, Kurosawa, Lubitsch, Keaton, and Welles.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*
Anti-requisite Programs : ~~Students in the Major or Specialization in Film and Moving Image Studies may not take this course for credit.~~	**Anti-requisite Programs :**

Rationale:

FMST 200 is a 6-credit Introductory course that is open to non-majors and attracts students from many departments as an elective course. Enrolments are presently capped at 125 and the course fills regularly.

Replacing this with two 3-credit courses will make Introduction to Film Studies even more attractive as two separate electives, increasing enrollment overall (125 capacity per class) while reducing attrition that occurs when students are locked into a full-year class. The two new courses (FMST 206 and 207) will cover the same material as FMST 200 under the rubric of two different introductory approaches to cinema. Students may take one or both courses as they choose.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 204
Calendar Section Type: Course
Description of Change: FMST 204 Approaches to Film and Moving Image Studies I Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 204 Approaches to Film and Moving Image Studies I (3 credits)	FMST 204 Approaches to Film and Moving Image Studies I (3 credits)
Prerequisites:	*Prerequisites:*
Enrolment in the Major, Minor or Specialization in Film and Moving Image Studies is required.	Enrolment in the Major, Minor or Specialization in Film and Moving Image Studies is required.
Description :	*Description :*
This course ~~focuses on developing discipline-~~specific ~~skills~~ for the study of cinema and the moving image. ~~It supplements the formal~~ and ~~aesthetic approaches to film analysis~~ with ~~broader questions about seeing, interpreting~~ and ~~understanding cinema. By completing a broad range of assignments designed~~ to ~~test various academic~~ approaches to ~~film analysis,~~ students ~~become acquainted with~~ different ~~methodologies that are currently~~ in ~~use within~~ the ~~discipline.~~	This course introduces key approaches and discipline-specific skills for the study of cinema and the moving image. Through readings, screenings, and discussions, students become acquainted with methodologies currently used within Film Studies and learn how to approach films from distinct research frameworks. The course is organized around four major approaches to Film Studies: Film as Text, Film as Art, Film as Industry, and Film as Ideology. Each module includes assignments that give students hands-on practice applying different research methods and modes of academic writing. While necessarily selective in scope, the course adopts a global and intersectional perspective
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for FMST 216 may not take this course for credit.	**Equivalent Courses :** Students who have received credit for FMST 216 may not take this course for credit.
Other note : Students in the Major in Film and Moving Image Studies program should complete this course as part of their first 30 credits.	**Other note :** Students in the Major in Film and Moving Image Studies program should complete this course as part of their first 30 credits.

Rationale:

The changes to the course descriptions of FMST 204 and 205 are intended to better distinguish the two courses from one another. Both courses are required courses for the Major and Specialization programs, and are supposed to be taken sequentially. Approaches 1 (FMST 204) has a greater emphasis on text-based methods, while Approaches 11 (FMST 205) has a greater emphasis on extra-textual methods.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 205
Calendar Section Type: Course
Description of Change: FMST 205 Approaches to Film and Moving Image Studies II Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 205 Approaches to Film and Moving Image Studies II (3 credits)	FMST 205 Approaches to Film and Moving Image Studies II (3 credits)
Prerequisites:	*Prerequisites:*
The following course must be completed previously: FMST 204 . Enrolment in the Major, Minor or Specialization in Film and Moving Image Studies is required.	The following course must be completed previously: FMST 204 . Enrolment in the Major, Minor or Specialization in Film and Moving Image Studies is required.
Description :	*Description :*
This course ~~focuses on developing discipline-specific skills for the study of cinema and the moving image. It~~ builds on and extends the work undertaken in FMST ~~204 . By completing~~ a ~~broad range of assignments designed to test various academic approaches to~~ the ~~study~~ of ~~film, students become acquainted with~~ different ~~methodologies that are currently~~ in ~~use within~~ the ~~discipline.~~	This course builds on and extends the work undertaken in FMST 204, with a greater emphasis on extratextual approaches. The course is divided into four modules, through which we will consider film as a commodity; examine the industrial logics behind film production and networks of distribution; explore how films are viewed, experienced, and critiqued by different publics; and finally, delve into films' afterlives from remixing to archiving. While necessarily selective in scope, the course adopts a global and intersectional perspective .
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Other note : Students in the Major in Film and Moving Image Studies program should complete this course as part of their first 30 credits.	**Other note :** Students in the Major in Film and Moving Image Studies program should complete this course as part of their first 30 credits.

Rationale:
The changes to the course descriptions of FMST 204 and 205 are intended to better distinguish the two courses from one another. Both courses are required courses for the Major and Specialization programs, and are supposed to be taken sequentially. Approaches 1 (FMST 204) has a greater emphasis on text-based methods, while Approaches 11 (FMST 205) has a greater emphasis on extra-textual methods.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 206
Calendar Section Type: Course
Description of Change: FMST 206 Introduction to Film Form and Style New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	FMST 206 Introduction to Film Form and Style (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course introduces students to film style and film form in art cinema. Students learn to identify how films craft meaning, in both fiction and non-fiction by understanding how technical terms such as mise-en-scène, editing, cinematography, sound, and narration operate as a complex formal and stylistic system. The concept of film style is studied in a variety of theoretical and historical contexts, such as classicism, realism, formalism, expressionism, surrealism, reflexivity and digitality. The goal of this course is to teach students to think and write about cinema in a critical and analytical fashion.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Anti-requisite Courses :	**Anti-requisite Courses :** Students who have taken FMST 200 may not take this course for credit.
Anti-requisite Programs :	**Anti-requisite Programs :** Students in the Major in Film and Moving Image Studies or Specialization in Film and Moving Image Studies may not take this course for credit.

Rationale:

By replacing one 6-credit introductory course with two different 3-credit courses, we hope to capture more students per class and across both courses, and prevent attrition from a year-long course. Students may enrol in both FMST 206 and FMST 207, and one is not a prerequisite for the other. The two courses together cover all the content that was included in FMST 200, divided into two different approaches to the study of film. FMST 206 is largely based in art cinema and FMST 207 is largely based in popular cinema, although there remains some overlap between these categories which is why they are called Introduction to Film Form and Style (206) and Introduction to Film Studies (207). These courses are offered to students outside of Film Studies. See sample syllabi in documents attached.

Resource Implications:

This course will not require additional teaching credits as it is effectively replacing the deleted FMST 200.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 207
Calendar Section Type: Course
Description of Change: FMST 207 Introduction to Film Studies New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	FMST 207 Introduction to Film Studies (3 credits) This course invites students to explore film and moving images as powerful ways of seeing, feeling, and understanding the world. Through a wide range of shorts and feature films, students examine how cinema shapes—and is shaped by—questions of genre, national and transnational culture, identity, history, and social conflict. Films are discussed in relation to issues such as feminism, gender identity, race, post-war trauma, labor, and violence, showing how moving images do more than entertain: they help us imagine communities, confront injustice, remember the past, and debate the present. The course introduces students to key concepts and critical approaches in the field while developing their ability to think, discuss, and write about cinema in a clear, analytical, and engaging way.
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Anti-requisite Courses :	**Anti-requisite Courses :** Students who have taken FMST 200 may not take this course for credit.
Anti-requisite Programs :	**Anti-requisite Programs :** Students in the Major in Film and Moving Image Studies or Specialization in Film and Moving Image Studies may not take this course for credit.

Rationale:
By replacing one 6-credit introductory course with two different 3-credit courses, we hope to capture more students per class and across both courses, and prevent attrition from a year-long course. Students may enrol in both FMST 206 and FMST 207, and one is not a prerequisite for the other. The two courses together cover all the content that was included in FMST 200, divided into two different approaches to the study of film. FMST 206 is largely based in art cinema and FMST 207 is largely based in popular cinema, although there remains some overlap between

these categories which is why they are called Introduction to Film Form and Style (206) and Introduction to Film Studies (207). These courses are offered to students outside of Film Studies. See sample syllabi in documents attached.

Resource Implications:

This course will not require additional teaching credits as it is effectively replacing the deleted FMST 200.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 218
Calendar Section Type: Course
Description of Change: FMST 218 History of Animation Film Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 218 History of Animation Film (3 credits)	FMST 218 History of Animation Film (3 credits)
Prerequisites:	*Prerequisites:*
Enrolment in the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, ~~written~~ permission of the Mel Hoppenheim School of Cinema is required.	Enrolment in the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, permission of the Mel Hoppenheim School of Cinema is required.
Description :	*Description :*
~~A survey~~ of animated ~~film from the first decade of the 20th century~~ to ~~the present. Styles~~ of ~~animation viewed and discussed include abstract experimental~~ film ~~of the 1920s, Disney Studio films~~ and ~~computer animation. The contribution of the National Film Board of Canada~~ and ~~particularly~~ that ~~of Norman McLaren~~ is ~~considered. Weekly screenings.~~	This introductory course explores origins, techniques, and understandings of animated film. Selected screenings and readings will touch on topics such as technology, labour, politics, and representation. An introduction to Animation Studies, this course is designed to help students explore multiple incarnations of animated film and develop a basic vocabulary and knowledge appropriate to animation as a historical medium that is made and shared throughout the world.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for FMST 323 may not take this course for credit.	**Equivalent Courses :** Students who have received credit for FMST 323 may not take this course for credit.

Rationale:

The changes are intended to update the descriptions of the courses to better match what is actually being taught. The content of the courses has changed to incorporate new research and approaches in the field. New descriptions reflect our ongoing prioritization of decolonization, diversity, and equity. No other changes are being proposed.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 313
Calendar Section Type: Course
Description of Change: FMST 313 Film Comedy I Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 313 Film Comedy I (3 credits)	FMST 313 Film Comedy I (3 credits)
Prerequisites:	*Prerequisites:*
Students must be ~~in second-year standing with 66 or fewer~~ credits ~~remaining in~~ their degree ~~program.~~	Students must be have completed 24 credits within their degree pathway prior to enrolling.
Description :	*Description :*
~~An~~ introduction to film comedy in the silent and sound eras. The ~~visual~~ and ~~verbal sources~~ of comedy ~~are analyzed through the study~~ of ~~films ranging from Mack Sennett~~ and ~~Buster Keaton to Woody Allen~~ and ~~Jacques Tati. Weekly screenings.~~	This course offers an introduction to film comedy in the silent and sound eras. It presents an inclusive overview of the mechanisms, styles, and theories associated with film comedy in various modes, periods, and geographical contexts of production and reception. The course covers a history of the genre and explores the ways that different types of comedy have addressed questions of representation in regard to gender, sexuality, class, and race, challenging dominant and oppressive ideologies and discourses.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:

The changes are intended to update the descriptions of the courses to better match what is actually being taught. The content of the courses has changed to incorporate new research and approaches in the field. New descriptions reflect our ongoing prioritization of decolonization, diversity, and equity. No other changes are being proposed.

The wording of the prerequisites is being added for greater clarity for students and to reflect how the course is coded in the SIS.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 328
Calendar Section Type: Course
Description of Change: FMST 328 Nonfiction Film Since 1956
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 328 ~~Non-fiction Film Since 1956~~ (3 credits)	FMST 328 Contemporary Documentary Media (3 credits)
Prerequisites:	*Prerequisites:*
Students must ~~be in second-year standing with 66 or fewer~~ credits ~~remaining in~~ their degree ~~program.~~	Students must have completed 24 credits within their degree pathway prior to enrolling.
Description :	*Description :*
~~A cross-cultural survey of~~ contemporary developments in the ~~documentary film. The course~~ begins with ~~the precursors~~ of ~~cinéma-direct in North America and Europe during~~ the ~~1950s,~~ and ~~extends through the most recent applications~~ of ~~cinéma-direct in the~~ emerging ~~cinemas~~ of ~~the Third World. Emphasis is placed on both the artistic achievement~~ and ~~the theoretical, cultural,~~ and ~~political context of the non-fiction~~ film ~~during this period~~ of ~~technological~~ and ~~aesthetic transition. Weekly screenings.~~	This course surveys contemporary developments in nonfiction film and media arts since the 2000s. It begins with a historical assessment of the technological and societal changes that have reshaped nonfiction media globally, then turns to an analysis of emerging media art forms devoted to exploring documentary representation and questions of authenticity and realism. The course also considers immersive and interactive documentary practices, nonfiction film dissemination across platforms such as YouTube, and examines the effects of digital media and artificial intelligence on contemporary documentary production and reception.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:

The previous title of FMST 328 has become outdated as film and media technologies and aesthetics have changed. The new title and description better reflects the issues involved in documentary media in the digital age.

The changes are intended to update the descriptions of the courses to better match what is actually being taught. The content of the courses has changed to incorporate new research and approaches in the field. New descriptions reflect our ongoing prioritization of decolonization, diversity, and equity.

The wording of the prerequisites is being added for greater clarity for students and to reflect how the course is coded in the SIS.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 335
Calendar Section Type: Course
Description of Change: FMST 335 Aspects of National Cinemas Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 335 Aspects of National Cinemas (3 credits)	FMST 335 Aspects of National Cinemas (3 credits)
Prerequisites:	*Prerequisites:*
Students must be ~~in second year standing with 66 or fewer~~ credits ~~remaining in~~ their degree ~~program.~~	Students must be have completed 24 credits within their degree pathway prior to enrolling.
Description :	*Description :*
An examination of films ~~as reflections of national cultures. Films by~~ a ~~range of directors representing one~~ or ~~several national groupings~~ such as ~~Japan, Brazil, Eastern Europe, Great Britain, or contemporary West Germany~~ are ~~discussed~~ in the ~~context~~ of ~~their aesthetic, cultural,~~ and ~~political aspirations. Weekly screenings.~~	An examination of films produced within a specific geographical region, which may be a single nation or a geopolitical area such as Latin America. Films and media from a specific region are screened alongside readings exploring the cultural background of production and reception in the given area, including its history and aesthetic and cultural specificities. Examples of nations and regions covered include Germany, China, Japan, Great Britain, Italy, and Africa.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:

The changes are intended to update the descriptions of the courses to better match what is actually being taught. The content of the courses has changed to incorporate new research and approaches in the field. New descriptions reflect our ongoing prioritization of decolonization, diversity, and equity. No other changes are being proposed.

The wording of the prerequisites is being added for greater clarity for students and to reflect how the course is coded in the SIS.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 336
Calendar Section Type: Course
Description of Change: FMST 336 Documentary Film of the Classical Period Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 336 Documentary ~~Film of~~ the ~~Classical Period~~ (3 credits)	FMST 336 Documentary Cinema in the 20th Century (3 credits)
Prerequisites:	*Prerequisites:*
Students must be ~~in second year standing with 66 or fewer~~ credits ~~remaining in~~ their degree ~~program.~~	Students must be have completed 24 credits within their degree program prior to enrolling.
Description :	*Description :*
This course is a ~~cross-cultural~~ survey of the history of ~~the~~ documentary film from its origins in early cinema ~~to~~ the emergence of direct cinema in the postwar ~~period.~~ Emphasis is placed on both the artistic achievement and the theoretical, cultural, and political context of nonfiction film ~~during~~ the ~~first half~~ of ~~the 20th century. Directors studied may include Flaherty, Grierson, Lorentz, Ivens, Riefenstahl, Shub, Vertov,~~ and ~~Vigo.~~	This course is a global survey of the history of documentary film from its origins in early cinema through the emergence of direct cinema in the postwar period and its legacies in the observational, reflexive, and essayistic modes. Emphasis is placed on both the artistic achievement and the theoretical, cultural, and political context of nonfiction film across the twentieth century. The course examines the work of a wide variety of filmmakers representing different movements and national industries, alongside a range of theoretical approaches. The course also includes discussion of documentary ethics, politics, aesthetics, and distribution.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:

The previous title of FMST 336 has become outdated as film and media technologies and aesthetics have changed. The new title and description better describe the history of documentary film of the 20th century, including prewar and postwar developments in the form.

The changes are intended to update the descriptions of the courses to better match what is actually being taught. The content of the courses has changed to incorporate new research and approaches in the field. New descriptions reflect our ongoing prioritization of decolonization, diversity, and equity.

The wording of the prerequisites is being added for greater clarity for students and to reflect how the course is coded in the SIS.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 399
Calendar Section Type: Course
Description of Change: FMST 399 Topics in Film and Moving Image Studies Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~FMST 399 Topics in Film and Moving Image Studies~~ (~~6~~ credits)	
Prerequisites:	*Prerequisites:*
~~Students must be in second-year standing with at least 24 credits completed in their degree program.~~	
Description :	*Description :*
~~A course which provides an opportunity for the study of specialized aspects of film and moving image studies outside the scope of existing courses.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*
Other note : ~~Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.~~	**Other note :**

Rationale:

FMST 399 has not been offered in decades and with the change to FMST 200, we have no remaining 6-credit courses. We have an existing 3-credit course FMST 398 that is frequently offered as a special topics course.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 409
Calendar Section Type: Course
Description of Change: FMST 409 Seminar in Women and Film
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 409 Seminar in Women and Film (3 credits)	FMST 409 Seminar in Women and Film (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
An advanced course in the study of films made by women, as well as of the representation of women in films. The topics selected for study may vary from year to year and are considered within the context of film history, contemporary feminist philosophy, and feminist film theory. Students are expected to conduct independent research for class presentation.	An advanced course in the study of films made by women, as well as of the representation of women in films. The topics selected for study may vary from year to year and are considered within the context of film history, contemporary feminist philosophy, and feminist film theory. Students are expected to conduct independent research for class presentation.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:

The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 410
Calendar Section Type: Course
Description of Change: FMST 410 Seminar in Gender, Sexuality and Media Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 410 Seminar in Gender, Sexuality and Media (3 credits)	FMST 410 Seminar in Gender, Sexuality and Media (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
An advanced interdisciplinary course in gender, identity and politics in cinema and media. Topics may vary from year to year, drawing on approaches from feminist, masculinity, queer, sexuality and gender/transgender studies. Sexuality is approached as an art, a form of communication and socio-cultural phenomenon, focusing on cinema and other moving image and sound-based media. Regular screenings accompany theoretical, historical and critical readings.	An advanced interdisciplinary course in gender, identity and politics in cinema and media. Topics may vary from year to year, drawing on approaches from feminist, masculinity, queer, sexuality and gender/transgender studies. Sexuality is approached as an art, a form of communication and socio-cultural phenomenon, focusing on cinema and other moving image and sound-based media. Regular screenings accompany theoretical, historical and critical readings.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 411
Calendar Section Type: Course
Description of Change: FMST 411 Seminar in Screen Cultures
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 411 Seminar in Screen Cultures (3 credits)	FMST 411 Seminar in Screen Cultures (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
An advanced, interdisciplinary approach to the study of cinema and media cultures which draws on historical and theoretical approaches to old and new screen-based forms. Topics include issues of exhibition, distribution, industry, art institutions and other socio-cultural and historical issues related to moving image cultures. Regular screenings accompany theoretical, historical and critical readings.	An advanced, interdisciplinary approach to the study of cinema and media cultures which draws on historical and theoretical approaches to old and new screen-based forms. Topics include issues of exhibition, distribution, industry, art institutions and other socio-cultural and historical issues related to moving image cultures. Regular screenings accompany theoretical, historical and critical readings.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 412
Calendar Section Type: Course
Description of Change: FMST 412 Seminar in Geographies of Cinema Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 412 Seminar in Geographies of Cinema (3 credits)	FMST 412 Seminar in Geographies of Cinema (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
An advanced study of cinema and the ways in which space, place and geopolitical borders shape aesthetic, industrial, cultural and political dynamics of moving images and sound. This course may include national, regional, local, urban, rural and international and transnational approaches. Regular screenings accompany theoretical, historical and critical readings.	An advanced study of cinema and the ways in which space, place and geopolitical borders shape aesthetic, industrial, cultural and political dynamics of moving images and sound. This course may include national, regional, local, urban, rural and international and transnational approaches. Regular screenings accompany theoretical, historical and critical readings.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 414
Calendar Section Type: Course
Description of Change: FMST 414 Seminar in Film Directors Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 414 Seminar in Film Directors (3 credits)	FMST 414 Seminar in Film Directors (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed 18 credits in Film Studies prior to enrolling. ~~Written~~ permission of the School of Cinema is required.	Students must have completed 18 credits in Film Studies prior to enrolling. Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
A seminar for advanced students which provides for more concentrated study of the work of specific film directors. The director or directors whose films are chosen for study varies from year to year according to the instructor's field of specialization.	A seminar for advanced students which provides for more concentrated study of the work of specific film directors. The director or directors whose films are chosen for study varies from year to year according to the instructor's field of specialization.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 416
Calendar Section Type: Course
Description of Change: FMST 416 Seminar in Film History Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 416 Seminar in Film History (3 credits)	FMST 416 Seminar in Film History (3 credits)
Prerequisites:	*Prerequisites:*
Students must have completed 18 credits in Film Studies prior to enrolling. ~~Written~~ permission of the School of Cinema is required.	Students must have completed 18 credits in Film Studies prior to enrolling. Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
A seminar for advanced students which provides for the study of limited and more specialized areas of film history. The areas chosen for study vary from year to year according to the instructor's field of specialization.	A seminar for advanced students which provides for the study of limited and more specialized areas of film history. The areas chosen for study vary from year to year according to the instructor's field of specialization.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 418
Calendar Section Type: Course
Description of Change: FMST 418 Seminar in Canadian Cinema
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 418 Seminar in Canadian Cinema (3 credits)	FMST 418 Seminar in Canadian Cinema (3 credits)
Prerequisites:	*Prerequisites:*
~~The~~ following ~~course~~ must be completed previously: FMST 214 or COMS ~~316. Written~~ permission of the School of Cinema is required.	One of the following courses must be completed previously: FMST 214 , FMST 215 , FMST 217 , or COMS 352 . Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
A seminar in which selected aspects of Canadian film are examined and discussed. The areas chosen for study vary from year to year according to the instructor’s field of specialization.	A seminar in which selected aspects of Canadian film are examined and discussed. The areas chosen for study vary from year to year according to the instructor’s field of specialization.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:

FMST 214 (Canadian cinema) , 215 (Le Cinema québécois), and 217 (First People’s cinema) form a cluster from which students must choose one for degree requirements in the major and specialization programs. The seminar 418 would be more accessible to students if we expand the range of prerequisites, and we believe that FMST 215 and 217 offer sufficient preparation, along with COMS 352 (Media Policy in Canada). COMS 316 is no longer offered. Any one of these courses is appropriate preparation for more advanced study of Canadian cinema.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 419
Calendar Section Type: Course
Description of Change: FMST 419 Séminaire sur le cinéma québécois Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 419 Séminaire sur le cinéma québécois (3 credits)	FMST 419 Séminaire sur le cinéma québécois (3 credits)
Prerequisites:	*Prerequisites:*
FMST 215 , ~~ainsi qu'une~~ permission ~~écrite de l'École de cinéma.~~	One of the following courses must be completed previously: FMST 214 , FMST 215 , FMST 217 , or COMS 352 . Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
Un séminaire dans lequel des aspects sélectifs du cinéma québécois sont analysés et discutés. Les sujets d'étude choisis varient d'année en année selon la spécialisation de l'instructeur.	Un séminaire dans lequel des aspects sélectifs du cinéma québécois sont analysés et discutés. Les sujets d'étude choisis varient d'année en année selon la spécialisation de l'instructeur.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.
Language of instruction : Ce cours peut, à l'occasion, être offert en anglais. / This course may be occasionally offered in English.	**Language of instruction :** Ce cours peut, à l'occasion, être offert en anglais. / This course may be occasionally offered in English.

Rationale:
FMST 214 (Canadian cinema) , 215 (Le Cinema québécois), and 217 (First People's cinema) form a cluster from which students must choose one for degree requirements in the major and specialization programs. The seminar 419 would be more accessible to students if we expand the range of prerequisites, and we believe that FMST 214 and 217 offer sufficient preparation, along with COMS 352 (Media Policy in Canada). COMS 316 is no longer offered. Any one of these courses is appropriate preparation for more advanced study of Cinéma québécois.

Resource Implications:
none

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COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 420
Calendar Section Type: Course
Description of Change: FMST 420 Seminar in Critical Media Practices Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 420 Seminar in Critical Media Practices (3 credits)	FMST 420 Seminar in Critical Media Practices (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
This course brings together critical readings and practices across media forms with an emphasis on blending theory and creative work. Topics may include curating practices, video essays, collaborative media practices and web journalism.	This course brings together critical readings and practices across media forms with an emphasis on blending theory and creative work. Topics may include curating practices, video essays, collaborative media practices and web journalism.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 422
Calendar Section Type: Course
Description of Change: FMST 422 Seminar in Film Theory and Criticism Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 422 Seminar in Film Theory and Criticism (3 credits)	FMST 422 Seminar in Film Theory and Criticism (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
This seminar provides an in-depth and focused engagement with discourses on cinema from different cultural traditions and theoretical perspectives. Specific topics may vary from year to year and will be placed in dialogue with a range of film and media materials.	This seminar provides an in-depth and focused engagement with discourses on cinema from different cultural traditions and theoretical perspectives. Specific topics may vary from year to year and will be placed in dialogue with a range of film and media materials.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

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COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 423
Calendar Section Type: Course
Description of Change: FMST 423 Seminar in Stylistic and Formal Analysis Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 423 Seminar in Stylistic and Formal Analysis (3 credits)	FMST 423 Seminar in Stylistic and Formal Analysis (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
An intensive course in the analysis of film style. Films are examined using an analytical projector in order to discover their formal and thematic structures. The contribution of cinematographers, editors, scriptwriters, directors, and performers to the development of a style are discussed. Weekly screenings.	An intensive course in the analysis of film style. Films are examined using an analytical projector in order to discover their formal and thematic structures. The contribution of cinematographers, editors, scriptwriters, directors, and performers to the development of a style are discussed. Weekly screenings.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 424
Calendar Section Type: Course
Description of Change: FMST 424 Seminar in Film Narrative Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 424 Seminar in Film Narrative (3 credits)	FMST 424 Seminar in Film Narrative (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
An examination of conventions of film narrative from a theoretical and historical point of view. Innovations in narrative structure are discussed and consideration is given to the origin, development, and transformation of narrative traditions in their cultural and aesthetic context.	An examination of conventions of film narrative from a theoretical and historical point of view. Innovations in narrative structure are discussed and consideration is given to the origin, development, and transformation of narrative traditions in their cultural and aesthetic context.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 426
Calendar Section Type: Course
Description of Change: FMST 426 Professional Internship I Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 426 Professional Internship I (3 credits)	FMST 426 Professional Internship I (3 credits)
Prerequisites:	*Prerequisites:*
Students must be in second-year standing with at least 24 credits completed in the Major or Specialization in Film and Moving Image Studies. ~~Written permission~~ of the School of Cinema is required.	Students must be in second-year standing with at least 24 credits completed in the Major or Specialization in Film and Moving Image Studies. Permission of the School of Cinema is required.
Description :	*Description :*
A Film and Moving Image Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film and Moving Image Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.	A Film and Moving Image Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film and Moving Image Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.
Component(s):	*Component(s):*
Practicum/Internship/Work Term	Practicum/Internship/Work Term
Notes :	*Notes :*
Non-standard assessment note :	**Non-standard assessment note :** This course is based on a pass/fail basis.

Rationale:

At the Film Studies area meeting of April 10, 2026 we agreed to change the grading scheme for Film and Moving Image Internships from letter grades to Pass/Fail. We were informed that this is becoming the University norm and is recommended for internships. Students apply to do internships and must submit an application indicating the planned activities and their relationship to Film Studies professionalization. Internships in the program are supervised by a field supervisor who is asked only to complete a short form attesting to the student's activities during the internship period, but are not asked to evaluate them. The faculty supervisor submits a grade based on that report in addition to the student's report on their activities. This information gives faculty too little information on which to base a grade and it is significant enough that the student met the hourly requirement (135 hours of activity) performing the tasks as described in the application.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 427
Calendar Section Type: Course
Description of Change: FMST 427 Professional Internship II Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 427 Professional Internship II (3 credits)	FMST 427 Professional Internship II (3 credits)
Prerequisites:	*Prerequisites:*
Students must be in second-year standing with at least 24 credits completed in the Major or Specialization in Film and Moving Image Studies. ~~Written permission~~ of the Mel Hoppenheim School of Cinema is required.	The following must be completed previously: FMST 426 . Students must be in second-year standing with at least 24 credits completed in the Major or Specialization in Film and Moving Image Studies. Permission of the Mel Hoppenheim School of Cinema is required.
Description :	*Description :*
A Film Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.	A Film Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.
Component(s):	*Component(s):*
Practicum/Internship/Work Term	Practicum/Internship/Work Term
Notes :	*Notes :*
Other note : This course is for students wishing to enrol in a subsequent internship to FMST 426	**Other note :** This course is for students wishing to enrol in a subsequent internship to FMST 426
Non-standard assessment note :	**Non-standard assessment note :** This course is based on a pass/fail basis.

Rationale:

At the Film Studies area meeting of April 10, 2026 we agreed to change the grading scheme for Film and Moving Image Internships from letter grades to Pass/Fail. We were informed that this is becoming the University norm and is recommended for internships. Students apply to do internships and must submit an application indicating the planned activities and their relationship to Film Studies professionalization. Internships in the program are supervised by a field supervisor who is asked only to complete a short form attesting to the student's activities

during the internship period, but are not asked to evaluate them. The faculty supervisor submits a grade based on that report in addition to the student's report on their activities. This information gives faculty too little information on which to base a grade and it is significant enough that the student met the hourly requirement (135 hours of activity) performing the tasks as described in the application.

FMST 426 is being added as a prerequisite to create a logical progression between FMST 426 and FMST 427 and to align with the wording of prerequisites in other Internship courses I & II across the faculty.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 448
Calendar Section Type: Course
Description of Change: FMST 448 Advanced Seminar in Art and Film Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 448 Advanced Seminar in Art and Film (3 credits)	FMST 448 Advanced Seminar in Art and Film (3 credits)
Prerequisites:	*Prerequisites:*
The following course must be completed previously: ARTH 348 or FMST 348 . Enrolment in the Major in Art History and Film Studies is required. If prerequisites are not satisfied, permission of the program director is required.	The following course must be completed previously: ARTH 348 or FMST 348 . Enrolment in the Major in Art History and Film Studies or the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the program director is required.
Description :	*Description :*
A seminar designed to permit an in-depth course of study on some aspects of art and film history.	A seminar designed to permit an in-depth course of study on some aspects of art and film history.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for ARTH 448 may not take this course for credit.	**Equivalent Courses :** Students who have received credit for ARTH 448 may not take this course for credit.
Allow this course to be taken more than one time for credit : This course may be repeated for credit in this program, provided the subject matter is different each time.	**Allow this course to be taken more than one time for credit :** This course may be repeated for credit in this program, provided the subject matter is different each time.

Rationale:
Students in the Major in Art History and Film Studies are required to complete both FMST/ARTH 348 and FMST/ARTH 448. It is important that they complete these courses sequentially to be best prepared for the more advanced study in the seminar. The course is offered every year for students in the joint major to complete their degree requirements, although students from the Specialization program in Film studies may be admitted if they have also completed ARTH/FMST 348, which is the reason for the change.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 450
Calendar Section Type: Course
Description of Change: FMST 450 Film and Moving Image Studies Specialization Seminar Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 450 Film and Moving Image Studies Specialization Seminar (3 credits)	FMST 450 Film and Moving Image Studies Specialization Seminar (3 credits)
Prerequisites:	*Prerequisites:*
Students must be in second-year standing with at least 24 credits completed in the Specialization in Film and Moving Image ~~Studies. Written permission of the School of Cinema~~ is ~~required.~~	Students must be in second-year standing with at least 24 credits completed in Film and Moving Image Studies. Enrolment in the Specialization in Film and Moving Image Studies is required.
Description :	*Description :*
This intensive seminar includes workshops in research methodology, in advanced study and career planning, and in the practice of criticism, publication, preservation, and programming. The relation of film and moving image studies to filmmaking practice, the role of changing technology, and the current cultural context of the discipline are discussed by visiting experts from both within the University and the community at large. The course brings together all students in the Specialization in Film and Moving Image Studies.	This intensive seminar includes workshops in research methodology, in advanced study and career planning, and in the practice of criticism, publication, preservation, and programming. The relation of film and moving image studies to filmmaking practice, the role of changing technology, and the current cultural context of the discipline are discussed by visiting experts from both within the University and the community at large. The course brings together all students in the Specialization in Film and Moving Image Studies.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Film and Moving Image Studies - course changes

Calendar Section Name: FMST 498
Calendar Section Type: Course
Description of Change: FMST 498 Seminar in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2027/2028/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 03 May 2027

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Mel Hoppenheim School of Cinema Courses > Film and Moving Image Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
FMST 498 Seminar in Film and Moving Image Studies (3 credits)	FMST 498 Seminar in Film and Moving Image Studies (3 credits)
Prerequisites:	*Prerequisites:*
~~Written~~ permission of the School of Cinema is required.	Enrolment in the Specialization in Film and Moving Image Studies is required. If prerequisites are not satisfied, permission of the School of Cinema is required.
Description :	*Description :*
A seminar course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film and moving image studies.	A seminar course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film and moving image studies.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*

Rationale:
The change is designed to facilitate a more streamlined registration process. On-line registration will automatically determine whether a student is qualified to enrol, so that the department assistant will not need to manually enrol every single student, only those with special conditions.

Resource Implications:
none

Impact Report

Programs

Major in Art History and Film Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Art History and Film Studies -> BFA Major in Art History and Film Studies -> Program Requirements
Source of Impact

- FMST 204
- FMST 205
- FMST 448

Major in Art History and Film Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Programs -> Art History and Film Studies -> BFA Major in Art History and Film Studies -> Program Requirements
Source of Impact

- FMST 204
- FMST 205
- FMST 448

Major in Film Animation
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film Animation -> BFA Major in Film Animation -> Program Requirements
Source of Impact

- FMST 218

Major in Film Production
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film Production -> BFA Major in Film Production -> Program Requirements
Source of Impact

- FMST 200
- FMST 206[New]
- FMST 207[New]

Major in Film and Moving Image Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> BFA Major in Film and Moving Image Studies -> Program Requirements
Source of Impact

- FMST 200
- FMST 204
- FMST 205
- FMST 206[New]
- FMST 207[New]

Minor in Film Animation

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film Animation -> Minor in Film Animation -> Program Requirements
Source of Impact

- FMST 218

Minor in Film and Moving Image Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> Minor in Film and Moving Image Studies -> Program Requirements
Source of Impact

- FMST 200
- FMST 206[New]
- FMST 207[New]

Specialization in Film Production
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film Production -> BFA Specialization in Film Production -> Program Requirements
Source of Impact

- FMST 200
- FMST 206[New]
- FMST 207[New]

Specialization in Film and Moving Image Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> BFA Specialization in Film and Moving Image Studies -> Program Requirements
Source of Impact

- FMST 200
- FMST 204
- FMST 205
- FMST 206[New]
- FMST 207[New]
- FMST 418
- FMST 419
- FMST 450

Defined Groups

Communication Studies Film Courses
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Cinema Course Groups
Source of Impact

- Major in Film Production
- Major in Film and Moving Image Studies
- Minor in Film and Moving Image Studies

Theory and Method
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.270 Department of Religions and Cultures -> Religions and Cultures Programs -> Southern Asia Studies -> Southern Asia Studies Course Groups
Source of Impact

- FMST 335

Courses

ARTH 448
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Department of Art History Courses
Source of Impact

- FMST 448

FMPR 338
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film Production Courses
Source of Impact

- Major in Film Production

FMPR 340
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film Production Courses
Source of Impact

- Major in Film Production

FMPR 438
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film Production Courses
Source of Impact

- Major in Film Production
- Specialization in Film Production

FMST 205
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film and Moving Image Studies Courses
Source of Impact

- FMST 204

FMST 315
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film and Moving Image Studies Courses
Source of Impact

- FMST 204

FMST 316
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film and Moving Image Studies Courses
Source of Impact

- FMST 204

FMST 317
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film and Moving Image Studies Courses
Source of Impact

- FMST 204

FMST 319
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film and Moving Image Studies Courses
Source of Impact

- FMST 204

FMST 320
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film and Moving Image Studies Courses
Source of Impact

- FMST 204

FMST 391
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film and Moving Image Studies Courses
Source of Impact

- FMST 498

FMST 427
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Mel Hoppenheim School of Cinema Courses -> Film and Moving Image Studies Courses
Source of Impact

- FMST 426

Regulations

Notes
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> BFA Specialization in Film and Moving Image Studies
Source of Impact

- Specialization in Film and Moving Image Studies

The C.Edge Option
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> Film and Moving Image Studies C.Edge (Career Edge) Option
Source of Impact

- Major in Film and Moving Image Studies
- Specialization in Film and Moving Image Studies

Other Units

Addition of **COMS 352** to **FMST 418** requirement
Source of other unit Impact

- Course is housed in Section 31.070 Department of Communication Studies

Addition of **COMS 352** to **FMST 419** requirement
Source of other unit Impact

- Course is housed in Section 31.070 Department of Communication Studies

BFA Major in Film and Moving Image Studies

Program Requirements

Major in Film and Moving Image Studies (48 credits)

18.0 credits:

- FMST 201 Film History I (3.00)
- FMST 202 Film History II (3.00)
- FMST 203 Film History III (3.00)
- FMST 204 Approaches to Film and Moving Image Studies I (3.00)
- FMST 205 Approaches to Film and Moving Image Studies II (3.00)
- FMST 220 Film Analysis (3.00)

Note: One of FMST 201, FMST 202 and FMST 203; and FMST 220 should be taken as part of the first 30 credits.

3.0 credits chosen from:

- FMST 214 Canadian Cinema (3.00)
- FMST 215 Le cinéma québécois (3.00)
- FMST 217 First Peoples' Cinema (3.00)

3.0 credits chosen from:

- FMST 222 Topics in Film Aesthetics (3.00)
- FMST 223 Montage Aesthetic (3.00)
- FMST 224 Moving Camera Aesthetic (3.00)

3.0 credits chosen from:

- FMST 315 Introduction to Film Theory (3.00)
- FMST 316 Film and Moving Image Cultures (3.00)
- FMST 317 Transnational Approaches to Cinema (3.00)
- FMST 319 The Moving Image and Society (3.00)
- FMST 320 Digital Media and Animation (3.00)

15.0 credits of Film and Moving Image Studies electives, excluding FMST 200, FMST 206 and FMST 207 .

6.0 credits of Cinema electives

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

Notes

- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements.

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BFA Specialization in Film and Moving Image Studies

Program Requirements

Specialization in Film and Moving Image Studies (66 credits)

3.0 credits:

- FMST 220 Film Analysis (3.00)

Note: FMST 220 should be taken as part of the first 30 credits.

3.0 credits chosen from:

- FMST 222 Topics in Film Aesthetics (3.00)
- FMST 223 Montage Aesthetic (3.00)
- FMST 224 Moving Camera Aesthetic (3.00)

9.0 credits:

- FMST 201 Film History I (3.00)
- FMST 202 Film History II (3.00)
- FMST 203 Film History III (3.00)

Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.

6.0 credits:

- FMST 204 Approaches to Film and Moving Image Studies I (3.00)
- FMST 205 Approaches to Film and Moving Image Studies II (3.00)

3.0 credits chosen from:

- FMST 214 Canadian Cinema (3.00)
- FMST 215 Le cinéma québécois (3.00)
- FMST 217 First Peoples' Cinema (3.00)

6.0 credits chosen from:

- FMST 315 Introduction to Film Theory (3.00)
- FMST 316 Film and Moving Image Cultures (3.00)
- FMST 317 Transnational Approaches to Cinema (3.00)
- FMST 319 The Moving Image and Society (3.00)
- FMST 320 Digital Media and Animation (3.00)

3.0 credits chosen from:

- FMST 418 Seminar in Canadian Cinema (3.00)
- FMST 419 Séminaire sur le cinéma québécois (3.00)

Note: COMS 301 may be substituted for three credits in Film and Moving Image Studies and must be considered as Film and Moving Image Studies credits for degree purposes.

6.0 credits chosen from Cinema electives approved by the head of Film and Moving Image Studies or from the following courses:

- FMPR 231 Filmmaking I (6.00)
- VDEO 350 Video History and Theory (6.00)

3.0 credits:

- FMST 450 Film and Moving Image Studies Specialization Seminar (3.00)

21.0 credits of electives chosen from Film Studies Courses excluding FMST 200, FMST 206 and FMST 207 , or from the following courses:

- FMPR 341 Writing for Film I (3.00)
- FMPR 441 Writing for Film II (3.00)

3.0 credits of Film and Moving Image Studies seminar courses.

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes.

Notes

- It is strongly recommended that students in the Specialization in Film and Moving Image Studies have, or acquire, a knowledge of French.
- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements.

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BFA Specialization in Film Production

Program Requirements

Specialization in Film Production (66 credits)

3.0 credits chosen from:

- FMST 201 Film History I (3.00)
- FMST 202 Film History II (3.00)
- FMST 203 Film History III (3.00)

Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.

3.0 credits:

- FMST 220 Film Analysis (3.00)

Note: FMST 220 should be taken as part of the first 30 credits.

3.0 credits chosen from:

- FMST 222 Topics in Film Aesthetics (3.00)
- FMST 223 Montage Aesthetic (3.00)
- FMST 224 Moving Camera Aesthetic (3.00)

18.0 credits:

- FMPR 231 Filmmaking I (6.00)
- FMPR 332 Filmmaking II (6.00)
- FMPR 432 Filmmaking III (6.00)

12.0 credits:

- FMPR 239 Montage I (3.00)
- FMPR 336 Introduction to Film Producing (3.00)
- FMPR 338 Image I (3.00)
- FMPR 340 Sound I (3.00)

9.0 credits chosen from:

- FMPR 335 Acting and Directing Actors for the Screen I (3.00)
- FMPR 341 Writing for Film I (3.00)
- FMPR 343 Production Design (3.00)

- FMPR 350 Ways of Seeing in Film Production (3.00)
- FMPR 398 Special Topics in Film Production (3.00)
- FMPR 435 Acting and Directing Actors for the Screen II (3.00)
- FMPR 438 Image II (3.00)
- FMPR 439 Montage II (3.00)
- FMPR 440 Sound II (3.00)
- FMPR 441 Writing for Film II (3.00)
- FMPR 442 Optical Printer Practice (3.00)
- FMPR 444 Expanded Cinema (3.00)
- FMPR 450 Film Production Specialization Seminar (3.00)
- FMPR 498 Special Topics in Film Production (3.00)

6.0 credits of Film Studies electives, excluding FMST 200, FMST 206 and FMST 207 .

12.0 credits of Cinema electives or credits chosen outside of Cinema selected in consultation with the head of Film Production

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

Notes

- It is strongly recommended that students in the Specialization in Film Production have, or acquire, a knowledge of French.
- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements.

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BFA Major in Film Production

Program Requirements

Major in Film Production (54 credits)

3.0 credits chosen from:

- FMST 201 Film History I (3.00)
- FMST 202 Film History II (3.00)
- FMST 203 Film History III (3.00)

Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.

3.0 credits:

- FMST 220 Film Analysis (3.00)

Note: FMST 220 should be taken as part of the 30 credits.

3.0 credits chosen from:

- FMST 222 Topics in Film Aesthetics (3.00)
- FMST 223 Montage Aesthetic (3.00)
- FMST 224 Moving Camera Aesthetic (3.00)

21.0 credits:

- FMPR 231 Filmmaking I (6.00)
- FMPR 239 Montage I (3.00)
- FMPR 332 Filmmaking II (6.00)
- FMPR 338 Image I (3.00)
- FMPR 340 Sound I (3.00)

3.0 credits of Film Studies electives, excluding FMST 200, FMST 206 and FMST 207 .

21.0 credits of Cinema electives

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

Notes

- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements.

FMST 206 Introduction to Film Form and Style (3 credits)
Sample Syllabus adapted from FMST 200 taught by Donato Totaro

No Prerequisites required. However, students in the Major or Specialization in Film and Moving Image Studies may not take this course for credit.

Description
This course introduces students to film style and film form in art cinema. Students learn to identify how films craft meaning, in both fiction and non-fiction by understanding how technical terms such as mise-en-scène editing, cinematography, sound, and narration operate as a complex formal and stylistic system. The concept of film style is studied in a variety of theoretical and historical contexts, such as classicism, realism, formalism, expressionism, surrealism, reflexivity and digitality. The goal of this course is to teach students to think and write about cinema in a critical and analytical fashion.

Learning Outcomes
The goal of this course is to teach students to think and write about cinema in a critical and analytical fashion. Students will learn how to identify and describe aspects of film form and aesthetics. They will learn the vocabulary appropriate to film criticism and be introduced to important directors and movements in film history.

1. Identify key technical aspects of cinema.
2. Distinguish and interpret different levels of visual and aural meaning in films.
3. Write a formal and/or contextual paper using accurate and appropriate cinema language within a relevant film studies discourse.
4. Recognize the aspects of cinema that have made it an art form.

REQUIRED READING: The course textbook is Timothy Corrigan and Patricia White's *The Film Experience* (6th ed., 2021), which is bundled as an e-book in the publisher's education platform, Achieve (Bedford, St. Martin's, Macmillan Learning). The link and other purchase details will be made available to you on the course Moodle site. There are several purchase options:

MOODLE: This course has a dedicated Moodle page accessible through your MyConcordia portal. Moodle will be used to post lecture material, assignment guidelines, supplementary course material, other relevant announcements, and is where you will submit assignments and forum posts.

Weekly Screening List & Required Readings (Readings not from textbook are available at the Library Reserves)

Some of the films we will be viewing in class will be available to you through streaming links at the Library's online streaming database: https://library.concordia.ca/help/finding/videos.php

Course Structure: This is a four-hour in-person class. The usual class format is a lecture followed by a screening of the weekly film. After the screening there will be a 15-minute break followed by class discussion and/or close analysis of selected excerpts from the film just screened. Or in some cases, additional clips from related films.

COURSE OUTLINE

Week 1, Thursday, Sept. 4, 2025 Introduction: What is Film Studies?

- *Madame Tutli-Putli* (Chris Lavis, Maciek Szczerbowski, 2007, Canada) 17 min., col.
- *Asho* (Jafar Najafi, 2021, Iran) 30 min.

 Readings for Week 1: *The Film Experience*, Ch. 1, "Encountering Film: From Preproduction to Exhibition," 5-13.

Week 2, Sept. 11 Camera Movement/Framing//Classical Hollywood

- *Shadow of a Doubt* (Alfred Hitchcock, 1944, US) 108 min., b&w

 Readings for Week 2: *The Film Experience*, Ch. 4, "Cinematography: Framing What We See," 117-144.

Week 3, Sept. 18 Italian Neo-Realism and Naturalistic Mise-en-Scène

- *Bicycle Thieves* (Vittorio De Sica, 1948, Italy) 93 min., b&w

 Readings for Week 3: *The Film Experience*, Ch. 2, 56; Ch. 3, "Mise en Scène: Exploring a Material World," 85-96, Ch. 11, "Reading About Film: Critical Theories and Methods," 375-386.

Week 4, Sept. 25 Mise-en-Scène 2: Stylization and Theatrical Mise-en-Scène

- *The Conformist* (Bernardo Bertolucci, 1971, Italy) 107 min., col.

 Readings for Week 4: *The Film Experience*, Ch. 3, "Mise en Scène: Exploring a Material World," 96-99, 102-115.

Week 5, Oct. 2 The Art of Cinematography: Style as Substance + In-Class Test 1

 Run Lola Run (Tom Tykwer, 1998, Germany) 80 min.

 Readings for Week 5: *The Film Experience*, Ch. 4, "Thinking About Cinematography," 144-151.

Week 6, Oct. 9 Mise-en-scène: Lights, Props & Cultural Meaning

- *Do the Right Thing* (Spike Lee, 1989, US) 120 min.

 Readings for Week 6: *The Film Experience*, Ch. 3, "Mise-en-scène in *Do the Right Thing*," 100-101, Ch. 11, "Race and Representation," 397-399; "What is the right thing? A Critical Symposium on Spike Lee's *Do the Right Thing*." *Cineaste*, 1990, Vol. 17, Issue 4, 32-39.

Oct. 16: Mid-Term Break

Week 7, Oct. 23 Editing/Montage

□ *Walkabout* (Nicolas Roeg, 1971, UK) 100 min., col.

□ Readings for Week 7: *The Film Experience*, Ch. 5, "Editing: Relating Images," 153-193.

Week 8, Oct. 30 Sound & Female Subjectivity

□ *The Piano* (Jane Campion, 1993, New Zealand/Australia) 121 min., col.

□ Readings for Week 8: *The Film Experience*, Ch. 6, "Film Sound: Listening to the Cinema," 195-227.

Week 9, Nov. 6 Character, Point of View and Pop Music

□ *The Virgin Suicides* (Sofia Coppola, 1999, US) 96 min., col.

Readings for Week 9: , Ch. 7, *The Film Experience* "Narrative Films: Telling Stories," 239-261; Justin Wyatt. "Music, Storytelling and Young Love," p. 51-65.

Week 10, Nov. 13 Interpretation, Analysis and Writing a Film Paper + Short Take-Home Essay

□ *An Occurrence at Owl Creek Bridge* (Robert Enrico, 1962, France) 28 min., b&w
□ *The Red Balloon* (Albert Lamorisse, 1956, France) 34 min., col.
□ *White Winged Horse* (Mahyar Mandegar, 2020, Iran) 20 min., col.
□ *Six Shooter* (Martin McDonagh, 2004, Ireland) 26 min., col.

□ Readings for Week 10: *The Film Experience*, Ch. 12, "Writing a Film Essay," 409-417, 421-427, 433-441.

Week 11, Nov. 20 European Art Cinema

□ *Persona* (Ingmar Bergman, 1966, Sweden) 85 min., b&w
□ Clips*: Wild Strawberries* (Ingmar Bergman, 1957, Sweden) & *8 ½* (F. Fellini, 1963, Italy)

□ Readings for Week 11: David Bordwell, "The Art Cinema as a Mode of Film Practice." *Film Criticism* 4, 1, Fall 1979, 56–64. *The Film Experience*, Ch. 7, 1950-1980: Art Cinema, 236-237; 261-267; Ch. 9, "Expressive Styles and Forms," 326-329.

Week 12, Nov. 27 Narrative Structure: Postmodernism

□ *Blue Velvet* (David Lynch, 1986, US) 120 min., col.

□ Readings for Week 12: Coughlin, Paul. "Blue Velvet: Postmodern Parody and the Subversion of Conservative Frameworks." *Literature/Film Quarterly*, 31. 4 (2003): 304-311. Ch. 11, *The Film Experience,* "Reading about Film: Critical Theories and Methods," 403-405.

ASSESSMENTS

Mid term in-class test	20%
Take-home assignment	40%
Attendance and Participation	20%
Moodle Posts	20%

1. Test 20%,

   Before the Thanksgiving break you will be given a 35 minute in-class test at the start of class. For the test you will be shown slides from select films shown on the course and asked basic, short answer or multiple choice questions on visual style (e.g., shot scale, shot angle, lighting style, framing, etc.). The in-class test is a gauge of your understanding of film language (i.e. identifying technical and formal terms) and comprehension of basic concepts in the readings (from *The Film Experience*) and class lectures covered from weeks 1 to 4.

2. Take home essay assignment (40%) due one week after the final class

   Students will have a choice of writing a Formal or Contextual essay. More instruction will be given in class. Essays will be 2000 words in length.

3. Attendence and Participation (20%):

   Your attendance & participation grade will be based on the number of *whole* classes you attend and your conduct in class: being attentive, taking notes, speaking during class discussion and/or in-class group discussions, arriving on time, etc.. Your grade will suffer if you regularly arrive late or leave early, speak or whisper during lecture or screenings, sleep (and snore) in class and are distracted by your tech toys (cell phone, tablet, laptop, ipad, etc.). If you miss an inordinate number of classes (more than eight) without a valid reason (i.e. medical) your work will suffer or you can risk failing the course.

4. Moodle Posts (20%)

   Students must complete a minimum of five moodle posts. Prompts will be posted weekly based on the required readings, screenings, and lectures. Although you will not be 'graded' for your posts, we will expect that 1) you show proper engagement with the forum post topic (i.e. explain a course reading, relate reading to a film, analyze a scene in a film, bring in a film screened outside of class that you think relates to what we did in class, etc.), and 2) write a minimum of 125-150 words per post. If you continually fail to meet these minimum requirements your forum post contribution score will be affected. The instructor or teaching assistant will regularly read your posts to keep abreast of how well you engage the course content. You must write your entries directly into the course's Moodle text field. They can be written in English or French.

FMST 207 Introduction to Film Studies (3 credits)
Sample syllabus adapted from FMST 200 designed by Donato Totaro

No Prerequisites required. However, students in the Major or Specialization in Film and Moving Image Studies may not take this course for credit.

Description

This course invites students to explore film and moving images as powerful ways of seeing, feeling, and understanding the world. Through a wide range of shorts and feature films, students examine how cinema shapes—and is shaped by—questions of genre, national and transnational culture, identity, history, and social conflict. Films are discussed in relation to issues such as feminism, gender identity, race, post-war trauma, labor, and violence, showing how moving images do more than entertain: they help us imagine communities, confront injustice, remember the past, and debate the present. The course will introduce students to key concepts and critical approaches in the field while developing their ability to think, discuss, and write about cinema in a clear, analytical, and engaging way.

Learning Outcomes

The course will examine different genres, as well as various national and regional cinemas as a means of exploring these different levels of meaning and critical approaches, with the goal of exposing students to the broad parameters of the film studies discipline, and 2) teach students how to think and write about cinema in a critical and analytical fashion

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

1. Identify key technical aspects of cinema.
2. Distinguish and interpret different levels of visual and aural meaning in films.
3. Write a formal and/or contextual paper using accurate and appropriate cinema language within a relevant film studies discourse.
4. Identify and analyze the social & cultural parameters of film language.

REQUIRED READING: The course textbook is Timothy Corrigan and Patricia White's *The Film Experience* (6th ed., 2021), which is bundled as an e-book in the publisher's education platform, Achieve (Bedford, St. Martin's, Macmillan Learning). The link and other purchase details will be made available to you on the course Moodle site. There are several purchase options:

Package Title: Loose-Leaf Version for *The Film Experience* 6th ed. & Achieve for The Film Experience (2-Term Access) for Concordia University, Sir G Williams (with 4 year downloadable ebook)
ISBN: 9781319565787

Package Title: Achieve for *The Film Experience* 6th ed. (2-Term Access) (with 4 year downloadable ebook) ISBN: 9781319564384

MOODLE: This course has a dedicated Moodle page accessible through your MyConcordia portal. Moodle will be used to post lecture material, assignment guidelines, supplementary course material, other relevant announcements, and is where you will submit assignments and forum posts.

Weekly Screening List & Required Readings (Readings not from textbook are available at the Library Reserves)

Some of the films we will be viewing in class will be available to you through streaming links at the Library's online streaming database:
https://library.concordia.ca/help/finding/videos.php

Course Structure: This is a four-hour in-person class. The usual class format is a lecture followed by a screening of the weekly film. After the screening there will be a 15-minute break followed by class discussion and/or close analysis of selected excerpts from the film just screened. Or in some cases, additional clips from related films.

COURSE OUTLINE

Popular Genre 1: The Western

Week 13, Jan. 15, 2026 Introducing the Genre Unit: The Western

- *Shane* (George Stevens, 1953, US) 118 min., col.

- Readings for Week 13: *The Film Experience*, Ch. 10, "Movie Genres: Conventions, Formulas, and Audience Expectations," 335-359, 362-371.

Week 14, Jan. 22 The Spaghetti Western

- *The Good, the Bad and the Ugly* (Sergio Leone, 1966, Italy/Spain/West Germany) 161 min., col.

- Readings for Week 14: William McClain, "Western, Go Home! Sergio Leone and the 'Death of the Western' in American Film Criticism." *Journal of Film & Video*, Spring/Summer 2010, Vol. 62 Issue 1/2, 52-66; Evert Jan van Leeuwen. "Gothic Eurowesterns: A Grotesque Perspective on a Hollywood Myth." *Bright Lights* 60, May 2008.

Popular Genre 2: The Melodrama

Week 15, Jan. 29 Melodrama, the Woman's Film, and issues of Authorship

□*Far from Heaven* (Todd Haynes, 2002, US), 108 min., col.

□ Readings for Week 15: *The Film Experience*, Ch. 2, "History and Historiography," p. 41, "Ch. 11, "Reading About Film: Critical Theories and Methods," 386-397; Linda Williams, "Film Bodies: Gender, Genre, and Excess," *Film Quarterly,* Vol. 44, No. 4, Summer, 1991, 2-13.

Week 16, Feb. 5 Genre Hybridity

□*Drive* (Nicolas Winding Refn, 2011, US) 100 min.

□ Readings for Week 16: *The Film Experience*, Ch.10, "Thinking About Genre," 364-371; Katerina Korola. "*The Driver* Errant: A Critical Evaluation of *Drive* and "New" Masculinity." *Offscreen.* Volume 17, Issue 3, March 2013; Caetlin Benson-Allott, "Generic Imperative," *Film Quarterly* Vol. 65, No. 3 (Spring 2012): 12-13.

Week 17, Feb. 12 'Queering' the Melodrama & the Audio-Visual Essay

□*Portrait of a Lady on Fire* (Céline Sciamma, 2019, France) 122 min., col.

□ Readings for Week 17: *The Film Experience*, Ch. 12, "Form in Action: Creating a Video Essay", p. 432. Andrew McWhirter, "Film Criticism, Film Scholarship and the Video Essay." *Screen* 56:3, Autumn 2015, 369-377; Kevin B. Lee. "What Makes a Video Essay Great."

Week 18, Feb. 19 First-Person Documentary

□*Stories We Tell* (Sarah Polley, 2012, Canada) 108 min., col.
□*Alone* (Garrett Bradley, 2017, US) 12 min., b&w.

□ Readings for Week 18: *The Film Experience*, Ch. 8, "Documentary Films: Representing the Real," 280-301.

Week 19, Feb. 26 Independent Cinema, Distribution and Marginalisation

□*The Florida Project* (Sean Baker, 2017, US) 111 min., col.
□*Pistulya* (Nagraj Manjule, 2009, India), 18 min. col.

□ Readings for Week 19: *The Film Experience*, Ch. 1, "Encountering

Film: From Preproduction to Exhibition," 14-35, 38-39, 71-81.

Popular Genre 3: The Horror Film

Week 20, March 12 Introducing the Horror Genre

□ *Ginger Snaps* (John Fawcett, 2000, Canada) 108 min.
□ Clip from: *The American Nightmare* (Adam Simon, 2000, US), col.

Readings for Week 20: *The Film Experience*, Ch. 10, "Genre and Gender in *Jennifer's Body*, 360-361. Robin Wood, The American Nightmare: Horror in the 70s," *Hollywood from Vietnam to Reagan*. New York: Columbia University Press, 1986, c2003, 63-84. [also available as electronic book through Clues, *Horror, the Film Reader*. Ed. Mark Jancovich. London and New York: Routledge, 2002, 25-32]

Week 21, Mar. 19 Female-Centric Horror & Social Allegory

□ *The Babadook* (Jennifer Kent, 2014, Australia/Canada) 94 min., col.

□ Readings for Week 21: "When Good Mothers Go Bad: Genre and Gender in *The Babadook*." Quigley, Paula. *The Irish Journal of Gothic and Horror Studies*.
Issue 15, (Autumn 2016): 57-75, 195; Brigid Cherry, "Gothics and Grand Guignols:
Violence and the Gendered Aesthetics of Cinematic Horror," *Participations*, Volume 5, Issue 1, May 2008.

Week 22, Mar. 26 New Directions in Horror: Nostalgia, Teen Drama and the Revisionist Slasher Film

□ *It Follows* (David Robert Mitchell, 2014, US) 100 min.
□ Clip from: *Halloween* (John Carpenter, 1978, US)

Readings for Week 22:
Casey Ryan Kelly (2017) "*It Follows*: precarity, thanatopolitics, and the ambient horror film," *Critical Studies in Media Communication*, 34:3, 234-249;

National Cinemas: Japan & Iran

Week 23, April 2 Japanese Diakaiyu eiga and Post-War Trauma: Science-Fiction as Allegory

□ *Godzilla [Gojira]* (Ishirō Honda 1954, Japan) 96 min., b&w

□ Readings for Week 23: by Peter H. Brothers, "Japan's Nuclear Nightmare: How the Bomb Became a Beast Called Godzilla," *Cineaste,* Vol. 36 Issue 3, Summer 2001, pp. 36-40; Chon Noriega, "Godzilla and the Japanese Nightmare: When Them! Is U.S." *Cinema Journal*. Fall 87, Vol. 27 Issue 1, pp. 63-77.

Week 24, April 9 Reflexivity/Iranian Cinema

□ *Certified Copy* (Abbas Kiarostami, 2010, France, Italy, Iran, Belgium) 106 min., col.

□ Readings for Week 24: *The Film Experience*, Ch. 2, "Cultural Contexts: 62-71; Jared Rapfogel, "A Mirror Facing a Mirror," *Senses of Cinema*, 17; (Recommended Reading: Donato Totaro, "Reflexivity in Recent Iranian Cinema: The Case of Mohsen Makhmalbaf," *Asian Cinema* Vol. 11, No. 2, Fall/Winter 2000, 32-46.)

ASSESSMENTS

Mid term in-class test	20%
Take-home assignment	40%
Attendance and Participation	20%
Moodle Posts	20%

1. Test 20%,
   Before reading week you will be given a 35 minute in-class test at the start of class. or the test you will be shown slides from select films shown on the course and asked basic, short answer or multiple choice questions on visual style (e.g., shot scale, shot angle, lighting style, framing, etc.). The in-class test is a gauge of your understanding of film language (i.e. identifying technical and formal terms) and comprehension of basic concepts in the readings (from *The Film Experience*) and class lectures covered from weeks 1 to 4.

2. Short take home essay assignment (40%) due one week after the final class

   Students will have a choice of writing a Formal or Contextual essay. More detailed instruction will be given in class. Essays will be 1000 words in length.

3. Attendence and Participation (20%):

   Your attendance & participation grade will be based on the number of *whole* classes you attend and your conduct in class: being attentive, taking notes, speaking during

class discussion and/or in-class group discussions, arriving on time, etc.. Your grade will suffer if you regularly arrive late or leave early, speak or whisper during lecture or screenings, sleep (and snore) in class and are distracted by your tech toys (cell phone, tablet, laptop, ipad, etc.). If you miss an inordinate number of classes (more than eight) without a valid reason (i.e. medical) your work will suffer or you can risk failing the course.

4. Moodle Posts (20%)

Students must complete a minimum of five moodle posts. Prompts will be posted weekly based on the required readings, screenings, and lectures. Although you will not be 'graded' for your posts, we will expect that 1) you show proper engagement with the forum post topic (i.e. explain a course reading, relate reading to a film, analyze a scene in a film, bring in a film screened outside of class that you think relates to what we did in class, etc.), and 2) write a minimum of 125-150 words per post. If you continually fail to meet these minimum requirements your forum post contribution score will be affected. The instructor or teaching assistant will regularly read your posts to keep abreast of how well you engage the course content. You must write your entries directly into the course's Moodle text field. They can be written in English or French.

Subject: Re: Curriculum change in Cinema
Date: Thursday, August 20, 2026 at 6:42:03 PM Eastern Daylight Saving Time
From: Nicola Pezolet
To: Elaine Cheasley Paterson, Owen Chapman, Martin Lefebvre, Stefanie Duguay
CC: Undergrad Cinema

Hello everyone,

I approve too.

Best wishes,

N+P

Nicola T. Pezolet, PhD
Professor & Chair
Department of Art History | Faculty of Fine Arts
Concordia University
Montréal, QC | Tiohtià:ke | Canada
E: nicola.pezolet@concordia.ca

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From: Elaine Cheasley Paterson <Elaine.Paterson@concordia.ca>
Date: Thursday, August 20, 2026 at 2:32 PM
To: Owen Chapman <owen.chapman@concordia.ca>; Martin Lefebvre <martin.lefebvre@concordia.ca>; Stefanie Duguay <stefanie.duguay@concordia.ca>; Nicola Pezolet <nicola.pezolet@concordia.ca>
Cc: Undergrad Cinema <undergrad.cinema@concordia.ca>
Subject: Re: Curriculum change in Cinema

Hi Martin and all,

As UPD of Art History, I support these changes but will defer to the Chair for final confirmation upon his return from vacation next week.

Thanks,
Elaine

From: Owen Chapman <owen.chapman@concordia.ca>
Date: Wednesday, August 19, 2026 at 7:34 AM

Subject: Re: For review - FMST curriculum change
Date: Wednesday, August 19, 2026 at 5:03:28 PM Eastern Daylight Saving Time
From: Martin Lefebvre
To: Ria Rombough
CC: David Douglas, Joshua Neves, Luigi Allemano, Richard Kerr, Undergrad Cinema
Attachments: Outlook-uawfnlnh.png, ATT00079.html, FMST Curriculum changes 202640 CRed2.docx, ATT00080.html

Hello all,

Following the responses we received from DCC members, I'm writing to confirm my approval of the FMST curriculum changes as Chair of DCC.

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
Concordia University
FB 335
1455 de Maisonneuve, West
Montreal (Quebec), Canada
H3G 1M8

tel. (514) 848-2424 #4676/FAX. (514) 848-4255

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]

To: Martin Lefebvre <martin.lefebvre@concordia.ca>; Stefanie Duguay <stefanie.duguay@concordia.ca>; Nicola Pezolet <nicola.pezolet@concordia.ca>; Elaine Cheasley Paterson <Elaine.Paterson@concordia.ca>
Cc: Undergrad Cinema <undergrad.cinema@concordia.ca>
Subject: Re: Curriculum change in Cinema

Hi Martin, as Chair of the Department of Communication Studies, I support these changes.
Best,
Owen Chapman

From: Martin Lefebvre
Sent: Wednesday, August 19, 2026 12:34 AM
To: Owen Chapman; Stefanie Duguay; Nicola Pezolet; Elaine Cheasley Paterson
Cc: Undergrad Cinema
Subject: Curriculum change in Cinema

Dear Colleagues of COMS & ARTH,

I hope this email finds you well and rested — ready for the quickly arriving school year.

The undergraduate Film & Moving Image Studies Program in the School of Cinema is proposing a series of curriculum changes for which we kindly seek your support.

Please see the attached documents. This is m house cleaning for the most part and it should not affect your programs or students.
A simple email supporting the changes will do the trick — at your earliest convenience.

Of course, if you have any question (or comments) please feel free to write me.

All best wishes,

Martin

Graduate Program Regular Curriculum Change - SGS-INDI-6142 - VERSION : 1

Summary and Rationale for Changes

The proposed changes align the INDI MA/MSc and PhD course requirements and descriptions with curriculum changes approved and implemented in Fall 2024 and with current program practices. They reduce the minimum requirement for regularly scheduled graduate courses from 9 to 6 credits within the required 12 credits of coursework and update the PhD course requirements from 18 to 12 credits. These revisions correct updates that were inadvertently omitted during the 2024 curriculum changes and clarify current flexible program processes, which are described in detail in the INDI Guidebook for students and supervisors.

Resource Implications

None.

Graduate Program Regular Curriculum Change - SGS-INDI-6142 - VERSION : 1

Summary of Committee Discussion: GCC approval

For Submission to:

Brad Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
APC, 05 Oct 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 08 Sep 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2627 1 D4). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
INDI 885 Doctoral Comprehensive Examination Change										

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Individualized Program (INDI) PhD Change							
Individualized Program (INDI) MA/MSc Change							

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Changes to the INDI master's and PhD

Calendar Section Name: Individualized Program (INDI) PhD
Calendar Section Type: Program
Description of Change: Individualized Program (INDI) PhD Change

Proposed: Graduate Curriculum Changes

Faculty/School: School of Graduate Studies

Department: Individualized Program (INDI) PhD; Individualized Program (INDI) MA/MSc
Program Name: Individualized Program (INDI) PhD
Program Type: Thesis
Degree: PhD

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Programs > School of Graduate Studies Programs > Doctor/Doctorate > Individualized Program (INDI) PhD > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
90 credits	Individualized Program (INDI) PhD	**90 credits**	Individualized Program (INDI) PhD
	12 credits of Coursework taken from doctoral-level studies INDI courses OR from any regularly scheduled graduate courses with permission of the INDI Director. Students are required to complete a minimum of ~~9~~ credits in regularly scheduled graduate courses, including a research methodology seminar in their first or second year. The latter seminar explores methodological issues relevant to the principal area of the student's research. It is chosen in consultation with the student's principal supervisor from among the numerous courses in methodology offered by different departments at Concordia University.		12 credits of Coursework taken from doctoral-level studies INDI courses OR from any regularly scheduled graduate courses with permission of the INDI Director. Students are required to complete a minimum of 6 credits in regularly scheduled graduate courses, including a research methodology seminar in their first or second year. The latter seminar explores methodological issues relevant to the principal area of the student's research. It is chosen in consultation with the student's principal supervisor from among the numerous courses in methodology offered by different departments at Concordia University.
	78 credits: INDI 885 Doctoral Comprehensive Examination (3) INDI 888 Doctoral Thesis Proposal (6) INDI 891 Doctoral Research and Thesis (69)		78 credits: INDI 885 Doctoral Comprehensive Examination (3) INDI 888 Doctoral Thesis Proposal (6) INDI 891 Doctoral Research and Thesis (69)

Rationale:
The change from 9 to 6 credits reflects an adjustment to existing practice rather than a new requirement. As part of the required 12 credits of coursework, students complete a minimum of 6 credits in regularly scheduled graduate courses (typically two courses). Although curriculum changes to the INDI PhD program were approved and implemented in Fall 2024, the corresponding update to the regularly scheduled course requirement—from 9 credits to 6 credits—was overlooked and not completed at the time.

Resource Implications:
None.

D1

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Changes to the INDI master's and PhD

Calendar Section Name: Individualized Program (INDI) MA/MSc
Calendar Section Type: Program
Description of Change: Individualized Program (INDI) MA/MSc Change

Proposed: Graduate Curriculum Changes

Faculty/School: School of Graduate Studies

Department: Individualized Program (INDI) PhD; Individualized Program (INDI) MA/MSc
Program Name: Individualized Program (INDI) MA/MSc
Program Type: Thesis
Degree: MA

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Programs > School of Graduate Studies Programs > Master/Magisteriate > Individualized Program (INDI) MA/MSc > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
45 credits	Individualized Program (INDI) MA/MSc	**45 credits**	Individualized Program (INDI) MA/MSc
	12 credits of Coursework chosen from 600-level INDI study courses OR from any regularly scheduled graduate courses with permission of the INDI Director. Students are required to complete a minimum of ~~9~~ credits in regularly scheduled graduate courses, including a research methodology seminar in their first or second year. The latter seminar explores methodological issues relevant to the principal area of the student's research. It is chosen in consultation with the student's principal supervisor from among the numerous courses in methodology offered by different departments at Concordia University.		12 credits of Coursework chosen from 600-level INDI study courses OR from any regularly scheduled graduate courses with permission of the INDI Director. Students are required to complete a minimum of 6 credits in regularly scheduled graduate courses, including a research methodology seminar in their first or second year. The latter seminar explores methodological issues relevant to the principal area of the student's research. It is chosen in consultation with the student's principal supervisor from among the numerous courses in methodology offered by different departments at Concordia University.
	33 credits: INDI 688 Master's Thesis Proposal (6) INDI 691 Master's Research and Thesis (27)		33 credits: INDI 688 Master's Thesis Proposal (6) INDI 691 Master's Research and Thesis (27)

Rationale:
The change from 9 to 6 credits reflects an adjustment to existing practice rather than a new requirement. As part of the required 12 credits of coursework, students complete a minimum of 6 credits in regularly scheduled graduate courses (typically two courses). Although curriculum changes to the INDI MA/MSc program were approved and implemented in Fall 2024, the corresponding update to the regularly scheduled course requirement—from 9 credits to 6 credits—was overlooked and not completed at the time.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Changes to the INDI master's and PhD

Calendar Section Name: INDI 885
Calendar Section Type: Course
Description of Change: INDI 885 Doctoral Comprehensive Examination Change

Proposed: Graduate Curriculum Changes

Faculty/School: School of Graduate Studies

Department: Individualized Program (INDI) PhD; Individualized Program (INDI) MA/MSc

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > School of Graduate Studies Courses > Individualized Program (INDI) Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
INDI 885 Doctoral Comprehensive Examination (3 credits)	INDI 885 Doctoral Comprehensive Examination (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
At the doctoral level, students are required to write an examination testing their basic knowledge of the relevant areas of each component discipline comprising their program of study. The comprehensive examination takes place after students have completed the required ~~18~~ course credits. For most students, the format ~~will involve~~ three written examination questions. Students who are involved in a research-creation project may include a practice-based component as one of their examination questions. The student and supervisory committee, comprised of three faculty members, meet prior to the comprehensive exam to determine the format of the exam and the evaluation mechanism, as well as to approve a reading ~~list~~ of ~~approximately 20 titles per question. The student has two weeks to complete the examination (responses are typically 1600-2400 words per question). The student submits the completed exam within the given timeframe to~~ the INDI ~~Coordinator. The student's supervisory committee evaluates the examination, and the principal supervisor submits the evaluations along with the pass/fail grade to the INDI Coordinator.~~ Students who fail their comprehensive exam ~~will be~~ given one opportunity to rewrite the exam. Following the exam, the student meets with the supervisory committee to discuss the results of the exam and plans for the thesis proposal.	At the doctoral level, students are required to write an examination testing their basic knowledge of the relevant areas of each component discipline comprising their program of study. The comprehensive examination takes place after students have completed the required 12 course credits. For most students, the format involves three written examination questions. Students who are involved in a research-creation project may include a practice-based component as one of their examination questions. The student and supervisory committee, comprised of three faculty members, meet prior to the comprehensive exam to determine the format of the exam and the evaluation mechanism, as well as to approve a reading list, all of which must be approved by the INDI Director. Students who fail their comprehensive exam are given one opportunity to rewrite the exam. Following the exam, the student meets with the supervisory committee to discuss the results of the exam and plans for the thesis proposal.
Component(s):	*Component(s):*
Thesis Research	Thesis Research
Notes :	*Notes :*

Rationale:
The change from 18 to 12 credits matches the curriculum changes to the INDI PhD degree requirements approved and implemented in Fall

D5

2024. The course description was not adjusted due to an oversight. The adjustments regarding process are introduced to reflect current flexible practices in the INDI PhD program resulting from the Fall 2024 curriculum changes. The processes are discussed in great detail in the INDI Guidebook distributed to students and supervisors.

Resource Implications:

None.

Impact Report

Programs

Individualized Program (INDI) PhD

Graduate -> See Fall 2026 Graduate Calendar -> Programs -> School of Graduate Studies Programs -> Doctor/Doctorate -> Individualized Program (INDI) PhD -> Degree Requirements

Source of Impact

- INDI 885

Graduate Program Regular Curriculum Change - GCS-ELEC-6067 - VERSION : 5

Summary and Rationale for Changes

Two new courses (ELEC6992 and COEN6992) are being added to provide a 2nd internship course option, to align with other departments in GCS and to provide an option to international students who may have an external requirement to complete at least 6 months of Practicum/Internship/Work Term during a professional/course-based Master's degree.

The following text is to be added to the end of the list on the 'Topic Areas for the Electrical and Computer Engineering MEng' page:

"Students may take a maximum of 8 credits from the following courses:

ELEC 6992 Electrical Engineering Industrial Stage/Training II

COEN 6992 Computer Engineering Industrial Stage/Training II"

Resource Implications

The MEng GPD is expected to oversee around 10 additional internships and is responsible for grading the internship work. If the number of internships increases, the department will consider hiring a marker to assist with the grading.

Graduate Program Regular Curriculum Change - GCS-ELEC-6067 - VERSION : 5

Summary of Committee Discussion: GCC approval

For Submission to:

Brad Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
APC, 05 Oct 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 08 Sep 2026

The GCC approved the enclosed curriculum changes in their final form (GCC 2627 1 D3). 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,
Graduate Curriculum Committee (GCC),

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 06 May 2026

The Council of the Gina Cody School of Engineering and Computer Science reviewed and approved on May 8, 2026 the following new industrial stages proposed by the Department of Electrical and Computer Engineering.

ELEC 6992 Electrical Engineering Industrial Stage/Training II
COEN 6992 Computer Engineering Industrial Stage/Training II

No additional resources are required.

Details of this proposal are indicated and explained in the dossier GCS-ELEC-6067.

We kindly request that this proposal be placed on the next agenda of the Graduate Curriculum Committee 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, 08 May 2026

Approved by:

B. Vermeire, Associate Dean,
Graduate Studies of the Gina Cody School of Engineering and Computer Science, 23 Apr 2026

The Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved via email on April 23, 2026, with some changes, the curriculum item from the Department of Electrical and Computer Engineering. Namely, the creation of two industrial stages for the electrical and computer engineering students respectively.

ELEC 6992 Electrical Engineering Industrial Stage/Training II

COEN 6992 Computer Engineering Industrial Stage/Training II”

No additional resources are required.

Details of this proposal are indicated and explained in the dossier GCS-ELEC-6067.

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:

B. Vermeire, Assoc. Dean, Graduate Studies,
Graduate Studies of the Gina Cody School of Engineering and Computer Science,

Approved by:

A. Hamou-Lhadj, Professor and Chair,
Department Council, 20 Apr 2026

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
COEN 6992 Computer Engineering Industrial Stage/Training II New	★	★	★	★	★		★	★	★	
ELEC 6992 Electrical Engineering Industrial Stage/Training II New	★	★	★	★	★		★	★	★	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Electrical and Computer Engineering MEng Change							

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ECE Internship Options

Calendar Section Name: Electrical and Computer Engineering MEng
Calendar Section Type: Program
Description of Change: Electrical and Computer Engineering MEng Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering
Program Name: Electrical and Computer Engineering MEng
Program Type: Course-based
Degree: MEng

Calendar publication date: 2026/2027/Winter
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 02 Sep 2026

Path: Graduate > See Fall 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Electrical and Computer Engineering Programs > Master/Magisteriate > Electrical and Computer Engineering MEng > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
45 credits	Electrical and Computer Engineering MEng	**45 credits**	Electrical and Computer Engineering MEng
	5 credits from the Topic Area E09 - Professional Leadership Skills		5 credits from the Topic Area E09 - Professional Leadership Skills
	20 credits selected from the Concentrations for the Electrical and Computer Engineering MEng list		20 credits selected from the Concentrations for the Electrical and Computer Engineering MEng list
	12 credits chosen from the Topic Areas for the Electrical and Computer Engineering MEng		12 credits chosen from the Topic Areas for the Electrical and Computer Engineering MEng
	8 credits chosen from: ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4) ELEC 6991 Electrical Engineering Industrial Stage /Training (8 .00) COEN 6991 Computer Engineering Industrial Stage/Training (8.00)		8 credits chosen from: ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4) ELEC 6991 Electrical Engineering Industrial Stage /Training (8 .00) COEN 6991 Computer Engineering Industrial Stage/Training (8.00) Students may take a maximum of 8 credits from the following courses: ELEC 6992 Electrical Engineering Industrial Stage/Training (8.00) COEN 6992 Computer Engineering Industrial Stage/Training (8.00)

Present Text calendar	Proposed Text

Rationale:

ELEC 6992 and COEN 6992 are to be added to the end of the list on the 'Topic Areas for the Electrical and Computer Engineering MEng' page under '12 credits chosen from the following Topic Areas:".

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ECE Internship Options

Calendar Section Name: COEN 6992
Calendar Section Type: Course
Description of Change: COEN 6992 Computer Engineering Industrial Stage/Training II New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Winter
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 02 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	COEN 6992 Computer Engineering Industrial Stage/Training II (8 credits)
Prerequisites:	*Prerequisites:* Students must have completed COEN 6991 prior to enrolling.
Description :	*Description :* This is an optional second work term for the Electrical and Computer Engineering MEng program, completed under the supervision of an experienced engineer in the facilities of a participating company identified by the student. The topic is decided by a mutual agreement between the student, the participating company and the program director. The course is graded based on the student's performance during the term as well as a detailed technical final report.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*

Rationale:

This course is being added to provide a 2nd internship course option, to align with other departments in GCS and to provide an option to international students who may have an external requirement to complete at least 6 months of Practicum/Internship/Work Term during a professional/course-based Master's degree.

The course will be listed under topic area E63, pending of final approval.

Resource Implications:
The MEng GPD will be required to approve each stage/internship and review the final report.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ECE Internship Options

Calendar Section Name: ELEC 6992
Calendar Section Type: Course
Description of Change: ELEC 6992 Electrical Engineering Industrial Stage/Training II New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Winter
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 02 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	ELEC 6992 Electrical Engineering Industrial Stage/Training II (8 credits)
Prerequisites:	*Prerequisites:* Students must have completed ELEC 6991 prior to enrolling.
Description :	*Description :* This is an optional second work term for the Electrical and Computer Engineering MEng program, completed under the supervision of an experienced engineer in the facilities of a participating company identified by the student. The topic is decided by a mutual agreement between the student, the participating company and the program director. The course is graded based on the student's performance during the term as well as a detailed technical final report.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*

Rationale:

This course is being added to provide a 2nd internship course option, to align with other departments in GCS and to provide an option to international students who may have an external requirement to complete at least 6 months of Practicum/Internship/Work Term during a professional/course-based Master's degree.

The course will be listed under topic area E63, pending of final approval.

Resource Implications:
The MEng GPD will be required to approve each stage/internship and review the final report.

Impact Report

Course Number	Course Title	Term
COEN 6992	Computer Engineering Industrial Stage/Training II (8 credits)	

Course Instructor	Office	E-Mail	Office Hours
Dr. Dongyu Qiu MEng Graduate Program Director		dongyu.qiu@concordia.ca	TBD

COURSE CALENDAR DESCRIPTION

This is an optional second work term for the Electrical and Computer Engineering MEng program, to be completed under the supervision of an experienced engineer in the facilities of a participating company identified by the student. The topic is to be decided by a mutual agreement between the student, the participating company and the program director. The course will be graded based on the student's performance during the term as well as a detailed technical final report.

Notes: Students are responsible for securing an internship position either independently or through the Concordia Co-Op program. Internships must be a 12- to 17-week paid placement at 35 hours per week. Registration in this course is contingent on submission of a Graduate Industrial Stage Application Form and approval by the Graduate Program Director (GPD). International students are responsible for securing appropriate work permits and are required to contact the International Students Office (ISO) prior to starting their internship. The host organization is responsible for the industrial placement. The GPD will provide a final letter grade based on a final project report of approximately 40 pages written by the student including a statement of internship learning outcomes, and an industrial stage supervisor evaluation form provided by the host organization.

Component(s): Practicum/Internship/Work Term

PREREQUISITES

Students must have completed COEN 6991

THIS COURSE IS A PREREQUISITE TO

None.

TEXTBOOK AND ADDITIONAL COURSE MATERIALS

None.

GRADING SCHEME

Evaluation Tool	Weight
Industrial Stage Report	50%
Industrial Stage Supervisor Evaluation	50%
Total	100%

LEARNING OUTCOMES

After completing the internship, students will be able to:

- Apply mathematics, science, engineering fundamentals, and specialized engineering knowledge to workplace problems.
- Identify, formulate, analyze, and solve complex engineering problems.
- Conduct investigations using appropriate methods, data analysis, and interpretation.
- Contribute to the design of engineering systems, components, processes, or solutions that meet relevant requirements and constraints.
- Select and use appropriate engineering tools, software, techniques, and resources.
- Work effectively both independently and as part of multidisciplinary teams.
- Communicate technical information effectively through written, oral, and professional workplace communication.
- Demonstrate professionalism and an understanding of engineers' responsibilities to society and public safety.
- Consider the social, environmental, economic, health, safety, legal, and cultural impacts of engineering activities.
- Apply principles of professional ethics, accountability, and equity in the workplace.
- Apply basic principles of economics, project management, risk management, and change management.
- Reflect on acquired knowledge and skills and identify opportunities for continued professional development and lifelong learning.

ROLES AND RESPONSIBILITIES

Student	It is the student's responsibility to identify, apply for, and interview for internship opportunities that are relevant to their program of study. Students must have completed at least one academic term in their program before beginning a work term. Students may find internship opportunities through the Co-op Institute; however, enrollment in the Co-op Institute program is not required to complete this training. Students who are enrolled in the Co-op Institute program are responsible for communicating and coordinating with the Co-op Institute to ensure that all applicable requirements and deadlines are met. At the end of the training period, the student must submit a technical report of approximately 40 pages describing the internship context, engineering project, technical tasks, methods and tools used, results, and individual contributions. The report should also summarize the technical and professional skills developed, key challenges and lessons learned, and

	how the experience contributed to the program's learning objectives. A completed Internship Learning Outcomes (ILO) summary must be included at the end of the report.
ECE MEng GPD	The MEng GPD will work with the student and the host organization to review and approve the proposed internship/stage topic and task description. The MEng GPD will also review the student's performance assessment and final report and assign the final grade for the internship/stage.
Host Organization	The host organization will work with the student and the ECE Department to establish and approve an appropriate topic and task description for the internship/stage. The host organization will provide the student with access to the facilities, resources, and services required to carry out the assigned work, provide appropriate compensation, and ensure supervision by an experienced engineer or qualified professional within the organization. At the end of the work term, the host organization will provide the ECE Department with an assessment of the student's performance.

ACADEMIC HONESTY AND CODE OF CONDUCT

Violation of the Academic Code of Conduct in any form will be severely dealt with. This includes copying (even with modifications) of program segments. You must demonstrate independent thought through your work. The Academic Code of Conduct of Concordia University is available at:

http://www.concordia.ca/students/academic-integrity/offences.html

It is expected during class discussions and in written assignments you communicate constructively and respectfully. Sexist, racist, homophobic, ageist, and ablest expressions will not be tolerated.

GRADUATE INDUSTRIAL STAGE APPLICATION FORM

Gina Cody School of Engineering and Computer Science

Students must complete this form and submit it to their Graduate Program Director (GPD) prior to being enrolled in this class. Enrolment is conditional on GPD approval and the industrial stage experience being clearly aligned with the expected learning outcomes of the academic program.

Company Information
Company Name:

Address:

Phone Number:

Supervisor Information
Name:

Role/Position:

Phone:

Email:

Industrial Stage Information
Title of Industrial Stage:

Work Description:

Start Date:

End Date:

Total Hours:

GRADUATE INDUSTRIAL STAGE SUPERVISOR EVALUATION

Gina Cody School of Engineering and Computer Science

This form should be used as more than a vehicle for evaluation of performance. It is also intended to encourage the manager and student to discuss the student's personal development. It is important that the review be completed by the student's immediate manager. To ensure that the student is actively involved in understanding the process; provision is made at the end of the form for the student to comment on the outcome of the discussion.

INTERNSHIP INFORMATION

Student Name:	_____	*Start/End Dates:*	_____
University:	_____	*Student ID:*	_____
Course Number:	_____	*Company:*	_____
Manager Name:	_____	*Department:*	_____
Supervisor Name:	_____	*Department:*	_____

TASK DESCRIPTION

Please provide a description of the student activities and responsibilities:

_____

SUPERVISOR ASSESSMENT

Assess the student in the following areas by checking the box that best describes their performance

INTEREST	*The level of enthusiasm and interest the student shows in the work*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
INITIATIVE	*The level of self-initiative to complete the assigned tasks independently.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
ORGANIZATION	*The level of organization and planning to organize tasks, meetings, etc.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
LEARNING	*How well the student learned new concepts, techniques, and methodologies.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
QUALITY	*The quality of the work produced including technical capability and correctness.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
QUANITITY	*The amount of work completed in relation to previous students.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
JUDGEMENT	*The engineering judgment including making correct choices and methods.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
DEPENDABILITY	*Your level of confidence in their ability to complete assigned tasks correctly.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
TEAMWORK	*Their ability to work well with others in a team environment.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
CREATIVITY	*Their ability to come up with new solutions, methods, processes, etc.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	

COMMUNICATION	*Describe how creative the student communications with others.*				
Written Expression:	☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
Oral Expression:	☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

LEADERSHIP	*Describe how creative the student is at leading others.* ☐ *(N/A)*
☐ Acceptable	☐ *Poor*

ATTENDANCE	*Describe how often they attended the workplace.*
☐ *Regular*	☐ *Irregular*

PUNCTUALITY	*Describe their attendance to scheduled meetings on time.*
☐ *Regular*	☐ *Irregular*

OVERALL	*Describe their overall performance as an intern in your organization)*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

SUPERVISOR:
By signing below, you attest that you have reviewed the final report and statement of internship learning outcomes.

Supervisor comments about student performance and overall program operation:

_____

_____
Sign and Date

STUDENT:

Student comments about the evaluation form, internship experience, and overall program operation:

_____

_____
Sign and Date

GRADUATE INDUSTRIAL STAGE FINAL REPORT

Gina Cody School of Engineering and Computer Science

You must include here a technical report of approximately 40 pages that should clearly describe the context of your internship, the engineering problem or project you worked on, and the specific technical tasks you performed, including the methods, tools, and analyses you used. You should present the results or outcomes of your work and explain your individual contributions to the project. The report should also reflect on the technical and professional skills you developed, such as engineering methods, software tools, teamwork, or project management. Discuss any challenges you encountered, the lessons you learned, and how the experience contributed to your engineering training and the learning objectives of your program. Finally, you must include a completed Internship Learning Outcomes (ILO) summary at the end of this report.

GRADUATE INDUSTRIAL STAGE LEARNING OUTCOMES

Gina Cody School of Engineering and Computer Science

The purpose of this form is to help you clearly identify the skills and knowledge you developed during your internship and how these internship learning outcomes (ILO) relate to the expected learning outcomes of your program and your engineering education. This must be included as an addendum to your final report alongside the industrial stage supervisor evaluation form.

LEARNING OUTCOMES

A KNOWLEDGE BASE FOR ENGINEERING
Describe the competencies you developed during the internship on mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge related to your program:
PROBLEM ANALYSIS
Describe the types of problem analysis and skills you used to identify, formulate, and solve complex engineering problems to reach valid conclusions:
INVESTIGATION
Explain how you conducted investigations of complex problems using appropriate experiments, analysis and interpretation of data, and synthesis of information to reach valid conclusions:
DESIGN
Describe the kinds of complex, open-ended engineering programs you applied design to including systems, components, or processes, that needed to meet specific need, safety requirements, and standards:
USE OF ENGINEERING TOOLS
Explain how you used, created, selected, applied, adapted, and extended appropriate techniques, resources, and modern engineering tools to a rank of activities including their limitations:
INDIVIDUAL AND TEAM WORK
Explain how you work individually and/or as a team member or leader in multidisciplinary settings:

COMMUNICATION SKILLS
Explain how you communicated complex engineering concepts within the workplace such as reading, writing, speaking, and listening such as reports, meetings, and presentations:
PROFESSIONALISM
Explain how you managed your roles and responsibilities as an engineering team member, and how your understanding of the roles of engineers in society and protection of public safety has evolved:
IMPACT ON SOCIETY AND THE ENVIRONMENT
Explain any understanding you have developed on the ability to analyze the social and environmental aspects of engineering activities such as economic, social, health, safety, legal, and cultural implications.
ETHICS AND EQUITY
Discuss any learned knowledge on professional ethics, accountability, and equity:
ECONOMICS AND PROJECT MANAGEMENT
Discuss any learned knowledge on economics and business practices including project, risk, and change management.
LIFELONG LEARNING
Explain how the skills and knowledge learned during your internship will allow you to continue your professional development going forwards.

Course Number	Course Title	Term
ELEC 6992	Electrical Engineering Industrial Stage/Training II (8 Credits)	

Course Instructor	Office	E-Mail	Office Hours
Dr. Dongyu Qiu MEng Graduate Program Director		dongyu.qiu@concordia.ca	TBD

COURSE CALENDAR DESCRIPTION
This is an optional second work term for the Electrical and Computer Engineering MEng program, to be completed under the supervision of an experienced engineer in the facilities of a participating company identified by the student. The topic is to be decided by a mutual agreement between the student, the participating company and the program director. The course will be graded based on the student's performance during the term as well as a detailed technical final report. Notes: Students are responsible for securing an internship position either independently or through the Concordia Co-Op program. Internships must be a 12- to 17-week paid placement at 35 hours per week. Registration in this course is contingent on submission of a Graduate Industrial Stage Application Form and approval by the Graduate Program Director (GPD). International students are responsible for securing appropriate work permits and are required to contact the International Students Office (ISO) prior to starting their internship. The host organization is responsible for the industrial placement. The GPD will provide a final letter grade based on a final project report of approximately 40 pages written by the student including a statement of internship learning outcomes, and an industrial stage supervisor evaluation form provided by the host organization. Component(s): Practicum/Internship/Work Term

PREREQUISITES
Students must have completed ELEC 6991
THIS COURSE IS A PREREQUISITE TO
None.
TEXTBOOK AND ADDITIONAL COURSE MATERIALS
None.

GRADING SCHEME	
Evaluation Tool	**Weight**
Industrial Stage Report	50%
Industrial Stage Supervisor Evaluation	50%
Total	100%

LEARNING OUTCOMES

After completing the internship, students will be able to:

- Apply mathematics, science, engineering fundamentals, and specialized engineering knowledge to workplace problems.
- Identify, formulate, analyze, and solve complex engineering problems.
- Conduct investigations using appropriate methods, data analysis, and interpretation.
- Contribute to the design of engineering systems, components, processes, or solutions that meet relevant requirements and constraints.
- Select and use appropriate engineering tools, software, techniques, and resources.
- Work effectively both independently and as part of multidisciplinary teams.
- Communicate technical information effectively through written, oral, and professional workplace communication.
- Demonstrate professionalism and an understanding of engineers' responsibilities to society and public safety.
- Consider the social, environmental, economic, health, safety, legal, and cultural impacts of engineering activities.
- Apply principles of professional ethics, accountability, and equity in the workplace.
- Apply basic principles of economics, project management, risk management, and change management.
- Reflect on acquired knowledge and skills and identify opportunities for continued professional development and lifelong learning.

ROLES AND RESPONSIBILITIES

Student	It is the student's responsibility to identify, apply for, and interview for internship opportunities that are relevant to their program of study. Students must have completed at least one academic term in their program before beginning a work term. Students may find internship opportunities through the Co-op Institute; however, enrollment in the Co-op Institute program is not required to complete this training. Students who are enrolled in the Co-op Institute program are responsible for communicating and coordinating with the Co-op Institute to ensure that all applicable requirements and deadlines are met. At the end of the training period, the student must submit a technical report of approximately 40 pages describing the internship context, engineering project, technical tasks, methods and tools used, results, and individual contributions. The report should also summarize the technical and professional skills developed, key challenges and lessons learned, and

	how the experience contributed to the program's learning objectives. A completed Internship Learning Outcomes (ILO) summary must be included at the end of the report.
ECE MEng GPD	The MEng GPD will work with the student and the host organization to review and approve the proposed internship/stage topic and task description. The MEng GPD will also review the student's performance assessment and final report and assign the final grade for the internship/stage.
Host Organization	The host organization will work with the student and the ECE Department to establish and approve an appropriate topic and task description for the internship/stage. The host organization will provide the student with access to the facilities, resources, and services required to carry out the assigned work, provide appropriate compensation, and ensure supervision by an experienced engineer or qualified professional within the organization. At the end of the work term, the host organization will provide the ECE Department with an assessment of the student's performance.

ACADEMIC HONESTY AND CODE OF CONDUCT

Violation of the Academic Code of Conduct in any form will be severely dealt with. This includes copying (even with modifications) of program segments. You must demonstrate independent thought through your work. The Academic Code of Conduct of Concordia University is available at:

http://www.concordia.ca/students/academic-integrity/offences.html

It is expected during class discussions and in written assignments you communicate constructively and respectfully. Sexist, racist, homophobic, ageist, and ablest expressions will not be tolerated.

GRADUATE INDUSTRIAL STAGE APPLICATION FORM

Gina Cody School of Engineering and Computer Science

Students must complete this form and submit it to their Graduate Program Director (GPD) prior to being enrolled in this class. Enrolment is conditional on GPD approval and the industrial stage experience being clearly aligned with the expected learning outcomes of the academic program.

Company Information
Company Name:

Address:

Phone Number:

Supervisor Information
Name:

Role/Position:

Phone:

Email:

Industrial Stage Information
Title of Industrial Stage:

Work Description:

Start Date:

End Date:

Total Hours:

GRADUATE INDUSTRIAL STAGE SUPERVISOR EVALUATION

Gina Cody School of Engineering and Computer Science

This form should be used as more than a vehicle for evaluation of performance. It is also intended to encourage the manager and student to discuss the student's personal development. It is important that the review be completed by the student's immediate manager. To ensure that the student is actively involved in understanding the process; provision is made at the end of the form for the student to comment on the outcome of the discussion.

INTERNSHIP INFORMATION

Student Name:	_____	*Start/End Dates:*	_____
University:	_____	*Student ID:*	_____
Course Number:	_____	*Company:*	_____
Manager Name:	_____	*Department:*	_____
Supervisor Name:	_____	*Department:*	_____

TASK DESCRIPTION

Please provide a description of the student activities and responsibilities:

_____

SUPERVISOR ASSESSMENT

Assess the student in the following areas by checking the box that best describes their performance

INTEREST	*The level of enthusiasm and interest the student shows in the work*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
INITIATIVE	*The level of self-initiative to complete the assigned tasks independently.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
ORGANIZATION	*The level of organization and planning to organize tasks, meetings, etc.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
LEARNING	*How well the student learned new concepts, techniques, and methodologies.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
QUALITY	*The quality of the work produced including technical capability and correctness.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
QUANITITY	*The amount of work completed in relation to previous students.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
JUDGEMENT	*The engineering judgment including making correct choices and methods.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
DEPENDABILITY	*Your level of confidence in their ability to complete assigned tasks correctly.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
TEAMWORK	*Their ability to work well with others in a team environment.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
CREATIVITY	*Their ability to come up with new solutions, methods, processes, etc.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	

COMMUNICATION	*Describe how creative the student communications with others.*				
Written Expression:	☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
Oral Expression:	☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

LEADERSHIP	*Describe how creative the student is at leading others.* ☐ *(N/A)*
☐ Acceptable	☐ *Poor*

ATTENDANCE	*Describe how often they attended the workplace.*
☐ *Regular*	☐ *Irregular*

PUNCTUALITY	*Describe their attendance to scheduled meetings on time.*
☐ *Regular*	☐ *Irregular*

OVERALL	*Describe their overall performance as an intern in your organization)*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

SUPERVISOR:
By signing below, you attest that you have reviewed the final report and statement of internship learning outcomes.

Supervisor comments about student performance and overall program operation:

_____

_____
Sign and Date

STUDENT:

Student comments about the evaluation form, internship experience, and overall program operation:

_____

_____
Sign and Date

GRADUATE INDUSTRIAL STAGE FINAL REPORT

Gina Cody School of Engineering and Computer Science

You must include here a technical report of approximately 40 pages that should clearly describe the context of your internship, the engineering problem or project you worked on, and the specific technical tasks you performed, including the methods, tools, and analyses you used. You should present the results or outcomes of your work and explain your individual contributions to the project. The report should also reflect on the technical and professional skills you developed, such as engineering methods, software tools, teamwork, or project management. Discuss any challenges you encountered, the lessons you learned, and how the experience contributed to your engineering training and the learning objectives of your program. Finally, you must include a completed Internship Learning Outcomes (ILO) summary at the end of this report.

GRADUATE INDUSTRIAL STAGE LEARNING OUTCOMES

Gina Cody School of Engineering and Computer Science

The purpose of this form is to help you clearly identify the skills and knowledge you developed during your internship and how these internship learning outcomes (ILO) relate to the expected learning outcomes of your program and your engineering education. This must be included as an addendum to your final report alongside the industrial stage supervisor evaluation form.

LEARNING OUTCOMES

A KNOWLEDGE BASE FOR ENGINEERING
Describe the competencies you developed during the internship on mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge related to your program:
PROBLEM ANALYSIS
Describe the types of problem analysis and skills you used to identify, formulate, and solve complex engineering problems to reach valid conclusions:
INVESTIGATION
Explain how you conducted investigations of complex problems using appropriate experiments, analysis and interpretation of data, and synthesis of information to reach valid conclusions:
DESIGN
Describe the kinds of complex, open-ended engineering programs you applied design to including systems, components, or processes, that needed to meet specific need, safety requirements, and standards:
USE OF ENGINEERING TOOLS
Explain how you used, created, selected, applied, adapted, and extended appropriate techniques, resources, and modern engineering tools to a rank of activities including their limitations:
INDIVIDUAL AND TEAM WORK
Explain how you work individually and/or as a team member or leader in multidisciplinary settings:

COMMUNICATION SKILLS
Explain how you communicated complex engineering concepts within the workplace such as reading, writing, speaking, and listening such as reports, meetings, and presentations:
PROFESSIONALISM
Explain how you managed your roles and responsibilities as an engineering team member, and how your understanding of the roles of engineers in society and protection of public safety has evolved:
IMPACT ON SOCIETY AND THE ENVIRONMENT
Explain any understanding you have developed on the ability to analyze the social and environmental aspects of engineering activities such as economic, social, health, safety, legal, and cultural implications.
ETHICS AND EQUITY
Discuss any learned knowledge on professional ethics, accountability, and equity:
ECONOMICS AND PROJECT MANAGEMENT
Discuss any learned knowledge on economics and business practices including project, risk, and change management.
LIFELONG LEARNING
Explain how the skills and knowledge learned during your internship will allow you to continue your professional development going forwards.

Graduate Program Regular Curriculum Change - JMSB-JMSB-6145 - VERSION : 5

Summary and Rationale for Changes

Dossier created specifically for the new MAFAA courses that are included in the five MAFAA dossiers as they will have different approval timelines.

Resource Implications

The proposed creation of a stackable Master of Science (MSc) in Finance and Accounting Analytics (MAFAA) offers inter-disciplinary and innovative learning across the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project.

Please note that all new courses were created under a separate dossier (#JMSB-6145). Since these courses also appear in other dossiers related to MAFAA, separating them allows their approval process to move forward independently of the Master's program.

Graduate Program Regular Curriculum Change - JMSB-JMSB-6145 - VERSION : 5

Summary of Committee Discussion: GCC approval

For Submission to:

Brad Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
APC, 05 Oct 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 08 Sep 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2627 1 D2). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
MAFAA 600 Financial Reporting and Decision Analytics New	★	★	★	★			★	★	★	
MAFAA 610 Corporate Finance and Performance Management New	★	★	★	★			★	★	★	
MAFAA 620 Governance, Risk and Compliance New	★	★	★	★			★	★	★	
MAFAA 630 Financial Analytics, Technology and Artificial Intelligence New	★	★	★	★			★	★	★	
MAFAA 640 Sustainability Accounting, Control and Finance New	★	★	★	★			★	★	★	
MAFAA 650 Artificial Intelligence Integration in Finance and Accounting New	★	★	★	★	★		★	★	★	
MAFAA 690 Strategic	★	★	★	★			★	★	★	

CFO Leadership New										
MAFAA 698 Supervised Project New	★	★	★	★			★	★	★	
MAFAA 699 Research Thesis New	★	★	★	★			★	★	★	

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 600
Calendar Section Type: Course
Description of Change: MAFAA 600 Financial Reporting and Decision Analytics New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 600 Financial Reporting and Decision Analytics (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* In this course, students develop an advanced, user-oriented understanding of financial reporting and financial statement analysis for decision-making. The course focuses on how financial statements and related disclosures prepared under International Financial Reporting Standards are used by managers, investors, lenders, and other stakeholders to assess a firm’s performance, financial position, risk profile, and value creation potential. Students learn to critically analyze financial statements, interpret key accounting judgments and estimates, and assess the economic implications of financial reporting choices. Through applied cases, real-world financial reports, and analytics-driven exercises, the course emphasizes the integration of data analytics to extract insights from financial data and narrative information (including notes and Management Discussion and Analysis) , supporting strategic and operational decision-making, while also considering sustainability reporting as an integral aspect of corporate accountability. Upon successful completion of this course, students are able to support evidence-based decision-making in the area of the Chief Financial Officer , integrating accounting expertise, financial reasoning, ethical judgment, and analytical tools
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:
The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master’s degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added as one of the core courses in

this proposed program.

Resource Implications:

Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 610
Calendar Section Type: Course
Description of Change: MAFAA 610 Corporate Finance and Performance Management New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 610 Corporate Finance and Performance Management (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
	In this course, students develop an analytical foundation in corporate financial decision-making and organizational performance management. It covers capital budgeting, capital structure, working-capital management, valuation, profitability analysis, and performance measurement frameworks that link financial outcomes to strategic objectives. Students engage with real-world cases, financial models, and quantitative analyses to evaluate performance, investment, financing, and governance decisions. Upon completion of the course, students apply corporate finance and performance management concepts to assess firm performance and support strategic managerial decision-making.
Component(s):	*Component(s):*
	Lecture
Notes :	*Notes :*

Rationale:
The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master's degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added as one of the core courses in this proposed program.

Resource Implications:
Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 620
Calendar Section Type: Course
Description of Change: MAFAA 620 Governance, Risk and Compliance New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 620 Governance, Risk and Compliance (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
	In this course, students develop an advanced understanding how corporate governance, risk management, and compliance support organizations in achieving their objectives and in adhering to external regulations and internal policies. Using case studies, real-world examples, and simulations, students analyze governance, risk, and compliance issues and develop relevant mitigation strategies to ensure ethical behaviour and accountable conduct. Upon completion of the course, students are able to evaluate the effectiveness of an organization’s governance structure, risk management programs, and compliance systems.
Component(s):	*Component(s):*
	Lecture
Notes :	*Notes :*

Rationale:
The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master’s degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added as one of the core courses in this proposed program.

Resource Implications:
Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 630
Calendar Section Type: Course
Description of Change: MAFAA 630 Financial Analytics, Technology and Artificial Intelligence New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 630 Financial Analytics, Technology and Artificial Intelligence (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* In this course, students examine the role of artificial intelligence (AI) and data analytics in financial decision-making from the perspective of corporate finance and accounting and the Chief Financial Officer (CFO). The course emphasizes how AI-enabled tools support functions, such as financial planning and analysis, forecasting, risk assessment, performance measurement, and strategic resource allocation. Students learn core AI and data-analytics methods—including machine learning, natural language processing, predictive modeling, and data visualization—and apply them to managerial decision-making in finance and accounting. Hands-on work with software tools enables students to analyze financial data, develop decision-support models, and generate insights for organizational leaders. The course also examines issues of ethics, regulation, and data governance. Upon successful completion of the course, students are able to communicate analytical insights to managerial stakeholders and integrate AI-driven approaches into financial strategy and operational decisions.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:
The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master’s degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added as one of the core courses in this proposed program. It will be developed based on slot course/special topics course that is offered in winter term 2026.

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Resource Implications:

Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 640
Calendar Section Type: Course
Description of Change: MAFAA 640 Sustainability Accounting, Control and Finance New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 640 Sustainability Accounting, Control and Finance (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* In this course, students examine how organizations measure, analyze, and report their social and environmental impacts as well as how sustainability controls and sustainable finance support organizations in reaching their sustainability targets. Students explore sustainability accounting frameworks and standards for measuring and reporting environmental, social, and governance (ESG) performance. The course further emphasizes the role of management controls and finance in implementing sustainable strategies and how sustainability is integrated into performance, investment, financing, and governance decisions. Upon successful completion of the course, students are equipped to apply sustainability principles in the accounting and finance function to support responsible business practices.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:
The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master's degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added as an elective course in this proposed program.

Resource Implications:
Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

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COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 650
Calendar Section Type: Course
Description of Change: MAFAA 650 Artificial Intelligence Integration in Finance and Accounting New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 650 Artificial Intelligence Integration in Finance and Accounting (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: MAFAA 630 .
Description :	*Description :* In this course, students examine how artificial intelligence (AI) can be integrated across the core finance and accounting functions, with a central emphasis on the evolving role of the Chief Financial Officer (CFO) as a leader of enterprise-wide digital transformation. The course focuses on how AI capabilities are operationalized, governed, and scaled within the CFO function. Topics include enterprise financial data pipelines, intelligent automation of transaction processing and financial close, AI-enabled forecasting and performance management, audit analytics and continuous monitoring, internal control and compliance systems and sustainability reporting, and responsible AI governance. Through applied cases, enterprise use-cases, and hands-on exploration of AI tools, students examine how AI supports reporting, compliance, risk management, and strategic decision-making at the organizational level. Upon successful completion of the course, students are able to evaluate and design enterprise AI integration strategies that enhance financial decision-making, strengthen governance and control, and support the CFO's strategic mandate in guiding the digital transformation of the finance function.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:
The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master's degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added as an elective course in this

proposed program.

Resource Implications:

Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 690
Calendar Section Type: Course
Description of Change: MAFAA 690 Strategic CFO Leadership New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 690 Strategic CFO Leadership (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
	In this course, students develop an advanced understanding of the diverse, fast-paced, and changing role of the Chief Financial Officer (CFO) and its function. Sitting at the intersection of the strategic, commercial, and operational capacities of any organization, the CFO function serves an important alignment role towards reaching the organization's purpose and objectives. The course focuses on the strategic, operative, and behavioural CFO agenda to drive business strategy, enable value creation, and ensure value protection for stakeholders. The course further sensitizes the importance of an ethical decision-making mindset, responsible citizenship, and sound governance for leaders in the CFO function. Using a variety of experiential approaches, including real-word experiences from C-level executives, applied cases, and simulations, students develop the strategic competencies necessary to advance in the CFO function.
Component(s):	*Component(s):*
	Lecture
Notes :	*Notes :*

Rationale:

The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master's degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added as an elective course in this proposed program.

Resource Implications:

Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 698
Calendar Section Type: Course
Description of Change: MAFAA 698 Supervised Project New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 698 Supervised Project (9 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* Under the supervision of a faculty member, the project is carried out individually by a student. The project involves working on a real-life problem in the realms of accounting, finance, and/or technology. The student defines the problem, develops and manages the project plan, conducts the analysis, presents the findings orally, and submits a final report within a specified timeframe. Project formats may include, among others, solving accounting, control, finance, governance, and performance challenges and analyzing business cases that are relevant to issues in finance and accounting.
Component(s):	*Component(s):* Research (Project)
Notes :	*Notes :*

Rationale:
The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master’s degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added to the academic calendar for students in the supervised project option.

Resource Implications:
Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: New Courses for MAFAA Certificates and Masters

Calendar Section Name: MAFAA 699
Calendar Section Type: Course
Description of Change: MAFAA 699 Research Thesis New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Fall 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAFAA 699 Research Thesis (18 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* The Master of Science in Finance and Accounting Analytics research thesis is intended to provide candidates with an opportunity to carry out an applied and in-depth investigation in a particular area of interest to contribute knowledge in this area. It is expected that the thesis includes a synthesis of the relevant literature and embody either a conceptual contribution to knowledge, a rigorous empirical investigation or both.
Component(s):	*Component(s):* Thesis Research
Notes :	*Notes :*

Rationale:
The Master of Science (MSc) in Finance and Accounting Analytics is a stackable, master’s degree combining the fields of accounting, finance, and technology, offering students the option of completing a thesis or a supervised project. This course is added to the academic calendar for students in the thesis option.

Resource Implications:
Please refer to the Program Change Form for MSc in Finance and Accounting Analytics.

Impact Report

Programs

Advance Accounting, Finance and Technology Graduate Certificate New
Graduate -> See Fall 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Graduate Certificate -> Advanced Accounting, Finance and Technology Graduate Certificate -> Degree Requirements
Source of Impact

- MAFAA 600[New]
- MAFAA 610[New]
- MAFAA 620[New]
- MAFAA 630[New]

Business Impact Graduate Certificate New
Graduate -> See Fall 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Graduate Certificate -> Business Impact Graduate Certificate -> Degree Requirements
Source of Impact

- MAFAA 698[New]

Graduate Diploma in Finance and Accounting Analytics New
Graduate -> See Fall 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Graduate Diploma -> Finance and Accounting Analytics Graduate Diploma -> Degree Requirements
Source of Impact

- MAFAA 600[New]
- MAFAA 610[New]
- MAFAA 620[New]
- MAFAA 630[New]
- MAFAA 640[New]
- MAFAA 650[New]
- MAFAA 690[New]

Strategic CFO Competencies Graduate Certificate New
Graduate -> See Fall 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Graduate Certificate -> Strategic CFO Competencies Graduate Certificate -> Degree Requirements
Source of Impact

- MAFAA 690[New]

Defined Groups

Finance and Accounting Analytics Electives list New
Graduate -> See Fall 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Master/Magisteriate -> Master of Science (MSc) -> Finance and Accounting Analytics MSc -> Degree Requirements -> Master of Science in Finance and Accounting Analytics
Source of Impact

- MAFAA 640[New]
- MAFAA 650[New]
- MAFAA 690[New]

MSc in Finance and Accounting Analytics with Project (Option B) New
Graduate -> See Fall 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs ->

Master/Magisteriate -> Master of Science (MSc) -> Finance and Accounting Analytics MSc -> Degree Requirements -> Master of Science in Finance and Accounting Analytics
Source of Impact

- MAFAA 600[New]
- MAFAA 610[New]
- MAFAA 620[New]
- MAFAA 630[New]
- MAFAA 698[New]

MSc in Finance and Accounting Analytics with Thesis (Option A) New
Graduate -> See Fall 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Master/Magisteriate -> Master of Science (MSc) -> Finance and Accounting Analytics MSc -> Degree Requirements -> Master of Science in Finance and Accounting Analytics
Source of Impact

- MAFAA 600[New]
- MAFAA 610[New]
- MAFAA 620[New]
- MAFAA 630[New]
- MAFAA 699[New]

Courses

MAFAA 650 Artificial Intelligence Integration in Finance and Accounting New
Graduate -> See Fall 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MSc Finance, Management, Marketing, and Business Analytics and Technology Management (MSCA) Courses
Source of Impact

- MAFAA 630[New]

Summary Course Outline for New Courses in stackable Master in Finance and Accounting Analytics (MAFAA)

Course Title

MAFAA 600 Financial Reporting and Decision Analytics

Course Description

In this course, students develop an advanced, user-oriented understanding of financial reporting and financial statement analysis for decision-making. The course focuses on how financial statements and related disclosures prepared under IFRS are used by managers, investors, lenders, and other stakeholders to assess a firm's performance, financial position, risk profile, and value creation potential. Students learn to critically analyze financial statements, interpret key accounting judgments and estimates, and assess the economic implications of financial reporting choices. Through applied cases, real-world financial reports, and analytics-driven exercises, the course emphasizes the integration of data analytics to extract insights from financial data and narrative information (including notes and MD&A), supporting strategic and operational decision-making, while also considering sustainability reporting as an integral aspect of corporate accountability. Upon successful completion of this course, students are able to support evidence-based decision-making in CFO-oriented role, integrating accounting expertise, financial reasoning, ethical judgment, and analytical tools.

Course Prerequisite:

None

Learning objectives:

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

- Describe the social context of corporate financial reporting, including key stakeholders and the regulatory environment
- Interpret and analyze financial statements prepared under IFRS from a user perspective to assess a firm's performance, financial position, and value creation.

- Analyze financial data and narrative disclosures using data analytics to generate insights that support strategic and operational decision-making.
- Evaluate the economic, ethical, and sustainability implications of financial reporting choices for users of financial statements and corporate accountability.

Alignment with Program Objectives:

Program Learning Outcomes for the Master of Science
The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Identify applied research ideas in the student's domain of research
3. Use latest technology and relevant methods to examine an applied research question
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 600	MAFAA 610	MAFAA 620	MAFAA 630
1. Apply accounting and finance knowledge to strategic and/or operational business decisions	I			
2. Identify applied research ideas in the student's domain of research	I			
3. Use latest technology and relevant methods to examine a research question	I			
4. Communicate results in an effective way	I			
5. Demonstrate an ethical mindset in decision-making	I			

Program Learning Outcomes for the Certificate 1

Graduate Certificate in Advanced Accounting, Finance, and Technology

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Analyze a practical problem using latest technology and relevant methods
3. Use latest technology and relevant methods to examine an analytical problem
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 600	MAFAA 610	MAFAA 620	MAFAA 630
1. Apply accounting and finance knowledge to strategic and/or operational business decisions	I			
2. Identify applied research ideas in the student's domain of research	I			
3. Use latest technology and relevant methods to examine an analytical problem	I			
4. Communicate results in an effective way	I			
5. Demonstrate an ethical mindset in decision-making	I			

High-level session plan

Session	Topics	In-class learning activities / Assessments
1	Financial Reporting and Analytics: An Overview	
2	From Business Events to Financial Statements	*Business Game starts*
3	Measuring Financial Position: Balance Sheet Analysis and Interpretation	*McPhee Distillers*
4	Measuring Performance: Income, Other Comprehensive Income, and Earnings	
5	Cash Flow Analysis and Value Creation	
6	Notes, MD&A, and Narrative Disclosures: Interpreting Financial Information In-class quiz	
7	Focus Topic: Revenue recognition, Earnings Management and Quality of Financial Statements, using Analytics	*Business Game ends* *Group Case Presentation*
8	Focus Topic: Long lived assets	*Group Case Presentation* *Quebecor Inc.*
9	Focus Topic: Business Combinations	*Group Case Presentation* *Rogers Inc*
10	Focus Topic: Contingent Liabilities, Deferred Tax Liabilities and Retirement Obligations	*Group Case Presentation* *Juul E-cigarette and Philip Morris*
11	Focus Topic: Sustainability Reporting	*NorthVolt*
12	Communicating Financial Performance: Investors, Lenders, and Internal Stakeholders	

Assessment

- In-class quiz (20%)
- Group Case Presentation (30%)
- Final Examination (30%)
- Business Game (20%)

Potential teaching faculty

Chiraz Ben Ali, Ahmad Hammami, Rucsandra Moldovan, Elisabeth Peltier, and Juliane Proelss

Summary Course Outline for New Courses in stackable Master in Finance and Accounting Analytics (MAFAA)

Course Title

MAFAA 610 Corporate Finance and Performance Management

Course Description

In this course, students develop an analytical foundation in corporate financial decision-making and organizational performance management. It covers capital budgeting, capital structure, working-capital management, valuation, profitability analysis, and performance measurement frameworks that link financial outcomes to strategic objectives. Students engage with real-world cases, financial models, and quantitative analyses to evaluate performance, investment, financing, and governance decisions. Upon completion of the course, students apply corporate finance and performance management concepts to assess firm performance and support strategic managerial decision-making.

Course Prerequisite:

None

Learning objectives:

- Analyze corporate financing, investment, and working-capital decisions using established valuation and capital budgeting tools.
- Evaluate firm performance using financial and non-financial indicators, value-based metrics, and performance measurement systems.
- Assess governance, incentive, and agency issues that shape corporate financial outcomes and strategy.
- Apply corporate finance and performance management frameworks to support strategic and operational decision-making within organizations.

Alignment with Program Objectives:

Program Learning Outcomes for the Master of Science

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Identify applied research ideas in the student's domain of research
3. Use latest technology and relevant methods to examine an applied research question
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 600	MAFAA 610	MAFAA 620	MAFAA 630
1. Apply accounting and finance knowledge to strategic and/or operational business decisions		I		
2. Identify applied research ideas in the student's domain of research		I		
3. Use latest technology and relevant methods to examine a research question		I		
4. Communicate results in an effective way		I		
5. Demonstrate an ethical mindset in decision-making		I		

Program Learning Outcomes for the Certificate 1

Graduate Certificate in Advanced Accounting, Finance, and Technology

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Analyze a practical problem using latest technology and relevant methods
3. Use latest technology and relevant methods to examine an analytical problem
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 600	MAFAA 610	MAFAA 620	MAFAA 630
1. Apply accounting and finance knowledge to strategic and/or operational business decisions		I		
2. Identify applied research ideas in the student's domain of research		I		
3. Use latest technology and relevant methods to examine an analytical problem		I		
4. Communicate results in an effective way		I		
5. Demonstrate an ethical mindset in decision-making		I		

High-level session plan

Session	Topic
1	Introduction to Corporate Finance and Managerial Decision-Making
2	Time Value of Money, Discounting, Capital Budgeting Basics
3	Capital Structure Theory and Cost of Capital
4	Capital Investment Decisions and Financial Evaluation Techniques
5	Working Capital Management and Cash Flow Forecasting
6	Corporate Governance, Executive Incentives, and Agency Conflicts
7	Midterm Examination
8	Performance Measurement Systems and Key Financial and Non-Financial Performance Indicators
9	Budgeting, Forecasting, Financial Planning and Control
10	Value-Based Management Frameworks
11	Firm Valuation, Mergers & Acquisitions, and Strategic Financial Decisions
12	Integrating Financial Performance and Strategy – Course Review

Assessment

Midterm Examination (25%)
Evaluates students' understanding of foundational corporate finance topics including capital budgeting, discounting, working-capital management, and capital-structure concepts introduced in the first half of the course.

Corporate Finance Case Analysis (30%)
Students complete an applied case requiring quantitative evaluation of a corporate investment or financing decision, and interpretation of performance implications in a managerial context.

Final Examination (30%)
A comprehensive final that assesses the integration of valuation methods, performance measurement tools, and strategic financial decision-making across all course topics.

Participation (15%)
Active participation in class discussions and problem-solving exercises that link financial concepts to managerial decision-making.

Suggested scheduling to cater to both full-time and working students

This 3-credit course consists of 33 student-facing contact hours delivered over 12 weekly sessions of approximately 2 hours and 45 minutes each. To accommodate both full-time students and working professionals, sessions are scheduled in the late afternoon or early evening (for example, 5:45–8:15 PM), minimizing conflicts with daytime work or internship responsibilities. The class combines interactive lecture, in-class exercises, and case discussion to support applied learning within a single weekly time block. This schedule further supports students commuting from work and provides continuity needed for financial analysis and case-based teaching.

Potential teaching faculty

Kai DeMott, Eva Lagou, Denis Schweizer, and Matthäus Tekathen

Summary Course Outline for New Courses in stackable Master in Finance and Accounting Analytics (MAFAA)

Course Title

MAFAA 620 Governance, Risk and Compliance

Course Description

In this course, students develop an advanced understanding how corporate governance, risk management, and compliance support organizations in achieving their objectives and in adhering to external regulations and internal policies. Using case studies, real-world examples, and simulations, students analyze governance, risk, and compliance issues and develop relevant mitigation strategies to ensure ethical behaviour and accountable conduct. Upon completion of the course, students are able to evaluate the effectiveness of an organization's governance structure, risk management programs, and compliance systems.

Course Prerequisite:

None

Learning objectives:

- Explain the integrated role of governance, risk, and compliance to ensure ethical behaviour and accountable conduct in organizations.
- Evaluate an organization's governance structure, risk management programs, and compliance systems.
- Assess governance, risk, and compliance issues that effect the achievement of organizational objectives and the adherence to regulations and internal policies.

Alignment with Program Objectives:

Program Learning Outcomes for the Master of Science

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Identify applied research ideas in the student's domain of research
3. Use latest technology and relevant methods to examine an applied research question
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 600	MAFAA 610	MAFAA 620	MAFAA 630
1. Apply accounting and finance knowledge to strategic and/or operational business decisions			I	
2. Identify applied research ideas in the student's domain of research			I	
3. Use latest technology and relevant methods to examine a research question			I	
4. Communicate results in an effective way			I	
5. Demonstrate an ethical mindset in decision-making			I	

Program Learning Outcomes for the Certificate 1

Graduate Certificate in Advanced Accounting, Finance, and Technology

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Analyze a practical problem using latest technology and relevant methods
3. Use latest technology and relevant methods to examine an analytical problem
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 600	MAFAA 610	MAFAA 620	MAFAA 630
1. Apply accounting and finance knowledge to strategic and/or operational business decisions			I	
2. Identify applied research ideas in the student's domain of research			I	
3. Use latest technology and relevant methods to examine an analytical problem			I	
4. Communicate results in an effective way			I	
5. Demonstrate an ethical mindset in decision-making			I	

High-level session plan

Session	Topic
1	Governance, Risk and Compliance (GRC) Framework and Program The Three Lines Model (formerly, the Three Lines of Defense Model)
2	Overview: Business Ethics and Accountability Corporate Governance: Laws, Regulations, and Codes
3	The Roles and Responsibilities of Governing Bodies (e.g., Board of Directors, Committees)
4	Management Control Systems [Note: Covered from the perspective of a first and a second line role]
5	Internal Control Systems, including IT Controls [Note: Covered from the perspective of a first and a second line role]
6	Financial Risk Management [Note: Covered from the perspective of a first line role]
7	Midterm Examination
8	Enterprise Risk Management [Note: Covered from the perspective of a second line role]
9	Emerging Risk Management Areas (e.g., Cybersecurity, Data Privacy, Climate Risk) [Note: Covered from the perspective of a second line role]
10	Compliance Management System [Note: Covered from the perspective of a second line role]
11	Group Presentations
12	Internal Audit [i.e., third line role] Integrating and Course Synthesis

Assessment

- Midterm (20%)
- Group Case Report (20%)
- Group Case Presentation (20%)
- Final Examination (30%)
- Participation (10%)

Potential teaching faculty

Emilio Boulianne, Eva Lagou, Claudine Mangen, and Matthäus Tekathen

Suggested scheduling to cater to both full-time and working students

This 3-credit course consists of 33 student-facing contact hours delivered over 12 weekly sessions of approximately 2 hours and 45 minutes each. To accommodate both full-time students and working professionals, sessions are scheduled in the late afternoon or early evening (for example, 5:45–8:15 PM), minimizing conflicts with daytime work or internship responsibilities. The class combines interactive lecture, in-class exercises, and case discussion to support applied learning within a single weekly time block. This schedule further supports students commuting from work and provides continuity needed for financial analysis and case-based teaching.

Summary Course Outline for New Courses in stackable Master in Finance and Accounting Analytics (MAFAA)

Course Title

MAFAA 630 Financial Analytics, Technology and Artificial Intelligence

Course Description

In this course, students examine the role of artificial intelligence (AI) and data analytics in financial decision-making from the perspective of corporate finance and accounting and the Chief Financial Officer (CFO). The course emphasizes how AI-enabled tools support functions, such as financial planning and analysis, forecasting, risk assessment, performance measurement, and strategic resource allocation. Students learn core AI and data-analytics methods—including machine learning, natural language processing, predictive modeling, and data visualization—and apply them to managerial decision-making in finance and accounting. Hands-on work with software tools enables students to analyze financial data, develop decision-support models, and generate insights for organizational leaders. The course also examines issues of ethics, regulation, and data governance. Upon successful completion of the course, students are able to communicate analytical insights to managerial stakeholders and integrate AI-driven approaches into financial strategy and operational decisions.

Course Prerequisite:

None

Learning objectives:

- Explain fundamental AI and advanced analytics concepts and articulate their role in supporting CFO-level financial planning, forecasting, and decision-making.
- Design and implement analytical and AI-enabled models to support managerial tasks such as forecasting, performance measurement, and risk assessment, using software tools for data analysis.

- Apply and evaluate natural language processing and data-analytics methods to extract insights from financial text and other unstructured data relevant to corporate financial decisions.
- Develop clear visualizations and communication outputs that translate analytical results into actionable insights for managerial and strategic stakeholders.
- Assess ethical, regulatory, and data-governance implications associated with deploying AI and analytics in financial and accounting functions.

Alignment with Program Objectives:

Enter I for introducing or R for reinforcing in the two tables below – one for MSC and the other for Certificate 1

Program Learning Outcomes for the Master of Science

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Identify applied research ideas in the student's domain of research
3. Use latest technology and relevant methods to examine an applied research question
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 600	MAFAA 610	MAFAA 620	MAFAA 630
1. Apply accounting and finance knowledge to strategic and/or operational business decisions				I
2. Identify applied research ideas in the student's domain of research				I
3. Use latest technology and relevant methods to examine a research question				I
4. Communicate results in an effective way				I
5. Demonstrate an ethical mindset in decision-making				I

Program Learning Outcomes for the Certificate 1

Graduate Certificate in Advanced Accounting, Finance, and Technology

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Analyze a practical problem using latest technology and relevant methods
3. Use latest technology and relevant methods to examine an analytical problem
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 600	MAFAA 610	MAFAA 620	MAFAA 630
1. Apply accounting and finance knowledge to strategic and/or operational business decisions				I
2. Identify applied research ideas in the student's domain of research				I
3. Use latest technology and relevant methods to examine an analytical problem				I
4. Communicate results in an effective way				I
5. Demonstrate an ethical mindset in decision-making				I

High-level session plan

Session	Topic
1	Introduction to AI and Financial Analytics in Corporate Finance
2	Data Analytics Foundations for Managerial and CFO Decision-Making
3	Forecasting and Financial Planning & Analysis (FP&A) with AI
4	Cost Analysis, Performance Measurement, and KPI Modeling
5	Natural Language Processing for Financial Reporting and Disclosure Analysis
6	Predictive Models for Credit Risk, Cash-Flow Forecasting, and Working Capital Management
7	Midterm Examination
8	Data Visualization and Communication of Insights for Financial Leaders
9	AI-Enabled Risk Management, Internal Controls, and Fraud Detection
10	Capital Allocation, Scenario Analysis, and Strategic Decision Models
11	Ethical, Regulatory, and Data Governance Considerations in Financial Analytics
12	Integrating AI into the CFO Function: Future Trends and Course Review

Assessment

Midterm Examination (30%)

Evaluates students' understanding of core AI and analytics concepts introduced in Sessions 1–7, including forecasting methods, performance measurement models, managerial decision-support analytics, and foundational NLP techniques relevant to financial reporting and corporate finance.

Analytics Project (30%)

A hands-on applied project requiring students to design and implement an AI- or analytics-based model using software tools (e.g., MATLAB). Possible project areas include financial forecasting for FP&A, cash-flow modeling, credit-risk assessment, KPI dashboards, scenario analysis, or NLP-based analysis of financial disclosures. Students will submit their analytical output (code or workflow) and a concise managerial report explaining methodology, insights, and implications for decision-making.

Final Examination (30%)

A comprehensive assessment covering the full range of course topics, including AI-driven financial analytics, NLP applications, scenario modeling, risk analytics, data visualization interpretation, and ethical/regulatory issues. The final exam emphasizes applied reasoning and managerial interpretation rather than technical coding.

Class Participation (10%)
Active engagement in discussions related to readings, financial decision-making, ethical and regulatory considerations, data-governance issues, and the strategic role of AI in the CFO function.

Potential teaching faculty

Emilio Boulianne and Denis Schweizer

Suggested scheduling to cater to both full-time and working students

This 3-credit course requires 33 student-facing contact hours and is delivered in a weekly seminar format of 2 hours and 45 minutes per session across 12 weeks. To accommodate both full-time students and working professionals, sessions are scheduled in the late afternoon or early evening (e.g., 5:45–8:30 PM), allowing students with daytime internships or employment to attend without disruption. The course structure combines interactive lectures, applied analytics exercises using software tools, data-visualization activities, and case-based discussions designed to support managerial and CFO-level decision-making. This scheduling format further supports students who commute from work and provides sufficient continuity for applied project-based learning.

Summary Course Outline for New Courses in stackable Master in Finance and Accounting Analytics (MAFAA)

Course Title

MAFAA 640 Sustainability Accounting, Control and Finance

Course Description

In this course, students examine how organizations measure, analyze, and report their social and environmental impacts as well as how sustainability controls and sustainable finance support organizations in reaching their sustainability targets. Students explore sustainability accounting frameworks and standards for measuring and reporting environmental, social, and governance (ESG) performance. The course further emphasizes the role of management controls and finance in implementing sustainable strategies and how sustainability is integrated into performance, investment, financing, and governance decisions. Upon successful completion of the course, students are equipped to apply sustainability principles in the accounting and finance function to support responsible business practices.

Course Prerequisite:

None

Learning objectives:

- Apply sustainability reporting frameworks and standards (e.g., GRI, SASB, ISSB) and evaluate their implications for corporate sustainability reporting
- Apply management control systems to align sustainability objectives with organizational strategy and performance measurement
- Assess the financial impact of sustainability initiatives and integrate ESG considerations into performance, investment, financing, and governance decisions

Alignment with Program Objectives:

Enter I for introducing or R for reinforcing in the two tables below – one for MSC and the other for Certificate 1

Program Learning Outcomes for the Master of Science
The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Identify applied research ideas in the student's domain of research
3. Use latest technology and relevant methods to examine an applied research question
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 640
1. Apply accounting and finance knowledge to strategic and/or operational business decisions	R
2. Identify applied research ideas in the student's domain of research	R
3. Use latest technology and relevant methods to examine a research question	R
4. Communicate results in an effective way	R
5. Demonstrate an ethical mindset in decision-making	R

Program Learning Outcomes for the Certificate 1

Graduate Certificate in Advanced Accounting, Finance, and Technology

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Analyze a practical problem using latest technology and relevant methods
3. Use latest technology and relevant methods to examine an analytical problem
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 640
1. Apply accounting and finance knowledge to strategic and/or operational business decisions	R
2. Identify applied research ideas in the student's domain of research	R
3. Use latest technology and relevant methods to examine an analytical problem	R
4. Communicate results in an effective way	R
5. Demonstrate an ethical mindset in decision-making	R

High-level session plan

Session	Topic
1	Introduction to Sustainability and ESG
2	Corporate Greenhouse Gas Emissions Accounting
3	Sustainability Reporting Frameworks and Standards
4	ESG Metric and Performance Measurement
5	Sustainability Assurance and Governance
6	Management Control Systems for Sustainability
7	Midterm Examination
8	Integrating ESG into Managerial Decision-Making
9	Sustainable Finance and Investment Decisions
10	Risk Management and Sustainability
11	Group Presentations
12	Capstone Integration & Course Wrap-Up

Assessment

- Midterm Examination (20%)
- Applied Group Project (Written Report) (15%)
- Applied Group Project (Presentation) (15%)
- Final Examination (35%)
- Participation (15%)

Potential teaching faculty

Luo He, Yijing Jiang, Mehmet Ozsoy, Thomas Walker, Erkan Yonder, and CRC Candidate in Sustainability Reporting

Summary Course Outline for New Courses in stackable Master in Finance and Accounting Analytics (MAFAA)

Course Title

MAFAA 650 Artificial Intelligence Integration in Finance and Accounting

Course Description

In this course, students examine how artificial intelligence (AI) can be integrated across the core finance and accounting functions, with a central emphasis on the evolving role of the Chief Financial Officer (CFO) as a leader of enterprise-wide digital transformation. The course focuses on how AI capabilities are operationalized, governed, and scaled within the CFO function. Topics include enterprise financial data pipelines, intelligent automation of transaction processing and financial close, AI-enabled forecasting and performance management, audit analytics and continuous monitoring, internal control and compliance systems, ESG and sustainability reporting, and responsible AI governance. Through applied cases, enterprise use-cases, and hands-on exploration of AI tools, students examine how AI supports reporting, compliance, risk management, and strategic decision-making at the organizational level. Upon successful completion of the course, students are able to evaluate and design enterprise AI integration strategies that enhance financial decision-making, strengthen governance and control, and support the CFO's strategic mandate in guiding the digital transformation of the finance function.

Course Prerequisite:

MAFAA 630

Learning objectives:

- Analyze how artificial intelligence transforms financial and accounting processes across the CFO function.
- Evaluate enterprise AI applications in forecasting, reporting, audit analytics, internal control, and compliance.
- Design AI-enabled workflows that integrate financial data, automation, and decision-support within organizational systems.

- Assess ethical, regulatory, and governance considerations involved in deploying AI within financial and accounting environments.

Alignment with Program Objectives:

Enter I for introducing or R for reinforcing in the two tables below – one for MSC and the other for Certificate 1

Program Learning Outcomes for the Master of Science
The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Identify applied research ideas in the student's domain of research
3. Use latest technology and relevant methods to examine a research question
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 650
1. Apply accounting and finance knowledge to strategic and/or operational business decisions	R
2. Identify applied research ideas in the student's domain of research	R
3. Use latest technology and relevant methods to examine a research question	R
4. Communicate results in an effective way	R
5. Demonstrate an ethical mindset in decision-making	R

Program Learning Outcomes for the Certificate 1

Graduate Certificate in Advanced Accounting, Finance, and Technology

The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Analyze a practical problem using latest technology and relevant methods
3. Use latest technology and relevant methods to examine an analytical problem
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 650
1. Apply accounting and finance knowledge to strategic and/or operational business decisions	R
2. Identify applied research ideas in the student's domain of research	R
3. Use latest technology and relevant methods to examine an analytical problem	R
4. Communicate results in an effective way	R
5. Demonstrate an ethical mindset in decision-making	R

High-level session plan

Session	Topic
1	Enterprise Integration of AI in Finance and Accounting Functions
2	Data Pipelines, Enterprise Systems, and AI-Ready Financial Data
3	Intelligent Automation in Transaction Processing & Financial Close
4	Scaling AI-Enabled Forecasting and Performance Management Across the Enterprise
5	Generative AI for Financial Reporting, Interpretation, and Management Insight
6	Enterprise Risk, Compliance, and Internal Control Architectures Enabled by AI
7	Midterm Examination
8	AI-Driven Internal Audit Analytics and Continuous Monitoring
9	AI in ESG Disclosure, Sustainability Reporting, and Climate-Related Risk
10	AI-Assisted Valuation, M&A Analytics, and Strategic Decision Support
11	Enterprise AI Governance, Regulation, and Responsible Deployment in Accounting and Finance
12	Capstone Integration & Enterprise AI Road-Mapping (Course Review)

Assessment

Midterm Examination (20%)

Evaluates students' understanding of AI integration across major finance and accounting functions, including automation, enterprise data flows, and AI-supported forecasting and reporting covered in the first half of the course.

Enterprise AI Integration Case (30%)

Students analyze and propose an AI-enabled solution for a financial or accounting function (e.g., financial close, audit analytics, ESG reporting), demonstrating the ability to connect AI capabilities with enterprise processes, controls, and managerial needs.

Final Examination (35%)

A comprehensive final assessing students' ability to integrate AI concepts across forecasting, reporting, audit, governance, and strategic decision-support, emphasizing CFO-level interpretation and implementation.

Participation (15%)

Active engagement in discussion, case debates, and applied exercises focused on evaluating enterprise AI decisions and organizational implications.

Potential teaching faculty

Mehmet Ozsoy, Juliane Proelss, and Li Yao

Suggested scheduling to cater to both full-time and working students

This 3-credit course consists of 33 student-facing contact hours offered in weekly sessions of approximately 2 hours and 45 minutes over 12 weeks. Similar to the prerequisite courses, the class is scheduled in the late afternoon or early evening (for example, 5:45–8:30 PM) to accommodate working professionals and full-time students. The course combines applied case discussion, enterprise use-cases, and system-focused analysis to support hands-on integration of AI within financial and accounting contexts. This format enables students with professional responsibilities to participate fully while maintaining continuity for project-based learning and enterprise-level integration work.

Appendix: Detailed Course Summary:

In this course, students examine how artificial intelligence is integrated across the core finance and accounting functions, with a central emphasis on the evolving role of the CFO as a leader of enterprise-wide digital transformation. The course focuses on how AI capabilities are operationalized, governed, and scaled within the CFO function.

Topics include enterprise financial data pipelines, intelligent automation of transaction processing and financial close, AI-enabled forecasting and performance management, audit analytics and continuous monitoring, internal control and compliance systems, ESG and sustainability reporting, and responsible AI governance. Through applied cases, enterprise use-cases, and hands-on exploration of AI tools, students examine how AI supports reporting, compliance, risk management, and strategic decision-making at the organizational level.

While anchored in the CFO function, the course is also relevant for other C-level executives and senior management roles—including strategy, operations, enterprise transformation, risk management, sustainability, and business unit leadership—who rely on AI-enabled financial insights to drive organizational performance, accountability, and long-term value creation.

Upon successful completion of this course, learners are able to evaluate and design enterprise AI integration strategies that enhance financial decision-making, strengthen

governance and control, and support the CFO's strategic mandate—working in close collaboration with other executive leaders—in guiding the digital transformation of the finance function.

Summary Course Outline for New Courses in stackable Master in Finance and Accounting Analytics (MAFAA)

Note: Since 2024, this course has already been offered annually as a slot course in the MBA program under the course title “CFO Agenda”.

Course Title

MAFAA 690 Strategic CFO Leadership

Course Description

In this course, students develop an advanced understanding of the diverse, fast-paced, and changing role of the Chief Financial Officer (CFO) and its function. Sitting at the intersection of the strategic, commercial, and operational capacities of any organization, the CFO function serves an important alignment role towards reaching the organization’s purpose and objectives. The course focuses on the strategic, operative, and behavioural CFO agenda to drive business strategy, enable value creation, and ensure value protection for stakeholders. The course further sensitizes the importance of an ethical decision-making mindset, responsible citizenship, and sound governance for leaders in the CFO function. Using a variety of experiential approaches, including real-word experiences from C-level executives, applied cases, and simulations, students develop the strategic competencies necessary to advance in the CFO function.

Course Prerequisite:

N/A

Learning objectives:

- Explain the strategic, operative, and behavioural CFO agenda.
- Apply accounting and finance knowledge to derive recommendations that drive business strategy, enable value creation, and ensure value protection for stakeholders.
- Evaluate challenges and/or opportunities that CFOs and the CFO function confront.

Alignment with Program Objectives:

Enter I for introducing or R for reinforcing in the two tables below – one for MSC and the other for Certificate 2

Program Learning Outcomes for the Master of Science
The student learning outcomes are the following:

1. Apply accounting and finance knowledge to strategic and/or operational business decisions
2. Identify applied research ideas in the student's domain of research
3. Use latest technology and relevant methods to examine a research question
4. Communicate results in an effective way
5. Demonstrate an ethical mindset in decision-making

Program Learning Outcomes	MAFAA 690
1. Apply accounting and finance knowledge to strategic and/or operational business decisions	R
2. Identify applied research ideas in the student's domain of research	R
3. Use latest technology and relevant methods to examine a research question	R
4. Communicate results in an effective way	R
5. Demonstrate an ethical mindset in decision-making	R

Program Learning Outcomes for the Certificate 2

Graduate Certificate in Advanced Accounting, Finance, and Technology

The student learning outcomes are the following:

1. Identify and describe important current challenges and/or opportunities in the finance and accounting domain
2. Apply knowledge and current trends in the finance and accounting domain to make recommendations
3. Communicate results in an effective way

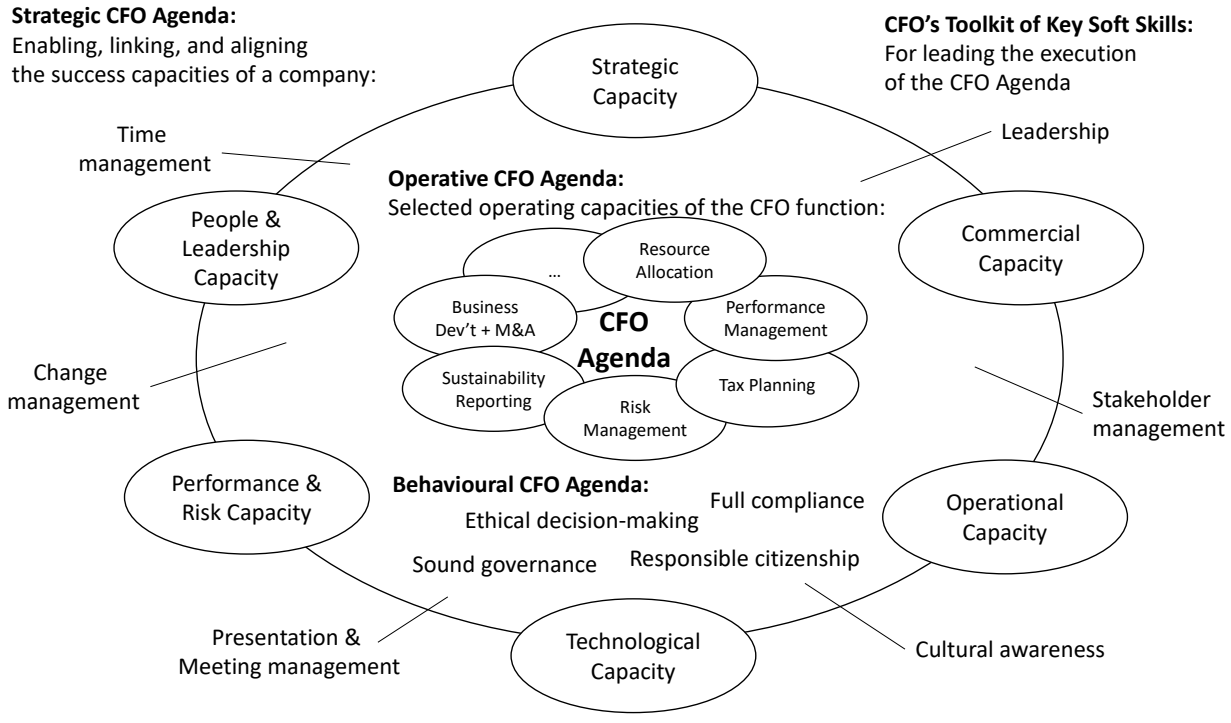
Program Learning Outcomes	MAFAA 690
1. Identify and describe important current challenges and/or opportunities in the finance and accounting domain	I
2. Apply knowledge and current trends in the finance and accounting domain to make recommendations	I
3. Communicate results in an effective way	I

Course overview:

The CFO function is a central engine that influences the strategic success for a company. Given globalization, consolidation at many tiers, and the dominance of big players, amid the emergence of paradigm breaking entrepreneurs, technology advancements that speed up knowledge acquisition for all (customers, consumers, and competitors), and a growing relevance of regulatory and societal implications, the CFO function has a diverse, fast-paced, and changing agenda to shape the strategic, commercial, and operational success of the company, while ensuring ethical decision-making, full compliance, responsible citizenship, and sound governance.

The course builds and walks participants through the CFO's agenda as a trilogy of the strategic, operative, and behavioural CFO agenda. It starts of by developing the CFO agenda from a system's perspective that links together the success capacities for a company (see outer layer in Figure below). Next, it walks participants through each agenda item in detail, including some operational capacities that the CFO function offers to support a business strategy, including resource allocation, performance management, risk management, tax planning, and sustainability reporting (see inner layer in Figure below). This is imbued with covering the behavioural CFO agenda of ensuring ethical decision-making, full compliance, responsibility citizenship, and sound governance in the function's leadership (see behaviour CFO agenda in Figure below)

Course Framework – The CFO Agenda Trilogy of Strategic, Operative, and Behaviour Agenda, supported by a toolkit of key softer skills.



In more detail, the CFO agenda items covered are:

- **The strategy agenda and cultural implications**
- **Capital and resource allocation**
- **Technology and alignment with business purpose**
- **Compliance and value protection**

- **Risk management**
- **Taxation; the need for instinct & reflex**
- **Commercial focus**
- **Performance management and value creation**
- **Business Development and M&A**
- **Key Assets in the Toolkit; Presentation skills & meeting management**

LEARNING PLAN

Meeting	Topics covered	Session content and activities
Session 1	Course Introduction	Personal Introductions ; Professors & Class Course Framework: The CFO Agenda and its Foundation
Session 2	Strategy and the importance of Cultural awareness	Overview: The role of the CFO in strategy design and execution, and the importance of Culture Introduction to CFO Challenge 1: Building a strategy for China Real-World Applications & Experiences
Session 3	Capital & Resource Allocation Decisions	Debrief: CFO Challenge 1: Building a strategy for China Overview: Capital & Resource Allocation Real-World Applications & Experiences
Session 4	IT & Alignment with Business Purpose	Overview: CFO role & Technology-enabled companies Real-World Applications & Experiences
Session 5	Compliance & Value Protection	Overview: Value Protection through controls Case: Wirecard case [buy from HBSP coursepack]
Session 6	The Role of the CFO in Taxation	Overview: Taxation and Financial Reporting Introduction to CFO Challenge 2: Kalex Inc. Real-World Cases
Session 7	Risk Management & Sustainability Reporting	Overview: Risk Management & Sustainability Reporting ElectroCorp Case & ChampSite Case
Session 8	Performance & Value Creation	Debrief: CFO Challenge 2: Kalex Inc Overview: CFO's role in Value Creation through the use of relevant performance metrics Real-World Applications & Experiences
Session 9	Commercial and Operational Support through the CFO Function	Overview: CFO's role in supporting Commercial operations Real-World Applications & Experiences Distribute: CFO Challenge 3: CFO's Behavioural Challenges and Expectations
Session 10	Group Case Presentation and Debrief	Debrief: CFO Challenge 3: CFO's Behavioural Challenges and Expectations Group Case Presentation & Discussion
Session 11	Business Development and M&A	Overview: Critical success factors for CFO's in Business development and M&A Real-World Applications & Experiences
Session 12	Applying the CFO's Toolkit of Soft Skills Course Closing	Overview: Basic insights on these Assets and how to develop them within a CFO's toolkit Wrap-Up and Q&A

ASSESSMENTS

The grade for this course will be computed as follows:

Group Case – Written Report	25%
Group Case – Oral Presentation	25%
Individual CFO Challenges	30%
Individual Learning Log	20%
	100%

Details on Evaluation:

Group Case: Written Report & Oral Presentation

Case Name: Camelot Caves Inc [on Moodle]
Task: Solve the case
Due Date: Tuesday June 10, 5 p.m. for report and PPT slides
In-class presentation in Week 5, on Thursday June 12
Submission: Moodle Assignment Folder "Written Report & PPT Slides"
Group Size: Group size announced in lecture 1 and Groups must be formed before session 3.

Written Report:
Format: Executive report (7-10 pages + appendix)

Written Report (100%)	
Layout, Completeness, Flow	10%
Executive Summary (1 page max)	10%
Situation Analysis (Qualitative and Quantitative)	40%
Strategic Alternatives	20%
Recommendation and Implementation Plan	20%

Presentation:
Format: In-class oral presentation with PPT slides (15 minutes, followed by Q&A).

Individual CFO Challenges

You will solve three mini-CFO challenges throughout the term, each weighting 10%. Each will cover a realistic scenario that you as CFO need to handle.

First CFO Challenge: Building a strategy for China

Format: Executive report (not more than one page plus appendix, if applicable)
Due Date: Monday, May 19, before 5 p.m.
Submission: Moodle Assignment Folder "First CFO Challenge"

Second CFO Challenge: Kalex Inc.

Format: Executive report (not more than one page plus appendix, if applicable)
Due Date: Monday, June 2 before 5 p.m.
Submission: Moodle Assignment Folder "Second CFO Challenge"

Third CFO Challenge: CFO's Behavioural Challenges and Expectations

Format: Executive report (not more than one page plus appendix, if applicable)
Due Date: Monday, June 9, before 5 p.m.
Submission: Moodle Assignment Folder "Third CFO Challenge"

Individual Learning Log

You are required to compile a learning and reflection log in order to capture your key lessons learnt and takeaways from the material, cases covered, class discussion, and your own (business) experience. The learning log is not a description of the topics covered in class or an inventory of class notes. Do not regurgitate the material covered without answering the question **"so what?",** relative to **YOUR** takeaway. Use the learning log to critically and creatively reflect on the topics covered. It shall have one entry per session, hence 12 entries in total with a minimum of half a page per session and a maximum of one page per session. The learning log is due within one week after the last session scheduled for Thursday June 19, so submit your learning log as pdf on the Moodle Assignment Folder "Learning Log Submission" ***BEFORE 5PM on June 27***. The evaluation is based on quality and depth of your reflection.

Potential teaching faculty

Con Constandis, Ian Gergovich, and Matthäus Tekathen

Yellow shared = input variables		Forecast Incremental Contribution of new MSc in Finance and Accounting Analytics (MAFAA)									Comment
					Year 1	Year 2	Year 3	Year 4	Year 5		
Attrition Rate	5%										
% of thesis-based students	25%	HeadCounts	New Students		10	15	20	20	20		As noted in the LOI (p. 25)
Supervision Credit Thesis	0.75			Professionnal	8	12	15	15	15		
Supervision Credit Project	0.375			Research	2	3	5	5	5		
3-credit gross salary PT	14,721.15 $		Returning Students			9	14	19	19		
				Professionnal		7	11	15	15		
				Research		2	3	4	4		
				Total	10	24	34	39	39		
		Revenues	Revenue per student		8,938.55 $	8,938.55 $	8,938.55 $	8,938.55 $	8,938.55 $		
				Total	89,385.47 $	214,525.12 $	303,910.58 $	348,603.31 $	348,603.31 $		
Thesis track		Certificate 1:	Unit Cost		14,721.15 $	14,721.15 $	14,721.15 $	14,721.15 $	14,721.15 $		
Courses in first year of program	5		Number of new courses		3	3	3	3	3		Certificate 1: 3 new courses, and enrollment into 2 other existing courses (LOI, p.27)
Course in second year of program	4			Total	44,163.45 $	44,163.45 $	44,163.45 $	44,163.45 $	44,163.45 $		
Supervised-project track		Certificate 2:	Unit Cost		14,721.15 $	14,721.15 $	14,721.15 $	14,721.15 $	14,721.15 $		
Courses in first year of program	8		Number of new courses		0	1	2	2	2		Certificate 2: 2 new courses developped over 2 years (LOI, p.27), first new elective course offered in Year 2, and both new elective courses offered in year 3, other courses enrollment into existing courses
Course in second year of program	4			Total	- $	14,721.15 $	29,442.30 $	29,442.30 $	29,442.30 $		
		Supervision Cost									
			Supervision cost per professionnal project		1,840.14 $	1,840.14 $	1,840.14 $	1,840.14 $	1,840.14 $		
			Total supervision cost projects		- $	12,881.01 $	20,241.58 $	27,602.16 $	27,602.16 $		
			Supervision cost per research thesis		3,680.29 $	3,680.29 $	3,680.29 $	3,680.29 $	3,680.29 $		
			Total supervision cost theses		- $	7,360.58 $	11,040.86 $	14,721.15 $	14,721.15 $		
				Total	- $	20,241.58 $	31,282.44 $	42,323.31 $	42,323.31 $		
		GPD Direct Cost									
			Stipend		6,000.00 $	6,000.00 $	6,000.00 $	6,000.00 $	6,000.00 $		
			1 Course Remission		14,721.15 $	14,721.15 $	14,721.15 $	14,721.15 $	14,721.15 $		
				Total	20,721.15 $	20,721.15 $	20,721.15 $	20,721.15 $	20,721.15 $		
		Total Contribution			**24,500.87 $**	**114,677.78 $**	**178,301.24 $**	**211,953.11 $**	**211,953.11 $**		
		in % revenues			*27%*	*53%*	*59%*	*61%*	*61%*		

To: Effrosyni Diamantoudi, i/Provost and Vice-President, Academic

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

Copy Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

Sandra Betton, Associate Dean, Professional Graduate Programs

Cédric Lesage, Associate Dean, Research and Research Programs

Juliane Proelss, Chair of the Finance Department

Matthäus Tekathen, Chair of the Accountancy Department and Director of the CPA Program

Date: April 7, 2026

Subject: Budget approval—Master of Science in Finance and Accounting Analytics and associated programs for stackable design

Dear Faye,

Following my full support for the Master of Science in Finance and Accounting Analytics (MAFAA) and the associated programs for its stackable design, I further approve the budget proposal for the following programs:

- Certificate 1: Graduate Certificate in Advanced Accounting, Finance, and Technology (15 credits)
- Certificate 2: Graduate Certificate in Strategic CFO Competencies (15 credits)
- Certificate 3: Graduate Certificate in Business Impact (15 credits)
- Graduate Diploma in Finance and Accounting Analytics (30 credits, Certificate 1 and 2)
- Master of Science in Finance and Accounting Analytics with Thesis and with Project (45 credits)

In combination, the proposal has budget implications for JMSB, encompassing three new required courses and two new elective courses, offered once per academic year. To reduce the initial resource requirements, the first new elective course will be offered from year 2 and the second new elective course from year 3 onwards. In addition, the program will require resources for the MSc Director (course remission) and for the thesis or project supervision as per JMSB Workload Policy.

Having reviewed the budget proposal, I confirm that JMSB will allot the required resources to offer these new programs.

US-2026-5-D2
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of November 6, 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:

Committee	**Appointee**	**Term**
Academic Planning and Priorities (APPC)	Walid Berrahma (CSU)	2026-27
	Moshe Lander (FAS)	2026-29
	Adam Semergian (CSU)	2026-27
Academic Programs (APC)	Lina El-Bakaye (CSU)	2026-27
	Dania Zourdani (CSU)	2026-27
Library	Jarrett Carty (FAS)	2026-29
	Grace DeMara (CSU)	2026-27
	Zo Makivna (CSU)	2026-27
Research	Gabriel Hendriks (CSU)	2026-27
Special Graduation Awards	Hussain Shorish (Alumni)	2026-27
Steering	Saraluz Barton-Gomez (CSU)	2026-27
	Isabelle Ranger (CSU)	2026-27
	Rosemary Reilly (FAS)	2026-27
	Aphrodite Salas (FAS)	2026-27

Appointments requiring Senate ratification	**Appointee**	**Term**
Faculty Tribunal Pool	Julie Soleil Archambault (SGS)	2026-28
	Jonathan Liscouët (SGS)	2026-28
	Xavier Ottenwaelder (SGS)	2026-28

DRAFT MOTION:

That the Committee and Faculty Tribunal Pool appointments be approved.

PREPARED BY:

Name: Secretary of Senate
Date: October 29, 2026

Spectrum, Concordia University's Open Access Research Repository

Sixteenth Annual Report, 2025

June 2026

Overview

Concordia University's open access institutional repository, Spectrum, houses a diverse range of scholarly works by members of the Concordia community, including book chapters, articles, conference papers, datasets, videos, theses, and graduate research projects. Built on the open-source software EPrints, Spectrum provides a robust platform for access and digital preservation of these works.

This sixteenth annual report summarizes progress and achievements from January 1, 2025 to December 31, 2025, and outlines developments for Spectrum's 17th year. During 2025, we continued to support Concordia community's use of Spectrum through direct consultation with depositors. These efforts continue to build on the 2010 Concordia Senate Resolution on Open Access alongside the 2025 [1], encouraging Concordia researchers to deposit their peer-reviewed articles in Spectrum as part of the broader aims of open science and open scholarship at Concordia.

Growth and usage of content in Spectrum

Between January 1, 2025 and December 31, 2025, 926 deposits were made to Spectrum. Deposits have averaged 894 per year over the last five years.

Deposit Type	Number Deposited	Percentage of Total Deposits
Thesis	799	86.29%
Article	69	7.45%
Monograph & Book	21	2.27%
Non-Thesis Graduate Project	9	0.97%
Monograph Chapter	8	0.86%
Conference Paper	6	0.65%
Dataset	2	0.22%
Audio	1	0.11%
Total	926	100%

Table 1. Number of deposits added to Spectrum in 2025 by type and percentage of total.

[1] Concordia University Senate Resolution on Open Access. (2010). https://library.concordia.ca/research/open-access/SenateResolutiononOpenAccess.pdf; Senate Resolution on Open Science and Open Scholarship at Concordia University (2025). https://spectrum.library.concordia.ca/id/eprint/995690/

A total of 21,801 documents were deposited in Spectrum from September 1, 2009 to December 31, 2025.

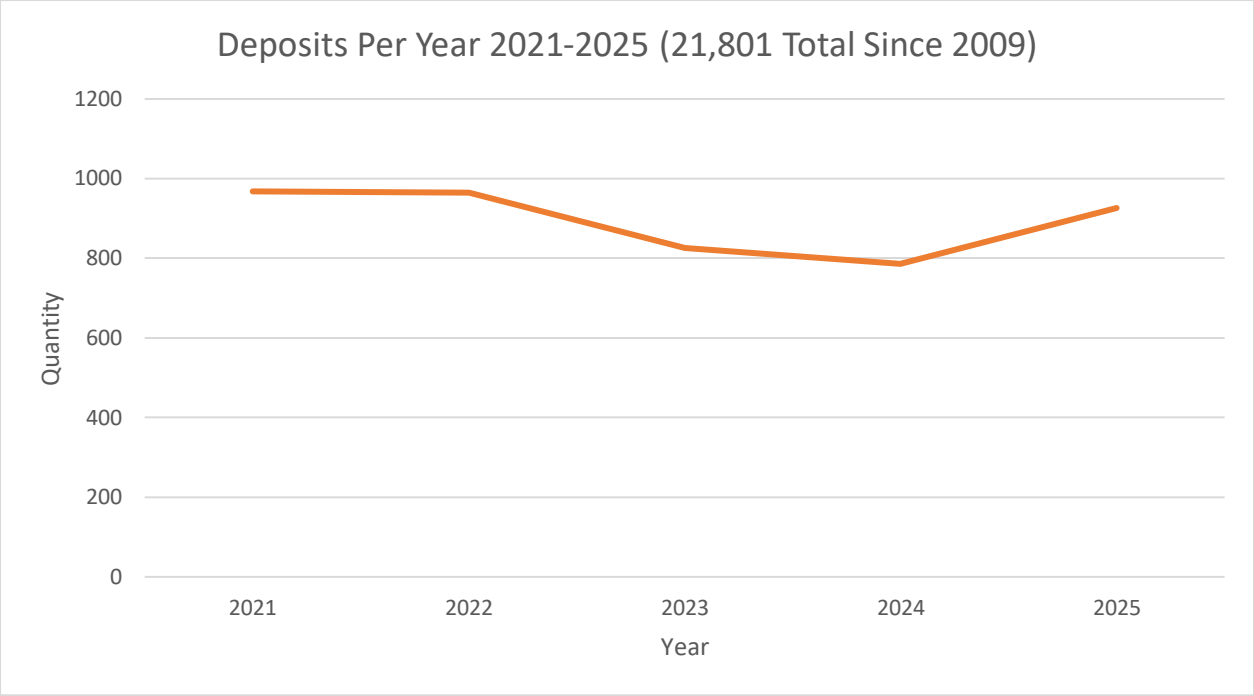


Figure 1. Number of deposits in Spectrum per year from 2021 to 2025.

Access to Spectrum's full text content between January 1, 2025 to December 31, 2025 was 1,018,743 downloads. Total or cumulative downloads of Spectrum materials from September 1, 2009 to December 31, 2025 was 8,741,513.

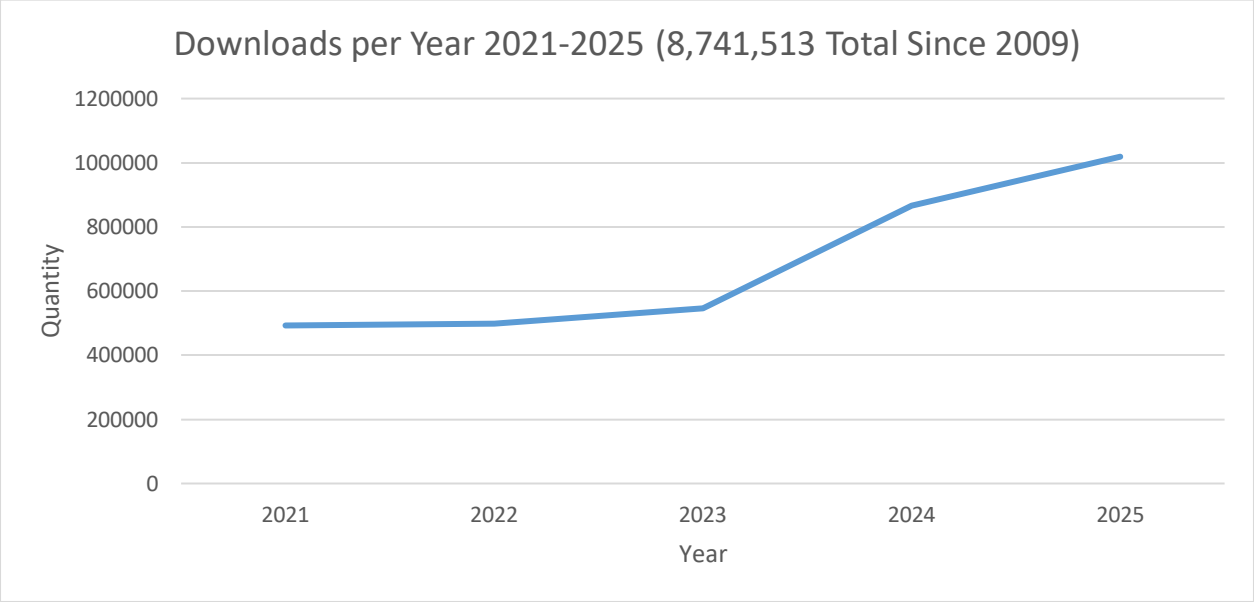


Figure 1. Number of downloads from Spectrum per year from 2021 to 2025

Spectrum was accessed by users from across the globe.

The top ten countries represented by downloads for the year covered in this report are (in descending order).

1. United States
2. Canada
3. China
4. United Kingdom
5. South Korea
6. India
7. France
8. Brazil
9. Germany
10. Vietnam

Spectrum's download statistics track information about individual authors and deposits. The works of the following authors were among the most downloaded in 2025:

Author	Department/Faculty	Downloads
Waugh, Thomas	Cinema	9,490
Valverde, Raul	John Molson School of Business	8,429
Kite, Suzanne	Individualized Program	7,566
Harrell, D. Fox	Computer Science & Artificial Intelligence Laboratory at MIT	7,305
Lewis, Jason Edward, et al.[2]	Design and Computation Arts	7,289
Badalone, Rex	English	6,830
Simon, Sherry	Études françaises	5,238
Leclerc, Catherine	Département des littératures de langue française at McGill	4,495
Ryder, Andrew G.	Psychology	4,421
Arnopoulus, Paris	Political Science	3,992

Table 2. Most downloaded Spectrum authors, 2025.

The following 10 documents in Spectrum received the most full-text downloads from January 1, 2025 to December 31, 2025.

Author	Document Type	Title	Downloads
Waugh, Thomas	Journal Article	Films by gays for gays	8,253
Lewis, Jason Edward, Abdilla, Angie, Arista, Noelani, Baker, Kaipulaumakaniolono, Benesiinaabandan, Scott, Brown, Michelle, Cheung, Melanie, Coleman, Meredith,	Monograph (Project Report)	Indigenous Protocol and Artificial Intelligence Position Paper	7,101

[2] The following co-authors all shared 7,289 downloads associated with the Indigenous Protocol and Artificial Intelligence Position Paper and the Hawaiian Translation version Ka'ina Hana 'Ōiwi a me ka Waihona 'Ike Hakuhia Pepa Kūlana: Lewis, J.E., Abdilla, A., Arista, N., Baker, K., Benesiinaabandan, S., Brown, M., Cheung, M., Coleman, M., Cordes, A., Davison, J., Duncan, K., Garzon, S., Harrell, D. F., Jones, P., Kealiikanakaoleohaililani, K., Kelleher, M., Kite, S., Lagon, O., Leigh, J., Levesque, M., Mahelona, K. Moses, C., Nahuewai, I., Noe, K., Olson, D., Parker Jones, 'Ō., Running Wolf, C., Running Wolf, M., Silva, M., Fragnito, S., and Whaanga, H.

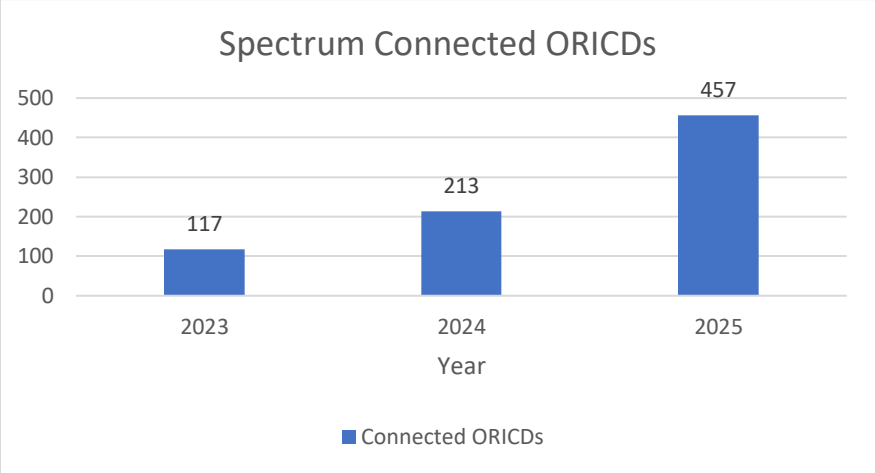
Cordes, Ashley, Davison, Joel, Duncan, Kūpono, Garzon, Sergio, Harrell, D. Fox, Jones, Peter-Lucas, Kealiikanakaoleohaililani, Kekuhi, Kelleher, Megan, Kite, Suzanne, Lagon, Olin, Leigh, Jason, Levesque, Maroussia, Mahelona, Keoni, Moses, Caleb, Nahuewai, Isaac ('Ika'aka), Noe, Kari, Olson, Danielle, Parker Jones, 'Ōiwi, Running Wolf, Caroline, Running Wolf, Michael, Silva, Marlee, Fragnito, Skawennati and Whaanga, Hēmi			
Badalone, Rex	MA Thesis	Clearly We Do Nothing Else Here But F*ck: Assembling a Transfag Through Erotic Roleplay in Final Fantasy XIV	6,830
Leclerc, Catherine and Simon, Sherry	Journal Article	Zones de contact: Nouveaux regards sur la littérature anglo-québécoise	4,467
Soren, Maya/M	MA Thesis	Reclaiming Le 9e: Public Heritage at the Eaton's Ninth Floor Restaurant, Montréal	3,636
Cicchetti, Umberto	PhD Thesis	Ibn Qutayba et l'islamisation de la science de l'interprétation des rêves en Islam; Suivi d'une traduction de l'oneirocriton d'Ibn Qutayba (m.276/889) et une présentation inédite du texte intégral arabe de l'oneirocriton attribué à Ibrāhīm B.'Abdullāh al-Kirmānī (m.184/800)	3,073
Hazeri, Somayyeh	M.A. Sc Thesis	Energy Harvesting in Pneumatic Tires through Piezoelectric Material and its Life Cycle Environmental Impact	3,063
Desai, Bipin C.	Book	An Introduction to Database Systems	2,460
Chung, Youjin B. and Gagné, Marie	Journal Article	Understanding Land Deals in Limbo in Africa: A Focus on Actors, Processes, and Relationships	2,275

Mastantuono, Elisa	MA Thesis	A Study of the Relationship Between the TikTok Algorithm and Content Creators: The Effects of the Digital Machine and Human Interactions	2,264

Table 3. Most downloaded Spectrum documents, 2025.

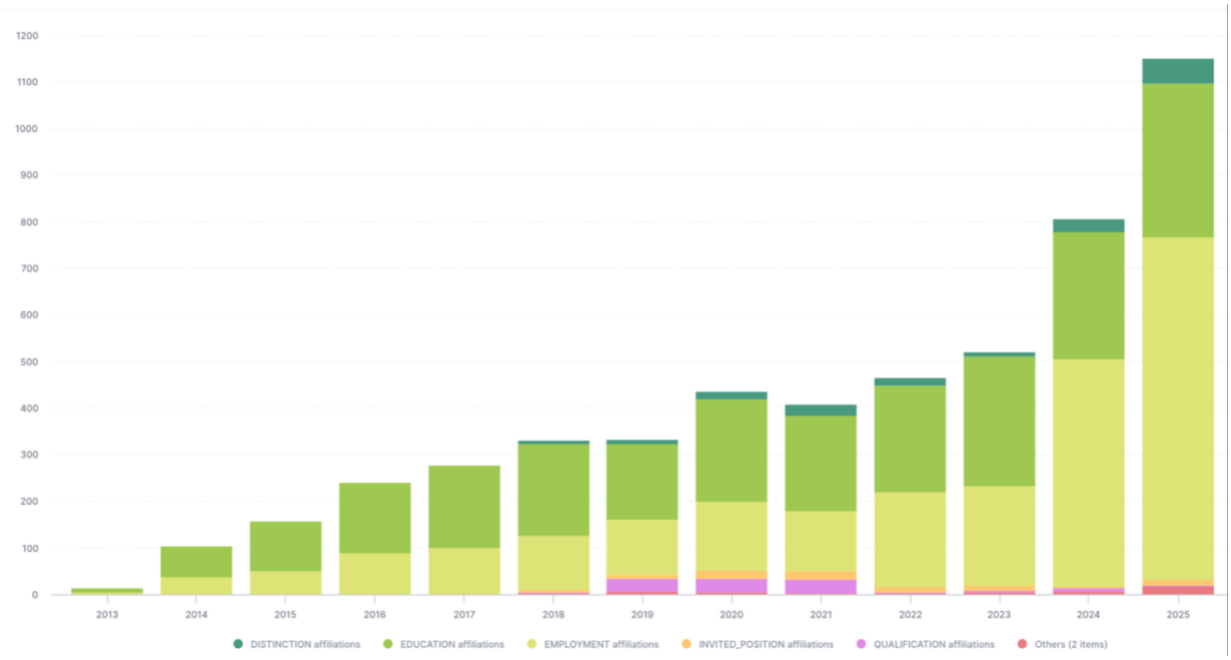
ORCID and Spectrum

Following the integration of ORCID in Spectrum in 2023 alongside wider university outreach efforts, the number of Spectrum creators with connected ORCIDs will likely change over time. The following data represents the total number of Spectrum connected ORCIDs at the end of 2023, 2024 and 2025.



ORCID and Concordia

Spectrum's ORCID integration exists within the broader picture of Concordia-based ORCID uptake ORCID affiliations indicate a possible relationship between a person and an organization. In ORCID, a person can be linked to Concordia because they have identified one of these six possible relationships in their profile: distinction, employment, qualification, education, invited position, or other (see affiliation definitions). An individual can have more than one affiliation with Concordia. The following graph from the ORCID Member's Portal highlights how affiliations have increased between 2013 to 2025. With an 1149 increase in affiliations in 2025, the total cumulative number of affiliations during this period was 5229.



The following table represents the new ORCID affiliations in 2025 by affiliation type.

2025	**#**
Distinction affiliation	52
Education affiliation	329
Employment affiliation	736
Invited Position affiliation	13
Qualification affiliation	1
Other affiliation	17
Total	1149

Developments in 2025 and Goals for 2026

In 2025, like many other academic research repositories, Spectrum experienced a sharp increase in AI bot traffic, to the point of degrading the responsiveness of the service available for human users. In 2025, we researched mitigation options such as traffic monitoring and control through a web application firewall. In 2026, we plan on implementing strategies to improve the resilience of Spectrum to the increased HTTP traffic, largely related to AI bots.

We worked with Library and Archives Canada (LAC) to prepare for the LAC harvest of theses up until 2021.

In 2025, we made significant changes to the user-facing side of Spectrum, improving the deposit process for graduate students, and the work of the Thesis Office to mediate thesis deposits. Front-facing documentation changes also facilitate deposits from faculty and researchers at Concordia. We anticipate an increase in peer-reviewed research with the updates to the Tri-Agency's OA policy in 2027.

A session at Open Repositories 2025 outlined the motivation behind improved software governance and coordination of EPrints development activities. With representation from Concordia University Library and other institutions using EPrints, an interim Steering Committee was formed to lay the foundation of this governance framework, resulting in the formation of the EPrints Organization Steering Committee.

ORCID Pilot project using Affiliation Manager focused on adding distinctions awarded/recognized at Concordia during the 2024-25 year through Affiliation Manager, resulting in 50 validated affiliations through this method.

Submitted by T. Neugebauer and R. Harris

SENATE
OPEN SESSION
Meeting of November 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: Undergraduate Curriculum Proposals (Changes for the 2027-28 Calendar)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed regulation/requirement changes for approval.

BACKGROUND:

OOR-OOR-6116: Amendment to clarify the calculation of full-time and part-time status

Summary: This amendment is being proposed to clarify the calculation of full-time and part-time status. The existing table implies that the annual credit load can be considered when determining full-time and part-time status. This is not the case, as each term is attested to individually. For example, in reading the current text, a student could claim to be full-time if registered in 15 credits one term and 9 credits the next. Attestations and requirements are based on term-based registration. 12 credits or more in a term is considered full-time, while fewer than 12 credits is considered part-time. The International Students Office, Financial Aid and Awards Office, the Birks Student Service Centre, and the Office of the Registrar collaborated to ensure that the definition put forward is clear for the purposes of attesting to status in all offices. The change does not modify the application of the regulation but revises the text to ensure clarity.

OOR-OOR-6117: Introduction of new Transfer Credit Notation (TRA)

Summary: The Office of the Registrar is required to submit annual reporting under the *Bilan Annuel - Reconnaissance des acquis et des compétences* (RAC) framework. These reports must identify transfer credits awarded while excluding credits granted through CEGEP articulation agreements, in accordance with the current funding rule (*Règle budgétaire 1.1.2.3 – Soutien à l'enseignement et à la recherche – Montant variable, volet Reconnaissance des acquis et des compétences* (RAC)).

The current process of awarding "TRC" for both types of recognition does not provide a mechanism to isolate transfer credits awarded through articulation agreements from those awarded for studies completed at non-CEGEP post-secondary institutions. Consequently, the reporting requirements are non-compliant.

The introduction of the TRA notation will:

- Enable compliance with RAC reporting requirements by clearly distinguishing articulation agreement credits from other transfer credits;
- Improve the accuracy and efficiency of internal institutional reporting;
- Support analysis of the utilization of CEGEP articulation agreements; and
- Provide enhanced data for strategic planning and partnership evaluation.

The new notation will therefore strengthen both regulatory compliance and institutional reporting capabilities while providing better visibility into student pathways resulting from established articulation agreements.

OOR-OOR-6118: Statement on graduation application and conferral and Statement on post-conferral grade changes

Summary: This dossier includes two additions to the graduation regulations:

1. Statement on graduation application and conferral: The proposed update includes a reference to degree conferral to ensure it is clear that when a student applies for graduation, their degree will be conferred if they meet the requirements. During the application process, a student must acknowledge that they have read and understand that their application is subject to cancellation at the sole discretion of the University. In exceptional cases, if the student has submitted in error, they can contact the Office of the Registrar to submit a student request for cancellation.

2. Statement on post-conferral grade changes: The conferral of a degree is a final academic action that certifies the student's academic record and confirms that all requirements necessary for the credential have been met. As such, the academic record upon which the degree is conferred must be considered complete and final. Permitting grade changes after a degree has been conferred creates significant risks to the integrity, reliability, and permanence of the University's academic records. Employers, professional regulatory bodies, graduate institutions, and government agencies rely on the accuracy and finality of the degree credential and transcript at the time of conferral. Subsequent changes to grades could call into question the validity of degree audits, designations, academic standings, and credential requirements that were assessed before the degree was awarded. The addition of this statement in the regulation establishes a clear point at which academic records become final.

OOTR-OOTR-6127: Adjustment of admissions criteria for Mature Entry students to the BEng Chemical Engineering and related change GCS-CME-5986

Summary: The admissions criteria for Mature Entry students to the BEng Chemical Engineering are being adjusted. CHEM 206 is being added to the admission requirements for CEGEP students and to the Extended Credit Program and Mature Entry requirements because CHEM 206 is a prerequisite for CHEM 221 Introductory Organic Chemistry I, a core course in the program.

Following implementation of the Chemical Engineering program, CHEM 206 is being added to the admission requirements for CEGEP students and to the Extended Credit Program and Mature Entry requirements because CHEM 206 is a prerequisite for CHEM 221 Introductory Organic Chemistry I, a core course in the program.

The changes to the Mature Entry requirements are being submitted concurrently by the Registrar's Office in dossier OOTR-OOTR-6127.

A note is added to the Natural Science Electives to explain that CHEM 206 and CHEM 221 are not counted toward the Natural Science Electives in the Chemical Engineering program (they are required courses in the Chemical Engineering ECP or Core).

A link related to the Cybersecurity Engineering program is updated in Section 71.20.2, and the admission requirements for the Cybersecurity programs are being added to Section 71.10.2.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the following Undergraduate Curriculum Proposals (Changes for the 2027-28 Calendar):

- OOR-OOR-6116: Amendment to clarify the calculation of full-time and part-time status
- OOR-OOR-6117: Introduction of new Transfer Credit Notation (TRA)
- OOR-OOR-6118: Statement on graduation application and conferral and Statement on post-conferral grade changes
- OOTR-OOTR-6127 and GCS-CME-5986: Adjustment of admissions criteria for Mature Entry students to the BEng Chemical Engineering

As the above changes are detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: October 28, 2026

ACADEMIC PROGRAMS COMMITTEE
Bradley Nelson, PhD
November 6, 2026

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

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

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

Office of the Registrar

OOR-OOR-6116; **APC-2026-5-D1**

- Regulation changes
- **Summary:** An amendment is proposed to clarify the calculation of full-time and part-time status, as the existing regulations imply that the annual credit load can be considered when determining full-time and part-time status, which is not the case.

OOR-OOR-6117; **APC-2026-5-D2**

- Regulation changes
- **Summary:** A new "TRA" notation is created to enable compliance with RAC reporting requirements under the Bilan Annuel – RAC framework by clearly distinguishing articulation agreement credits from other transfer credits,

OOR-OOR-6118; **APC-2026-6-D1**

- Regulation changes
  Summary: The proposed update includes a reference to degree conferral to ensure it is clear to students that if they apply for graduation, their degree will be conferred if they meet the requirements, and once a degree has been conferred, no part of the academic record underlying that credential may be altered.

OOTR-OOTR-6127; **APC-2026-5-D3**

- Regulation changes
- **Summary:** CHME 206 is added to the admission requirements for Cegep students and to the Mature Entry requirements for the BEng in Chemical Engineering because it is a prerequisite for a core course in the program.

Faculty of Arts and Science

AS-MATH-5568; **APC-2026-5-D5**

- New Minor in Data Science

Department of Religions and Cultures
AS-RELI-6013; **APC-2026-6-D5**

- New Microprogram in Exploring Spiritual Worlds

Department of Sociology and Anthropology
AS-SOAN-6068; **APC-2026-6-D6**

- New Certificate in Sociology

AS-SOAN-6069; **APC-2026-6-D7**

- New Certificate in Anthropology

Gina Cody School of Engineering and Computer Science

Department of Chemical and Materials Engineering
GCS-CME-5986; **APC-2026-5-D9**

- Extended Credit Program changes
- Regulation changes
- **Summary:** CHEM 206 is added to the admission requirements for Cegep students and to the ECP requirements because it is a prerequisite for a core course in the BEng in Chemical Engineering; a note is also added to the Natural Science Electives to explain that CHEM 206 and CHEM 221 are not counted toward the Natural Science Electives in the Chemical Engineering program; a link related to the Cybersecurity Engineering program is updated in Section 71.20.2; and admission requirements for the Cybersecurity programs are added to Section 71.10.2.



Bradley Nelson, PhD
Deputy Provost and Vice-Provost, Student Life and Experience
October 16, 2026

Undergraduate Program Regular Curriculum Change - OOR-OOR-6116 - VERSION : 1

Summary and Rationale for Changes

This amendment is being proposed to clarify the calculation of full-time and part-time status.

The existing table implies that the annual credit load can be considered when determining full-time and part-time status. This is not the case, as each term is attested to individually. For example, in reading the current text, a student could claim to be full-time if registered in 15 credits one term and 9 credits the next.

Attestations and requirements are based on term-based registration. 12 credits or more in a term is considered full-time, while fewer than 12 credits is considered part-time.

The International Students Office, Financial Aid and Awards Office, the Birks Student Service Centre, and the Office of the Registrar collaborated to ensure that the definition put forward is clear for the purposes of attesting to status in all offices.

The change does not modify the application of the regulation, but revises the text to ensure clarity.

Resource Implications

n/a

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 31 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 31 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 31 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

I. Full- and Part-Time Status Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Clarification of Full-Time / Part-Time Status

Calendar Section Name: I. Full- and Part-Time Status
Calendar Section Type: Regulation
Description of Change: I. Full- and Part-Time Status Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Calendar publication date: 2027/2028/Summer
Type of change: Regulation Change

Path: Undergraduate > 2026-2027 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.2 Credit System

Present Text calendar	Proposed Text
I. Full- and Part-Time Status	I. Full- and Part-Time Status
A student’s status is determined by the number of credits for which ~~she or he is~~ registered ~~at the close of the tuition refund period,~~ in the ~~following way:~~ ~~**Full-Time Part-Time**~~ ~~Registration for both fall and winter terms~~ ~~24 credits~~ or more ~~Fewer than 24~~ credits ~~Registration~~ for ~~fall term only~~ ~~12 credits or more~~ ~~Fewer~~ than 12 credits ~~Registration for winter~~ term ~~only~~ ~~12 credits or more~~ ~~Fewer than 12 credits~~ ~~Registration for the summer session~~ ~~12 credits~~ ~~Fewer than 12 credits~~ ~~Note: According to the rules established by the Government of Quebec, students receiving Quebec loans and bursaries must~~	A student’s status is determined by the number of credits for which they are registered in each academic term. For most undergraduate programs, a full course load is normally 24-30 credits over the Fall and Winter terms. **Full-Time Status:** Students registered in 12 or more credits in a term are considered a full-time student for that term. **Part-Time Status:** Students registered in fewer than 12 credits in a term are considered a part-time student for that term. Courses with the DISC (Discontinued) notation are included in the calculation of registered credits used to determine a student's status. Students are responsible for understanding any implications associated with part-time status, including potential impacts on financial aid, scholarships, insurance coverage, immigration status, and other institutional or external requirements. Students are encouraged to seek advice from the appropriate university offices before making registration changes that may affect their status.

Present Text calendar	Proposed Text
~~maintain registration of 12 credits or more~~ **~~each term~~**~~. For further information, see the "Quebec loans & bursaries" web page at: concordia.ca/students/financial/loans/quebec . For Quebec residency purposes, full-time and part-time~~ are ~~defined on~~ a ~~per term basis. Courses~~ with DISC notation are included in the ~~calculation. For further information, see Proof~~ of ~~Quebec Residency (Applicable~~ to ~~Canadian Citizens~~ and ~~Permanent Residents) under Section 13.7 Required Documents .~~	

Rationale:

Resource Implications:

Impact Report

Summary and Rationale for Changes

Rationale for New Transfer Credit Notation (TRA)

The Office of the Registrar is required to submit annual reporting under the Bilan Annuel - Reconnaissance des acquis et des compétences (RAC) framework. These reports must identify transfer credits awarded while excluding credits granted through CEGEP articulation agreements, in accordance with the current funding rule (Règle budgétaire 1.1.2.3 – Soutien à l'enseignement et à la recherche – Montant variable, volet Reconnaissance des acquis et des compétences (RAC)).

The current process of awarding "TRC" for both types of recognition does not provide a mechanism to isolate transfer credits awarded through articulation agreements from those awarded for studies completed at non-CEGEP post-secondary institutions. Consequently, our reporting requirements are non-compliant.

The introduction of the TRA notation will:

- Enable compliance with RAC reporting requirements by clearly distinguishing articulation agreement credits from other transfer credits.
- Improve the accuracy and efficiency of internal institutional reporting.
- Support analysis of the utilization of CEGEP articulation agreements.
- Provide enhanced data for strategic planning and partnership evaluation.

The new notation will therefore strengthen both regulatory compliance and institutional reporting capabilities while providing better visibility into student pathways resulting from established articulation agreements.

The text for the TRC notation is updated to ensure that courses recognized under an agreement (TRA) cannot be requested as TRC.

Resource Implications

n/a

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 07 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 31 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 31 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

 Section 16.3.4 Administrative Notations Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Notation Addition - Transfer Agreements

Calendar Section Name: Section 16.3.4 Administrative Notations
Calendar Section Type: Regulation
Description of Change: Section 16.3.4 Administrative Notations Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Calendar publication date: 2027/2028/Summer
Type of change: Regulation Change

Path: Undergraduate > 2026-2027 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements

Present Text calendar	Proposed Text
Section 16.3.4 Administrative Notations	Section 16.3.4 Administrative Notations
"APEL," “CODE,” “CUC,” “DEF,” “DISC,” “DNE,” "DNS," “DNW,” “EREM,” “EX,” “EXCL,” “EXTR,” “INC,” "INIS," “INIT,” “LATE,” “MED,” "NOCR," “PEND,” “PEX,” “PTR,” “REPT,” "REV," "RPL," “RPT,” “SRCR,” “SREP,” “SUPP,” “TRC,” “TREM,” “VALD,” “WRKT”	**"APEL," “CODE,” “CUC,” “DEF,” “DISC,” “DNE,” "DNS," “DNW,” “EREM,” “EX,” “EXCL,” “EXTR,” “INC,” "INIS," “INIT,” “LATE,” “MED,” "NOCR," “PEND,” “PEX,” “PTR,” “REPT,” "REV," "RPL," “RPT,” “SRCR,” “SREP,” “SUPP,” “TRA,” “TRC,” “TREM,” “VALD,” “WRKT”**
- "APEL" stands for Under Appeal. It indicates that the grade obtained is under appeal. - “CODE” stands for Academic Code of Conduct Decision, and it is a repetition code that appears only on the student record. It indicates that the grade obtained as a result of a penalty for academic misconduct is included in the calculation of the GPAs whether or not the course has been repeated. - “CUC” stands for Complementary University Credits and indicates credits earned as part of a Complementary University Credit certificate or individual study skills courses. These credits are not considered as program credits earned in any other degree or Faculty certificate program or Independent studies. - “DEF” stands for Deferred and indicates that a student has been unable to write a final examination due to unforeseeable circumstances beyond the student’s control. A “DEF” notation carries no grade point value. For information on how to apply for “DEF” notations and the regulations that govern them, see Section 16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations . - “DISC” stands for Discontinued and indicates that a student has properly withdrawn from a course after the end of the course - change period. The notation appears permanently on the student record and official transcript. It carries no	- "APEL" stands for Under Appeal. It indicates that the grade obtained is under appeal. - “CODE” stands for Academic Code of Conduct Decision, and it is a repetition code that appears only on the student record. It indicates that the grade obtained as a result of a penalty for academic misconduct is included in the calculation of the GPAs whether or not the course has been repeated. - “CUC” stands for Complementary University Credits and indicates credits earned as part of a Complementary University Credit certificate or individual study skills courses. These credits are not considered as program credits earned in any other degree or Faculty certificate program or Independent studies. - “DEF” stands for Deferred and indicates that a student has been unable to write a final examination due to unforeseeable circumstances beyond the student’s control. A “DEF” notation carries no grade point value. For information on how to apply for “DEF” notations and the regulations that govern them, see Section 16.3.8

Present Text calendar	Proposed Text
grade point value and does not count in assessments of academic standing, but does count towards a student's status (i.e. full- and part-time). - "DNE" stands for Did Not Enter and is a temporary notation indicating that a student has officially withdrawn from a course by the deadline for withdrawal with tuition refund. The course and "DNE" notation are subsequently removed from the student record. - "DNS" stands for Did Not Submit and indicates that a student has not submitted the final assigned work for a course, such as term papers or projects. The notation is used only in combination with a letter grade (such as "F/ DNS ," "B/ DNS "). - "DNW" stands for Did Not Write and indicates that a student has not written the final examination for a course. The notation is used only in combination with a letter grade (such as "F/DNW," "B/DNW"). A student in good standing may write a supplemental examination (if available) in a course with a "DNW" unless the grade is "R/DNW," "NR/DNW," "FNS/DNW" or "NCS/DNW." For information on how to apply for supplemental examinations and the regulations that govern them, see Section 16.3.8 Deferred "DEF," Medical "MED" Notations and Supplemental Examinations — Procedures and Regulations . - "EREM" stands for Exemption Received Credit Removed and indicates that the credit earned for this course is not retained because it is a repetition of a course for which the student has already received exemption. - "EX" stands for Exemption and indicates an exemption awarded for a course completed at another institution (no credit value). - "EXCL" stands for Exclude and indicates that the grade is excluded from the GPA calculation when a course has been assigned a failing grade and that course is subsequently repeated and assigned a passing grade. - "EXTR" stands for Extra Credits and indicates that the grade is excluded from the GPA calculation but may be used in a future program. - "INC" stands for Incomplete and indicates that a student has not completed required course work, such as a term paper, assignment, or laboratory and that the instructor has agreed to accept the work after the due date. The notation is used only in combination with a letter grade (such as "F/INC," "C/INC") and is assigned on the basis that the missing work is weighted as zero. When appropriate, "DNW" and "INC" can be used simultaneously (e.g. "F/INC/DNW"). For information on how to apply to complete courses with an "INC" notation, and the regulations that govern late completion, see Section 16.3.5 Late Completion of Courses with "INC" Notations — Procedures and Regulations . - "INIS" stands for Initial Attempt and indicates the initial attempt of a course for which the student has written a supplemental exam. - "INIT" stands for Initial Attempt and indicates the initial attempt of a course that was subsequently repeated.	Deferred "DEF," Medical "MED" Notations and Supplemental Examinations — Procedures and Regulations . - "DISC" stands for Discontinued and indicates that a student has properly withdrawn from a course after the end of the course - change period. The notation appears permanently on the student record and official transcript. It carries no grade point value and does not count in assessments of academic standing, but does count towards a student's status (i.e. full- and part-time). - "DNE" stands for Did Not Enter and is a temporary notation indicating that a student has officially withdrawn from a course by the deadline for withdrawal with tuition refund. The course and "DNE" notation are subsequently removed from the student record. - "DNS" stands for Did Not Submit and indicates that a student has not submitted the final assigned work for a course, such as term papers or projects. The notation is used only in combination with a letter grade (such as "F/ DNS ," "B/ DNS "). - "DNW" stands for Did Not Write and indicates that a student has not written the final examination for a course. The notation is used only in combination with a letter grade (such as "F/DNW," "B/DNW"). A student in good standing may write a supplemental examination (if available) in a course with a "DNW" unless the grade is "R/DNW," "NR/DNW," "FNS/DNW" or "NCS/DNW." For information on how to apply for supplemental examinations and the regulations that govern them, see Section 16.3.8 Deferred "DEF," Medical "MED" Notations and Supplemental Examinations — Procedures and Regulations . - "EREM" stands for Exemption Received Credit Removed and indicates that the credit earned for this course is not retained because it is a repetition of a course for which the student has already received exemption. - "EX" stands for Exemption and indicates an exemption awarded for a course completed at another institution (no credit value). - "EXCL" stands for Exclude and indicates that the grade is excluded from the GPA calculation when a course has been assigned a failing grade and that course is subsequently repeated and assigned a passing grade.

D2

Present Text calendar	Proposed Text
- “LATE” stands for Late Completion Grade Obtained and indicates the final grade that replaces the grade attached to the initial enrolment. Only the final grade is included in the GPA. (Used from 1977 - 92.) - “MED” stands for Medical and indicates that a student has been unable to write a final examination or complete other assignments due to a long-term medical situation. A “MED” notation carries no grade point value. For information on how to apply for “MED” notations and the regulations that govern them, see Section 16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations . - "NOCR" stands for No Credit and indicates that the credit earned for this course is not retained due to an academic regulation for the course and/or program. - “PEND” stands for Pending, is assigned by the University Registrar, and indicates that the grade is not available at this time. - “PEX” stands for Potential Exemption and indicates a potential exemption for a course still in progress at another institution (no credit value). - “PTR” stands for Potential Transfer Credits and indicates a potential transfer credit for a course still in progress at another institution. - “REPT” stands for Repeat and indicates that the credit earned for this course is not retained because it is a repetition of a course or of similar course material for which the credit has already been earned. - "REV" stands for Under Review. It indicates that the grade obtained is under review. - “RPT” stands for Report and indicates report work completed by a student in a co-operative education program. These credits are not considered as program credits earned. - "RPL" stands for Recognition of Prior Learning and indicates academic credit awarded in recognition of prior learning acquired outside of traditional academic pathways. - “SRCR” stands for Special Course Permission and indicates that special permission was given to take the same course more than twice where no credits were earned in previous attempts. - “SREP” stands for Special Course Repetition and indicates that special permission was given to take the same course more than twice where credits are earned at the initial or second attempt. - “SUPP” stands for Supplemental and indicates that supplemental examination credits and grade obtained are retained and included in the cumulative GPA and assessment GPA. - “TREM” stands for Transfer Credit Received, Credits Removed and indicates that the credit earned for this course is not retained because it is a repetition of a course for which transfer credit has already been awarded. - “TRC” stands for Transfer Credits and indicates transfer credit awarded for a course completed at another institution. - “VALD” stands for Valid and identifies a new course with the same course name and number as other courses previously	- “EXTR” stands for Extra Credits and indicates that the grade is excluded from the GPA calculation but may be used in a future program. - “INC” stands for Incomplete and indicates that a student has not completed required course work, such as a term paper, assignment, or laboratory and that the instructor has agreed to accept the work after the due date. The notation is used only in combination with a letter grade (such as “F/INC,” “C/INC”) and is assigned on the basis that the missing work is weighted as zero. When appropriate, “DNW” and “INC” can be used simultaneously (e.g. “F/INC/DNW”). For information on how to apply to complete courses with an “INC” notation, and the regulations that govern late completion, see Section 16.3.5 Late Completion of Courses with “INC” Notations — Procedures and Regulations . - "INIS" stands for Initial Attempt and indicates the initial attempt of a course for which the student has written a supplemental exam. - “INIT” stands for Initial Attempt and indicates the initial attempt of a course that was subsequently repeated. - “LATE” stands for Late Completion Grade Obtained and indicates the final grade that replaces the grade attached to the initial enrolment. Only the final grade is included in the GPA. (Used from 1977 - 92.) - “MED” stands for Medical and indicates that a student has been unable to write a final examination or complete other assignments due to a long-term medical situation. A “MED” notation carries no grade point value. For information on how to apply for “MED” notations and the regulations that govern them, see Section 16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations . - "NOCR" stands for No Credit and indicates that the credit earned for this course is not retained due to an academic regulation for the course and/or program. - “PEND” stands for Pending, is assigned by the University Registrar, and indicates that the grade is not available at this time. - “PEX” stands for Potential Exemption and indicates a potential exemption for a course still in progress at another institution (no credit value). - “PTR” stands for Potential Transfer Credits and indicates a potential transfer credit for a

Present Text calendar	Proposed Text
enrolled in. It is not considered as a repetition. - “WRKT” stands for Work Term and indicates work completed by a student during a co-operative education work term. These credits are not considered as program credits earned.	course still in progress at another institution. - “REPT” stands for Repeat and indicates that the credit earned for this course is not retained because it is a repetition of a course or of similar course material for which the credit has already been earned. - "REV" stands for Under Review. It indicates that the grade obtained is under review. - “RPT” stands for Report and indicates report work completed by a student in a co-operative education program. These credits are not considered as program credits earned. - "RPL" stands for Recognition of Prior Learning and indicates academic credit awarded in recognition of prior learning acquired outside of traditional academic pathways. - “SRCR” stands for Special Course Permission and indicates that special permission was given to take the same course more than twice where no credits were earned in previous attempts. - “SREP” stands for Special Course Repetition and indicates that special permission was given to take the same course more than twice where credits are earned at the initial or second attempt. - “SUPP” stands for Supplemental and indicates that supplemental examination credits and grade obtained are retained and included in the cumulative GPA and assessment GPA. - “TREM” stands for Transfer Credit Received, Credits Removed and indicates that the credit earned for this course is not retained because it is a repetition of a course for which transfer credit has already been awarded. - "TRA" stands for Technical DEC Transfer Agreement and indicates that credit has been awarded based on an established articulation agreement. - “TRC” stands for Transfer Credits and indicates transfer credit awarded for a course completed at another institution. A TRC will not be awarded for any course recognized as part of a TRA. - “VALD” stands for Valid and identifies a new course with the same course name and number as other courses previously enrolled in. It is not considered as a repetition. - “WRKT” stands for Work Term and indicates work completed by a student during a co-operative education work term. These credits are not considered as program credits earned.

Rationale:

Resource Implications:

Impact Report

Regulations

Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements
Undergraduate -> 2026-2027 Undergraduate Calendar -> University Regulations and Services -> Section 16 Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations
Source of Impact

- Section 16.3.4 Administrative Notations

Summary and Rationale for Changes

This dossier includes two additions to the graduation regulations.

1) Statement on graduation application and conferral

The proposed update includes a reference to degree conferral to ensure it is clear that when a student applies for graduation, their degree will be conferred if they meet the requirements. During the application process, a student must acknowledge that they have read and understand that their application is subject to cancellation at the sole discretion of the University.

In exceptional cases, if the student has submitted in error, they can contact the Office of the Registrar to submit a student request for cancellation.

2) Statement on post-conferral grade changes

The conferral of a degree is a final academic action that certifies the student's academic record and confirms that all requirements necessary for the credential have been met. As such, the academic record upon which the degree is conferred must be considered complete and final.

Permitting grade changes after a degree has been conferred creates significant risks to the integrity, reliability, and permanence of the University's academic records. Employers, professional regulatory bodies, graduate institutions, and government agencies rely on the accuracy and finality of the degree credential and transcript at the time of conferral. Subsequent changes to grades could call into question the validity of degree audits, designations, academic standings, and credential requirements that were assessed before the degree was awarded.

The addition of this statement in the regulation establishes a clear point at which academic records become final.

The text was prepared in consultation with Concordia's Legal Counsel to ensure that there would be no conflict with any related University policies, such as the Academic Code of Conduct.

Resource Implications

n/a

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Bradley Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
Academic Programs Committee, 14 Sep 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 14 Sep 2026

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 14 Sep 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 14 Sep 2026

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 14 Sep 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 14 Sep 2026

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Section 16.1.8 Graduation Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Graduated students - No changes to academic record

Calendar Section Name: Section 16.1.8 Graduation
Calendar Section Type: Regulation
Description of Change: Section 16.1.8 Graduation Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Calendar publication date: 2027/2028/Summer
Type of change: Regulation Change

Path: Undergraduate > 2026-2027 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information

Present Text calendar	Proposed Text
Section 16.1.8 Graduation	Section 16.1.8 Graduation
Degree and certificate candidates who expect to complete requirements in a particular year must apply for graduation to the Office of the Registrar. Students must complete the graduation application online via the Student Hub. The graduation fee is payable whether or not a student attends convocation. Application deadlines and other pertinent information can be found at concordia.ca/graduation . ~~Students~~ enrolled in microprograms are not required to submit an application for graduation, but will receive a letter following completion of their program requirements.	Degree and certificate candidates who expect to complete requirements in a particular year must apply for graduation to the Office of the Registrar. Students must complete the graduation application online via the Student Hub. The graduation fee is payable whether or not a student attends convocation. Application deadlines and other pertinent information can be found at concordia.ca/graduation . Students who apply for graduation and who successfully complete all degree requirements will have their degree conferred in accordance with the University's approved governance and degree-conferral process. Unless expressly permitted by applicable policy, once a degree has been conferred, no part of the academic record underlying that credential may be altered. Students enrolled in microprograms are not required to submit an application for graduation, but will receive a letter following completion of their program requirements.

Rationale:

The proposed update includes a reference to degree conferral to ensure it is clear that when a student applies for graduation, their degree will be conferred if they meet the requirements.

The conferral of a degree is a final academic action that certifies the student's academic record and confirms that all requirements necessary for the credential have been met. As such, the academic record upon which the degree is conferred must be considered complete and final.

Resource Implications:

Impact Report

Regulations

Section 16.1 General Information

Undergraduate -> 2026-2027 Undergraduate Calendar -> University Regulations and Services -> Section 16 Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations

Source of Impact

- Section 16.1.8 Graduation

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-6127 - VERSION : 1

Summary and Rationale for Changes

The admissions criteria for Mature Entry students to the BEng Chemical Engineering are being adjusted in dossier **GCS-CME-5986**.

CHEM 206 is being added to the admission requirements for Cegep students and to the Extended Credit Program and Mature Entry requirements because CHEM 206 is a prerequisite for CHEM 221 Introductory Organic Chemistry I, a core
course in the program.

Resource Implications

n/a

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Effrosyni Diamantoudi, Vice-Provost of Innovation in Teaching and Learning,
Academic Programs Committee, 31 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 31 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Effrosyni Diamantoudi, Provost and Vice-President, Academic,
Academic Programs Committee, 31 Aug 2026

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 07 Aug 2026

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

Engineering Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Admission requirements - MEP applicants BEng Chemical Engineering

Calendar Section Name: Engineering
Calendar Section Type: Regulation
Description of Change: Engineering Change

Proposed: Undergraduate Curriculum Changes

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

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

Calendar publication date: 2027/2028/Summer
Type of change: Regulation Change

Path: Undergraduate > 2026-2027 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Mature Entry > Section 14.2 Program Requirements > Section 14.2.3 Gina Cody School of Engineering and Computer Science

Present Text calendar	Proposed Text
Engineering	Engineering
Mature Entrants to the BEng degree, which requires the completion of a minimum of 120 credits, are also required to complete all outstanding required prerequisites in addition to their program. Prerequisite courses are as follows:	Mature Entrants to the BEng degree, which requires the completion of a minimum of 120 credits, are also required to complete all outstanding required prerequisites in addition to their program. Prerequisite courses are as follows:
CHEM 205	**BEng (all programs except Chemical Engineering)**
MATH 203 , MATH 204 , MATH 205	CHEM 205
PHYS 204 , PHYS 205	MATH 203 , MATH 204 , MATH 205
6 credits chosen from Natural Science courses listed below:	PHYS 204 , PHYS 205
BIOL 201 , BIOL 202 , BIOL 206 , BIOL 261 , BIOL 266 , CHEM 206 , CHEM 217 , CHEM 221 , GEOL 206 , GEOL 208 , PHYS 206 , PHYS 252 , PHYS 260 , PHYS 273 , PHYS 284 , PHYS 367 , PHYS 385 , PHYS 443 , PHYS 445	6 credits chosen from Natural Science courses listed below: BIOL 201 , BIOL 202 , BIOL 206 , BIOL 261 , BIOL 266 , CHEM 206 , CHEM 217 , CHEM 221 , GEOL 206 , GEOL 208 , PHYS 206 , PHYS 252 , PHYS 260 , PHYS 273 , PHYS 284 , PHYS 367 , PHYS 385 , PHYS 443 , PHYS 445
6 credits of courses chosen from the following list:	6 credits of courses chosen from the following list:
General Education Humanities and Social Sciences Electives	General Education Humanities and Social Sciences Electives
English as a Second Language Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.	English as a Second Language Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.
Students should refer to Section 71.110 Complementary Studies for Engineering and Computer Science Students when selecting these courses.	Students should refer to Section 71.110 Complementary Studies for Engineering and Computer Science Students when selecting these courses.
~~Note: In~~ all programs, students may need one or more of MATH	

D1

Present Text calendar	Proposed Text
200 and ~~MATH 201 .~~	
	BEng in Chemical Engineering
~~Note: Some~~ students may require courses in English as a Second Language, as determined by language proficiency testing.	CHEM 205 , CHEM 206
	MATH 203 , MATH 204 , MATH 205
	PHYS 204 , PHYS 205
	3 credits chosen from Natural Science courses listed below:
	BIOL 201 , BIOL 261 , BIOL 206 , BIOL 261 , BIOL 266 , CHEM 217 , GEOL 206 , GEOL 208 , PHYS 206 , PHYS 252 , PHYS 260 , PHYS 273 , PHYS 284 , PHYS 367 , PHYS 385 , PHYS 385 , PHYS 445
	6 credits of courses chosen from the following list:
	General Education Humanities and Social Sciences Electives
	English as a Second Language Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.
	Students should refer to Section 71.110 Complementary Studies for Engineering and Computer Science Students when selecting these courses.
	Note(s):
	In all programs, students may need one or more of MATH 200 and M ATH 201.
	Some students may require courses in English as a Second Language, as determined by language proficiency testing.

Rationale:

Resource Implications:

D2

Impact Report

Undergraduate Program Regular Curriculum Change - GCS-CME-5986 - VERSION : 2

Summary and Rationale for Changes

1. Following implementation of the Chemical Engineering program, CHEM 206 is being added to the admission requirements for Cegep students and to the Extended Credit Program and Mature Entry requirements because CHEM 206 is a prerequisite for CHEM 221 Introductory Organic Chemistry I, a core course in the program. The changes to the Mature Entry requirements are being submitted concurrently by the Registrar's Office in dossier OOTR-OOTR-6127.

2. A note is added to the Natural Science Electives to explain that CHEM 206 and CHEM 221 are not counted toward the Natural Science Electives in the Chemical Engineering program (they are required courses in the Chemical Engineering ECP or Core).

3. A link related to the Cybersecurity Engineering program is updated in Section 71.20.2, and the admission requirements for the Cybersecurity programs are being added to Section 71.10.2.

Resource Implications

Considering the present enrolment in the BEng, currently there are 28 students in the program. Of these 75% have received transfer credit for CHEM 206 from their CEGEP, indicating it is an existing course in the CEGEP programs targeted by our program. The other students are exclusively ECP, MEP, or international transfers. CHEM 206 is presently offered in both fall and winter terms at Concordia. No resource implications are expected, as MEP and ECP students in other engineering programs can choose other natural science electives should CHEM 206 become oversubscribed.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Faye Diamantoudi, Provost and Vice-President, Academic,
APC, 31 Aug 2026

Approved by:

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 08 May 2026

The changes to the Chemical Engineering program were approved by GCS Council. GCS Council document number: ECFC 2026.05.01. Following the GCS Council, minor edits were done in consultation with the Registrar's Office.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 08 May 2026

Approved by:

Otmane Ait Mohamed, Associate Dean (Academic Programs),
ESC Undergraduate Studies Committee, 19 Feb 2026

Summary of Committee Discussion: Department approval

For Submission to:

Otmane Ait Mohamed, Associate Dean, Academic Programs,
Engineering and Computer Science Undergraduate Studies Committee, 19 Feb 2026

Approved by:

Alex De Visscher, Chair, Department of Chemical and Materials Engineering,
CME Department Council, 23 Jan 2026

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
71.20.2 Alternative Entry Programs - ECP			
ECP - Natural Science Electives			

Regulation Changes:

71.10.2 Admission requirements - Applicants from Quebec institutions

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Chemical Engineering - admission requirements, ECP, Mature Entry

Calendar Section Name: Applicants From Quebec Institutions
Calendar Section Type: Regulation
Description of Change: 71.10.2 Admission requirements - Applicants from Quebec institutions

Proposed: Undergraduate Curriculum Changes

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

Department: Department of Chemical and Materials Engineering

Calendar publication date: 2027/2028/Summer
Type of change: Regulation Change

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 71.10 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.10.2 Admission Requirements

Present Text calendar	Proposed Text
Applicants From Quebec Institutions	Applicants From Quebec Institutions
Successful completion of a two - year pre - university Cegep program is required, including the specific courses in the appropriate profile, as follows:	Successful completion of a two - year pre - university Cegep program is required, including the specific courses in the appropriate profile, as follows:
1. BEng (all ~~programs)~~	**1. BEng (all programs except Chemical Engineering)**
Cegep Profile	**Cegep Profile**
Mathematics 201 —	Mathematics 201 —
103 or NYA, 105 or NYC, 203 or NYB	103 or NYA, 105 or NYC, 203 or NYB
Physics 203 —	Physics 203 —
101 or NYA, 201 or NYB	101 or NYA, 201 or NYB
Chemistry 202 —	Chemistry 202 —
101 or NYA	101 or NYA
2. BCompSc - BCompSc in Computer Science –BCompSc Joint Major in Computation Arts and Computer Science –BCompSc Joint Major in Data Science –Minor in Computer Science	**2. BEng in Chemical Engineering** Mathematics 201 — 103 or NYA, 105 or NYC, 203 or NYB Physics 203 — 101 or NYA, 201 or NYB
~~Cegep~~ Profile ~~10.12~~	

Present Text calendar	Proposed Text
Mathematics 201 —	Chemistry 202 —
103 or NYA, 105 or NYC, 203 or NYB	101 or NYA, 201 or NYB
~~3. BCompSc~~ **in Health and Life Sciences**	**3. BCompSc**
Cegep Profile	- BCompSc in Computer Science
Mathematics 201 —	- BCompSc Joint Major in Computation Arts and Computer Science
103 or NYA, 105 or NYC, 203 or NYB	
Physics 203 —	- BCompSc Joint Major in Data Science
101 or NYA, 201 or NYB	
Chemistry 202 —	- Minor in Computer Science
101 or NYA	**Cegep Profile 10.12** Mathematics 201 —
Biology 101 —	103 or NYA, 105 or NYC, 203 or NYB
301 or NYA	**4. BCompSc in Health and Life Sciences**
Applications from graduates of Cegep technology programs will also be considered. Program requirements for successful applicants will be determined on an individual basis.	**Cegep Profile** Mathematics 201 —
	103 or NYA, 105 or NYC, 203 or NYB
	Physics 203 —
	101 or NYA, 201 or NYB
	Chemistry 202 —
	101 or NYA
	Biology 101 —
	301 or NYA
	5. BSc in Cybersecurity
	C egep Profile 10.12
	Mathematics 201
	—103 or NYA, 105 or NYC, 203 or NYB
	Applications from graduates of Cegep technology programs will also be considered. Program requirements for successful applicants will be determined on an individual basis.

Rationale:

1. B.Eng. Chemical Engineering: New section created

CHEM 206 General Chemistry II is a prerequisite for CHEM 221 Introductory Organic Chemistry I, a core course in the Chemical Engineering program. Cegep Chemistry 202 - 201 or NYB (equivalent to CHEM 206) must therefore be added to the admission requirements for Chemical Engineering students.

As the Cegep chemistry requirements for Chemical Engineering students are different from the chemistry requirements for other B.Eng. programs, a new section must be created for the B.Eng. in Chemical Engineering.

2. B.Sc. Cybersecurity: New section created

Following the implementation of the B.Eng. and B.Sc. in Cybersecurity, it was noted that the admissions requirements of the B.Sc. (included in the approved program proposal) had not been added to this section of the Undergraduate Calendar. This oversight is being rectified by adding a new section for this program.

Resource Implications:

Refer to dossier summary page.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Chemical Engineering - admission requirements, ECP, Mature Entry

Calendar Section Name: Extended Credit Program
Calendar Section Type: Defined group
Description of Change: 71.20.2 Alternative Entry Programs - ECP

Proposed: Undergraduate Curriculum Changes

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

Department: Department of Chemical and Materials Engineering

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 71.20 BEng > Section 71.20.2 Alternative Entry Programs > Alternative Entry Programs

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Extended Credit Program	**credits**	Extended Credit Program
Students admitted to an Extended Credit Program under the provisions of Section 13.3 Admission Requirements or under Section 13.8 Selection Process and Notification must successfully complete the requirements of ~~a~~ specific ~~program, as~~ set out in Section 71.30 Department of Electrical and Computer Engineering to Section 71.55 Aerospace Engineering and in the ~~following,~~ Section 71.70.9 Degree Requirements for the BEng in Software Engineering and Section ~~71.100 Concordia Institute for Information Systems~~ Engineering ~~, plus~~ the ~~following courses:~~		Students admitted to an Extended Credit Program for a BEng degree under the provisions of Section 13.3 Admission Requirements or under Section 13.8 Selection Process and Notification must successfully complete the following additional 30 credits to earn the degree. The requirements of specific programs are set out in Section 71.30 Department of Electrical and Computer Engineering to Section 71.55 Aerospace Engineering and in the following sections: Section 71.70.9 Degree Requirements for the BEng in Software Engineering , Section 71.100.1 Course Requirements (BEng in Cybersecurity Engineering) , and Section 71.105 Department of Chemical and Materials Engineering .
~~CHEM~~ 205 General Chemistry I (3) MATH 203 Differential and Integral Calculus I (3) MATH 204 Vectors and Matrices (3) MATH 205 Differential and Integral Calculus II (3) PHYS 204 Mechanics (3) PHYS 205 Electricity and Magnetism (3)		**BEng (all programs except Chemical Engineering)** CHEM 205 General Chemistry I (3) MATH 203 Differential and Integral Calculus I (3) MATH 204 Vectors and Matrices (3) MATH 205 Differential and Integral Calculus II (3) PHYS 204 Mechanics (3) PHYS 205 Electricity and Magnetism (3)
~~Six~~ credits of Natural Science Electives chosen from the list below.		Six credits of Natural Science Electives chosen from the list below.
Six credits chosen from General Education Humanities and Social Sciences Electives . English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.		Six credits chosen from General Education Humanities and Social Sciences Electives

Present Text calendar	Proposed Text
	. English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement. **BEng in Chemical Engineering** CHEM 205 General Chemistry I (3) CHEM 206 General Chemistry II (3) MATH 203 Differential and Integral Calculus I (3) MATH 204 Vectors and Matrices (3) MATH 205 Differential and Integral Calculus II (3) PHYS 204 Mechanics (3) PHYS 205 Electricity and Magnetism (3) Three credits of Natural Science Electives chosen from the list below. Six credits chosen from General Education Humanities and Social Sciences Electives . English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.

Rationale:

Following the implementation of the B.Eng. in Chemical Engineering, the following changes are being made to this section:

1. Section 71.105 Department of Chemical and Materials Engineering is being added to the list of departments with BEng programs in the section that describes the Extended Credit Program for BEng students.

2. A separate list of ECP requirements is being created for the Chemical Engineering program because students are required to take CHEM 206 as a required course (CHEM 206 is a prerequisite for CHEM 221 Introductory Organic Chemistry I, a core course in the Chemical Engineering program). The number of credits of Natural Science Electives is correspondingly reduced from 6 to 3 credits for the Chemical Engineering program since CHEM 206 provides the additional natural science content needed for engineering programs (fulfilled by courses in the Natural Science Electives list).

3. The introductory text and links are modified for clarity and accuracy. There is now a direct link to the B.Eng. in Cybersecurity Engineering rather than linking to the department section (CISE offers both a B.Eng. and B.Sc.; the ECP for the BSc is described elsewhere).

Resource Implications:

Refer to dossier summary page.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: Chemical Engineering - admission requirements, ECP, Mature Entry

Calendar Section Name: Natural Science Electives
Calendar Section Type: Defined group
Description of Change: ECP - Natural Science Electives

Proposed: Undergraduate Curriculum Changes

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

Department: Department of Chemical and Materials Engineering

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 71.20 BEng > Section 71.20.2 Alternative Entry Programs > Alternative Entry Programs > Extended Credit Program

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Natural Science Electives	**credits**	Natural Science Electives
BIOL 201 Introductory Biology (3)		BIOL 201 Introductory Biology (3)
BIOL 202 General Biology (3)		BIOL 202 General Biology (3)
BIOL 206 Elementary Genetics (3)		BIOL 206 Elementary Genetics (3)
BIOL 261 Molecular and General Genetics (3)		BIOL 261 Molecular and General Genetics (3)
BIOL 266 Cell Biology (3)		BIOL 266 Cell Biology (3)
CHEM 206 General Chemistry II (3)		CHEM 206 General Chemistry II (3)
CHEM 217 Introductory Analytical Chemistry I (3)		CHEM 217 Introductory Analytical Chemistry I (3)
CHEM 221 Introductory Organic Chemistry I (3)		CHEM 221 Introductory Organic Chemistry I (3)
GEOL 206 Earthquakes, Volcanoes, and Plate Tectonics (3)		GEOL 206 Earthquakes, Volcanoes, and Plate Tectonics (3)
GEOL 208 The Earth, Moon and the Planets (3)		GEOL 208 The Earth, Moon and the Planets (3)
PHYS 206 Waves and Modern Physics (3)		PHYS 206 Waves and Modern Physics (3)
PHYS 252 Optics (3)		PHYS 252 Optics (3)
PHYS 260 Introductory Biophysics (3)		PHYS 260 Introductory Biophysics (3)
PHYS 273 Energy and Environment (3)		PHYS 273 Energy and Environment (3)
PHYS 284 Introduction to Astronomy (3)		PHYS 284 Introduction to Astronomy (3)
PHYS 367 Modern Physics and Relativity (3)		PHYS 367 Modern Physics and Relativity (3)
PHYS 385 Astrophysics (3)		PHYS 385 Astrophysics (3)
PHYS 443 Quantitative Human Systems Physiology (3)		PHYS 443 Quantitative Human Systems Physiology (3)
PHYS 445 Principles of Medical Imaging (3)		PHYS 445 Principles of Medical Imaging (3)
		Note: CHEM 206 is a required course in the BEng in Chemical Engineering Extended Credit Program and CHEM 221 is included in the Chemical Engineering Core. These courses cannot also be used to satisfy the Natural Science Electives for the Chemical Engineering program.

Present Text calendar	Proposed Text

Rationale:

As CHEM 206 is required in the Extended Credit Program for the BEng in Chemical Engineering and CHEM 221 is taken as a Chemical Engineering Core course, a note is being added under the list of Natural Science Electives to explain that these courses cannot be double-counted toward the Natural Science Electives for the Chemical Engineering program.

Resource Implications:

None.

Impact Report

Defined Groups

BEng in Cybersecurity Extended Credit Program
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 Department of Cybersecurity and Intelligent Systems Engineering -> Section 71.1004 Cybersecurity Extended Credit Program -> Degree Requirements
Source of Impact

- Extended Credit Program

Extended Credit Program
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 71.20.2 Alternative Entry Programs -> Alternative Entry Programs
Source of Impact

- Natural Science Electives[New]

Regulations

Alternative Entry Programs
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 71.20.2 Alternative Entry Programs
Source of Impact

- Extended Credit Program

Applicants From Outside Quebec
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 71.10 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.10.2 Admission Requirements
Source of Impact

- Extended Credit Program

Software Engineering Program
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 71.70.8 Curriculum for the Degree of BEng in Software Engineering
Source of Impact

- Extended Credit Program

Other Units

Addition of **CHEM 206** to **Extended Credit Program** requirement
Source of other unit Impact

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

Addition of **Section 71.105 Department of Chemical and Materials Engineering** to **Extended Credit Program**

requirement
Source of other unit Impact

- Sub Section is housed in Section 71.105 Department of Chemical and Materials Engineering

Addition of **Section 71.100.1 Course Requirements (BEng in Cybersecurity Engineering)** to **Extended Credit Program** requirement
Source of other unit Impact

- Heading is housed in Section 71.100 Department of Cybersecurity and Intelligent Systems Engineering

Amber Saunders

From: Peter Pawelek
Sent: Tuesday, January 27, 2026 4:11 PM
To: Melanie Jane Hazlett
Cc: Alex De Visscher; CME UGrad Programs; Erica Howse; Paul Joyce; Chem & BioChem Department Administrator; Maria Dochia
Subject: Re: Adding CHEM 206 as prerequisite to BEng in Chemical Engineering

Dear Melanie,

Yes, we confirm the consultations, and we concur that addition of the CHEM 206 pre-req to your program is the best approach in terms of curriculum.

Our Department is always open to any students who wish to take our General Chemistry (205/206) courses, and we are confident that GCS will ensure that all of their students, whether in the CME BEng or other programs, will have that opportunity as necessary.

We also agree that resource implications at this early juncture will not be significant. However, as your program ramps up, we'll need to revisit such resource implications to ensure that both of our faculties are sufficiently supporting CHEM 206 and CHEM 221.

Kind regards,

Peter

Peter Pawelek
Professor and Department Chair
Department of Chemistry and Biochemistry
Concordia University
Montreal, Canada

From: Melanie Jane Hazlett <melanie.hazlett@concordia.ca>
Date: Monday, January 26, 2026 at 4:17 PM
To: Peter Pawelek <Peter.Pawelek@concordia.ca>
Cc: Alex De Visscher <alex.devisscher@concordia.ca>, CME UGrad Programs <cme-ugrad@concordia.ca>, Erica Howse <Erica.Howse@concordia.ca>
Subject: Adding CHEM 206 as prerequisite to BEng in Chemical Engineering

Hello Peter,

After consultations with you and your department, we have gone ahead and started the process to add CHEM 206 as a prerequisite to the BEng in Chemical Engineering so that the students can take CHEM 221 as discussed. We have passed it at our Department Council. It is CCMS dossier GCS-CME-5986. I have copied the summary of rationale and resource implications sections below for your reference. As part of the approvals at the GCS Undergradate Studies Committee, we would like to get email confirmation that these consultations have taken place.

Summary of rationale: "Following implementation of the Chemical Engineering program, CHEM 206 is being added to the admission requirements for Cegep students and to the Extended Credit Program and Mature Entry requirements because CHEM 206 is a prerequisite for CHEM 221 Introductory Organic Chemistry I, a core course in the program."

Resource implications: "Considering the present enrolment in the BEng, currently there are 28 students in the program. Of these 75% have received transfer credit for CHEM 206 from their CEGEP, indicating it is an existing course in the CEGEP programs targeted by our program. The other students are exclusively ECP, MEP, or international transfers. CHEM 206 currently exists in the natural science electives list for these students. CHEM 206 is presently offered in both fall and winter terms at Concordia. Therefore there are no resource implications expected, as MEP and ECP students in other engineering programs could choose other natural science electives should CHEM 206 become oversubscribed."

Please confirm,

Best,

Melanie

Melanie Hazlett, Ph.D., P.Eng.
Associate Professor / Professeure associée
Undergraduate Program Director / Directrice du programme de premier cycle
Department of Chemical and Materials Engineering / Département de génie chimique et des matériaux
Gina Cody School of Engineering and Computer Science / École de génie et d'informatique Gina Cody
Centre for NanoScience Research/Centre de recherche en nanosciences
Concordia University / Université Concordia
https://www.mjhazlett.com/
P: (514) 848-2424 x 3197
O: HU-212



Amber Saunders

From: Julie Johnston
Sent: Monday, July 20, 2026 10:26 AM
To: Amber Saunders; Meredith Evans
Subject: Re: BSc Cybersecurity must be added to Section 71.10.2 Admission requirements

Hi Amber,

Yes, please go ahead and add the change to that dossier.

Thanks!

Julie

Julie Johnston
Manager, Curriculum Innovation and Development
Office of the Provost, Concordia University
GM Building, Room 806
1550 de Maisonneuve Blvd. West
Montreal, QC H3G 1M8
Cell : (438) 820-7784
Email: julie.johnston@concordia.ca

From: Amber Saunders <amber.saunders@concordia.ca>
Sent: Monday, July 20, 2026 9:33 AM
To: Meredith Evans <m.evans@concordia.ca>
Cc: Julie Johnston <julie.johnston@concordia.ca>
Subject: RE: BSc Cybersecurity | to submit to APC

Hi Meredith,

I'm well, thanks, hope your summer is going well! Thanks for noticing; thought we'd captured all these but apparently not!

Julie, I have a dossier to submit to APC for Section 71.10.2 for changes to Chem Eng admission requirements for the 1st or 2nd APC meeting (August or October); is it OK if I add this change (add a BSc section) in that dossier?

Thanks,

Amber Saunders
Facilitator, Academic Programs and Accreditation
Gina Cody School of Engineering and Computer Science | Concordia University
514-848-2424 Ext: 4936

From: Meredith Evans <m.evans@concordia.ca>
Sent: Tuesday, July 14, 2026 10:43 AM
To: Amber Saunders <amber.saunders@concordia.ca>

Cc: Julie Johnston <julie.johnston@concordia.ca>
Subject: BSc Cybersecurity

Hi Amber,

I hope you're well.

When my team started working with the calendar for the new BSc program, they pointed out that the Section 71.10.2 Admission Requirements mentions BEng and BCompSci, but has no reference to the BSc.

We've been thinking about how to display admission requirements in general, but I wanted to point out that the BSc is not referenced in this section.

Thanks,
Meredith

Meredith Evans, MPPPA | Associate Registrar, Academic Records, Policies and Exams | Registraire adjointe, dossiers scolaires, politiques pédagogiques et examens
Concordia University | Université Concordia
1-514-848-2424 ext. 2628 | m.evans@concordia.ca

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 the University is located. 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.

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Section 71.10 Gina Cody School of Engineering and Computer Science

Gina Cody School of Engineering and Computer Science

concordia.ca/ginacody.html

Mission Statement

The Gina Cody School of Engineering and Computer Science is dedicated to providing high-quality and comprehensive undergraduate and graduate curricula, to promoting high-calibre research, and to the development of the profession of engineering and computer science in an ethical and socially responsible manner. We strive to prepare graduates to solve real world problems with excellent professional skills leading to superior career opportunities.

Section 71.10.1 Programs Offered

The following programs are offered in the Gina Cody School of Engineering and Computer Science:

1. BEng degrees including the following: BEng in Aerospace Engineering, BEng in Building Engineering, BEng in Chemical Engineering, BEng in Civil Engineering, BEng in Computer Engineering, BEng in Cybersecurity Engineering, BEng in Electrical Engineering, BEng in Industrial Engineering, BEng in Mechanical Engineering, and BEng in Software Engineering.
2. BCompSc in Computer Science.
3. BSc in Cybersecurity.
4. Minor in Computer Science.
5. Certificate in Science and Technology.

The requirements for the programs are different, and the appropriate sections of the calendar must be consulted for each.

Section 71.10.2 Admission Requirements

Admission Requirements

General admission requirements are listed in Section 13 Admission Regulations.

In addition, the following specific requirements exist for the various programs. Applicants should specify their choice of program on their application.

Students entering the Gina Cody School of Engineering and Computer Science are presumed to have acquired some familiarity with computers and programming, either through a course or through time spent working with a personal or other computer.

Applicants From Quebec Institutions

Successful completion of a two-year pre-university Cegep program is required, including the specific courses in the appropriate profile, as follows:

1. BEng (all programs except Chemical Engineering)

Cegep Profile

Mathematics 201 —

103 or NYA, 105 or NYC, 203 or NYB

Physics 203 —

101 or NYA, 201 or NYB

Chemistry 202 —

101 or NYA

2. BEng in Chemical Engineering

Mathematics 201

—103 or NYA, 105 or NYC, 203 or NYB

Physics 203 —

101 or NYA, 201 or NYB

Chemistry 202 —

101 or NYA, 201 or NYB

3. BCompSc

- BCompSc in Computer Science
- BCompSc Joint Major in Computation Arts and Computer Science
- BCompSc Joint Major in Data Science
- Minor in Computer Science

Cegep Profile 10.12

Mathematics 201 —

103 or NYA, 105 or NYC, 203 or NYB

4. BCompSc in Health and Life Sciences

Cegep Profile

Mathematics 201 —

103 or NYA, 105 or NYC, 203 or NYB

Physics 203 —

101 or NYA, 201 or NYB

Chemistry 202 —

101 or NYA

Biology 101 —

301 or NYA

5. BSc in Cybersecurity

Cegep Profile 10.12

Mathematics 201

—103 or NYA, 105 or NYC, 203 or NYB

Applications from graduates of Cegep technology programs will also be considered. Program requirements for successful applicants will be determined on an individual basis.

Applicants From Outside Quebec

Academic qualifications presented by students applying from institutions outside Quebec should be comparable to those expected of students applying from within Quebec.

Where the pre-university education is shorter than in Quebec, students may be considered for admission to the first year of the Extended Credit Program. (See Section 13.3.2 Applicants from Secondary School Curriculums from Outside Quebec to Section 13.3.6 Former Concordia Students; and Extended Credit Program under Section 71.20.2 Alternative Entry Programs; and Section 71.70.3 Extended Credit Program).

Mature Entry

Admission requirements are listed in Section 14 Alternative Entry under Mature Entry.

Section 71.10.3 Academic Regulations

Notes

- Students should refer to the Academic Regulations of the University in Section 16 Academic Information: Definitions and Regulations.

Definitions

Assessable courses: all record entries of courses listed in this Concordia Calendar for which a grade point value is specified in Section 16.1.11 Grading System. However, any course which is a requirement for admission to a program offered by the Gina Cody School of Engineering and Computer Science will not be counted unless specifically listed on the student's admission letter.

Dean's Office: appropriate member of the Dean's Office, normally the Associate Dean, Student Academic Service.

Program of Study: course requirements in effect at the time of the latest admission or readmission to a program, for example, BEng in Civil Engineering or BCompSc in Computer Science, including modifications on an individual basis as specified or approved in writing by the Dean's Office, or the Student Request Committee of the GCS Council.

Grade Points: as defined in Section 16.1.11 Grading System under Section 16.1 General Information of this Calendar.

Assessment Grade Point Average (AGPA): as defined in Section 16.3.10 Academic Performance.

Academic Year: a period which begins with a summer session followed by a regular session (fall and winter).

Objectives

The objectives of these regulations are:

1. to ensure that the GCS can certify that all of its graduates are qualified to enter their profession, and
2. to ensure that students can, with the assistance or intervention of the GCS, assess themselves objectively and plan programs of study designed to meet their individual needs.

Grading System

See Section 16.1.11 Grading System for the Concordia grading system.

Note: Although a "C-" grade is designated as satisfactory, an AGPA of at least 2.00 for the assessment period is required for acceptable standing in the Gina Cody School of Engineering and Computer Science.

Regulations

1. Students' standings are assessed at the end of each academic year providing they have attempted at least 12 credits subsequent to their previous assessment, or in the case of a first assessment, subsequent to their admission to a program of study.
   Standings of students who have attempted less than 12 credits since their last assessment are assessed as follows:
   - The standings of potential graduates are determined on the basis that these credits constitute an extension of the last assessment period.
   - The standings of other students are determined at the end of the academic year in which they have attempted a total of at least 12 credits since their last assessment.
2. Students' standings are determined according to the following criteria.

Acceptable Standing

An AGPA of at least 2.00 for the assessment period.

Students in acceptable standing may proceed subject to the following conditions: any failing grade must be cleared by repeating and passing the failed course; or in the case of an elective, by replacing the failed course by an alternative within the same group of electives and passing this course. Any variation must be approved by the Dean's Office.

Conditional Standing

An AGPA of at least 1.50 but less than 2.00 for the assessment period.

Students in conditional standing may proceed subject to the following conditions.

1. They must successfully repeat all core courses in which failing grades were obtained. These courses must be repeated within one academic year of the annual assessment.
2. In no case will the number of credits exceed 15 per term.
3. They must obtain acceptable standing at the time of their next assessment.

Failed Standing

Failure to meet the criteria for acceptable or conditional standing, or remaining in conditional standing for two consecutive assessments.

Failed students may apply for readmission through the Dean's Office – Student Academic Services. If readmitted, they will be placed on academic probation. The Application for Readmission form is available in the Student Academic Services Office or can be obtained from the Student Academic Services website located at: concordia.ca/ginacody.

Full consideration will be given to all applications that have been received by the deadline indicated on the Application for Readmission form. Every attempt will be made to inform students regarding the status of their application by August 1 of each year.

Students who are in failed standing and have been absent from their program for nine consecutive terms should refer to Section 71.10.4 Registration Regulations since a new application for admission is required.

No students will be readmitted for the winter term or summer session.

Readmitted students are subject to the following regulations:

1. They must successfully repeat all core courses in which failing grades were obtained.
2. They must repeat all core courses in which they obtained grades in the "D" range for the academic year in which they were assessed as failed, and any previous outstanding repeats.
3. Courses specified in 1) and 2) above must be repeated within one academic year of the annual assessment. A grade of C- or better must be obtained in these courses in order to graduate.
4. They must successfully complete all courses they are required to repeat prior to further registration in other courses. In no case will the number of credits exceed 12 per term.
5. They must return to acceptable standing at the time of their next assessment.
6. Other conditions may be applied as deemed appropriate by the Dean's Office.

Supplemental Examinations

Students may apply to write a supplemental examination by submitting a *Student Request* form if they meet the conditions listed below; however, meeting the conditions does not guarantee approval of the request. Supplemental examinations must be passed with a minimum grade of C- in order to graduate. Granting a supplemental exam will be considered if all of the following conditions are met:

1. Students are in acceptable academic standing. Students in conditional or failed standing (see Regulations for Failed Students and Students in Conditional Standing) may not write a supplemental examination.
2. The grade for the course is not "R" or "NR," and there is no grade notation "DNW" or "PEND."
3. Students have not previously written a supplemental examination for any course. Only one supplemental examination will be granted over a student's career in a particular program in the GCS.
4. A supplemental examination is considered only for students who are potential graduates for the next spring or fall and only if the course cannot be repeated or replaced before graduation. For summer courses, a supplemental examination is considered only in cases where the students are potential graduates for the next fall.
5. If approved, for fall courses (term designation /2), students may write the supplemental examination in February; for winter courses (term designation /4), students may write in August; and for summer-session courses (session designation /1), students may write in October.
6. In all cases, supplemental examinations shall be considered only when, as a condition for passing the course, it is required that students pass the final examination regardless of its weighting; or where the final examination contributes 50 per cent or more of the final grade. Students failing a course which comprises entirely, or in part, a laboratory or similar practicum, are not eligible to write a supplemental examination. The GCS reserves the right to obtain the course instructor's feedback regarding adequate performance in course components other than the final examination in order to make a decision regarding approval of the supplemental exam.

Section 71.10.4 Registration Regulations

Registration Regulations

1. Students in the Gina Cody School of Engineering and Computer Science who have been absent from their program for six consecutive terms or more will be officially withdrawn from their program by the GCS and must submit a student request and meet with the appropriate advisor in order to resume their program and be made aware of possible program modifications. Lapsed students who have been absent from their program for 12 consecutive terms or more must submit a new application for admission through the Concordia website: concordia.ca. Students in failed standing at the time of their last registration must submit a new application if absent for more than nine consecutive terms or if the equivalent of 12 credits or more have been attempted at another institution.
2. Except for students registered for the co-operative format, the maximum load in the summer sessions is 14 credits, with no more than eight credits in either of its terms. In the fall and winter terms, the maximum load is 19 credits, except for students registered in the co-operative format. Students taking any of the Capstone courses (AERO 490, BLDG 490, CIVI 490, COEN 490, ELEC 490, INDU 490, MECH 490 or SOEN 490) are limited to 14 credits in each of the fall and winter terms exclusive of the Capstone course.

3. Students from outside the Gina Cody School of Engineering and Computer Science must obtain permission in writing from the Student Academic Services Office prior to registering in any 300-level course other than those listed in the Certificate in Science and Technology, and the Engineering Core, or any 400-level courses offered by the GCS.

Prerequisites

1. Students are responsible for ensuring that they have successfully completed all prerequisites to a course before attempting to register for the course.
2. Students must complete all 200-level courses required for their program before registering for any 400-level courses.
3. All 200-level courses within the program which are prerequisites for other courses must be completed with a C- or higher. A 200-level course in which a student has obtained a D+ or lower must be repeated before attempting a course for which it is a prerequisite.
4. The GCS reserves the right to withdraw a student who has registered for a course without satisfactorily completing all prerequisites.

Section 71.10.5 Graduation Regulations

Graduation Regulations

Students must satisfy all program requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. The standings of potential graduates who have attempted less than 12 credits since their last assessment are determined on the basis that these credits constitute an extension of the last assessment period.

Students who fail to meet acceptable standing but meet conditional standing or those who are readmitted from failed standing will have the following options:

1. register for 12 credits and meet the criteria for acceptable standing;
2. register for fewer than 12 credits. In this case, the student's standing will be determined after adding the grade points obtained for these credits to those included in the calculation of the GPA of the last assessment period.

Section 71.10.6 Availability of Programs

Availability of Programs

Full-time students in the Engineering program normally follow an eight-term sequence. In general, introductory level courses are offered in both day and evening. Subject to the Registration Regulations in Section 71.10.4 Registration Regulations above, a student may register on a part-time basis. Further information on sequencing may be found in the Undergraduate Program Guide issued by the Dean's Office.

Section 71.10.7 Curriculum Requirements and Course Sequences

Curriculum Requirements and Course Sequences

All students in Engineering programs are required to meet the Canadian Engineering Accreditation Board (CEAB) standards. Students are required to graduate having met the substantial equivalent of the curriculum in force in the winter term prior to degree conferral. It is the student's responsibility to ensure that their course selection meets the program requirements for their graduation. To accommodate this requirement, students are provided with course equivalencies and course sequences on the Student Academic Services website at concordia.ca/ginacody/students/academic-services.

Engineering students should follow the outlined cohort sequence for their program. Failure to do so may result in scheduling problems, the unavailability of courses, or ultimately an extension in the time period to complete their program.

Section 71.10.8 Co-operative Education in the Gina Cody School of Engineering and Computer Science

The Co-operative Format

The Institute for Co-operative Education offers a number of work-integrated learning opportunities to students in the Gina Cody School of Engineering and Computer Science. Work-integrated learning is a model of experiential learning that bridges the academic program and the world of work. It provides students with the opportunity to combine study with paid work terms in their chosen fields.

Co-operative Education Programs

The co-op format is available in the following programs in the BCompSc, BSc and BEng degrees:

- BEng in Aerospace Engineering
- BEng in Building Engineering
- BEng in Chemical Engineering
- BEng in Civil Engineering
- BEng in Computer Engineering
- BCompSc in Computer Science
- BSc in Cybersecurity
- BEng in Cybersecurity Engineering
- BEng in Electrical Engineering
- BEng in Industrial Engineering
- BEng in Mechanical Engineering
- BEng in Software Engineering

The academic content is identical to that of the regular programs with three work terms interspersed with study terms. However, in order to continue their studies in the co-operative format in the Gina Cody School of Engineering and Computer Science, or to graduate from one of its programs as members of the Institute for Co-operative Education, students must satisfy the following conditions:

(i) must be in acceptable standing and maintain a cumulative grade point average (CGPA) of at least 2.50 in their program (the CGPA is calculated in the manner described in Section 16.3.10 Academic Performance under Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements);

(ii) be assigned a grade of pass for each of the three work-term courses (CWTE or CWTC). Under certain conditions, students may be placed on co-op probation status;

(iii) remain in their designated work study sequence. Any deviations must have prior approval by the director of the Institute for Co-operative Education in consultation with the co-op program director in their department.

For a full description of the co-operative education program format and requirements, please refer to Section 24 Institute for Cooperative Education of this Calendar.

Regulations for Work Terms

1. Successful completion of the work terms shown in the Co-op Schedule indicated in Section 24 Institute for Cooperative Education is a prerequisite for graduation as a member of the Institute for Co-operative Education.
2. Work-term job descriptions are screened by the co-op coordinator. Only jobs approved by the Institute for Co-operative Education will be accepted as being suitable for the work-term requirements.
3. Work-term jobs are full-time employment normally for a minimum of 12 consecutive weeks (14 to 16 weeks preferably).
4. A work-term report must be submitted each work term on a subject related to the student's employment. This report must be submitted to the Institute for Co-operative Education on or before the deadline shown in Section 24 Institute for Cooperative Education. Grammar and content of work-term reports are evaluated by the Institute for Co-operative

Education and the technical aspects are evaluated by the co-op program director responsible. Evidence of the student's ability to gather material relating to the job, analyze it effectively, and present it in a clear, logical, and concise form is required in the report.

5. The required communication component consists of an oral presentation on a technical subject or engineering task taken from the student's work environment. The presentation will be given on campus in a formal setting after students have returned to their study term. A written summary is also required. Guidelines for the preparation of this oral presentation are provided in the Co-op Student Handbook.
6. Work terms will be evaluated for satisfactory completion. Assessment is based upon the employer evaluation of performance, the work-term report and communication component which together constitute the job performance as related to the whole work term. Students must pass all required components. The grade of pass or fail will be assigned to each of the work-term courses. A failing grade will result in the student's withdrawal from the Institute for Co-operative Education.

Section 71.10.9 Concordia Institute for Aerospace Design and Innovation (CIADI)

CIADI

The Concordia Institute for Aerospace Design and Innovation (CIADI) promotes awareness and provides leading-edge know-how among Engineering students and practising engineers in design and innovation, particularly in the field of aerospace, with emphasis on its multidisciplinary nature. While some members of the Institute may enter their field upon completion of their degree, the initiation into research provided to CIADI members is helpful to students who wish to pursue graduate studies in the field of aerospace.

Aerospace Industry Projects

Students may register in one or two three-credit Aerospace Industry Project courses, IADI 301 and IADI 401. These courses are three-credit extension courses. They are above and beyond the credit requirements of the student's program and are not transferable, nor are they included in the full- or part-time assessment status.

A grade of pass or fail will be awarded based on the evaluation of the final report as well as an assessment provided by the industry project supervisor.

Professional Development and Experiential Learning

CIADI encourages students to enhance their academic portfolio and participate in professional development and experiential learning activities offered by the Institute. Students who have completed a minimum of six hours of professional development and experiential learning activities provided by CIADI may request to register in IADI 420, a zero-credit course that will appear on their official transcript.

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Section 71.20.2 Alternative Entry Programs

Alternative Entry Programs

The Gina Cody School of Engineering and Computer Science offers three additional paths for students to pursue their engineering degrees:

Mature Entry Program

Extended Credit Program

Kaié:ri Nikawerá:ke Indigenous Bridging Program

Mature Entry Program

Please see Section 14.2.3 Gina Cody School of Engineering and Computer Science for details regarding the Engineering Mature Entry Requirements.

Extended Credit Program

Students admitted to an Extended Credit Program for a BEng degree under the provisions of Section 13.3 Admission Requirements or under Section 13.8 Selection Process and Notification must successfully complete the following additional 30 credits to earn the degree.

The requirements of specific programs are set out in Section 71.30 Department of Electrical and Computer Engineering to Section 71.55 Aerospace Engineering and in the following sections: Section 71.70.9 Degree Requirements for the BEng in Software Engineering , Section 71.100.1 Course Requirements (BEng in Cybersecurity Engineering) , and Section 71.105 Department of Chemical and Materials Engineering .

BEng (all programs except Chemical Engineering)

- CHEM 205 General Chemistry I (3.00)
- MATH 203 Differential and Integral Calculus I (3.00)
- MATH 204 Vectors and Matrices (3.00)
- MATH 205 Differential and Integral Calculus II (3.00)
- PHYS 204 Mechanics (3.00)
- PHYS 205 Electricity and Magnetism (3.00)

Six credits of Natural Science Electives chosen from the list below. Students admitted to the BEng in Chemical Engineering must take CHEM 206 as one of the Natural Science Electives.

Six credits chosen from General Education Humanities and Social Sciences Electives . English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.

BEng in Chemical Engineering

- CHEM 205 General Chemistry I (3.00)
- CHEM 206 General Chemistry II (3.00)

- MATH 203 Differential and Integral Calculus I (3.00)
- MATH 204 Vectors and Matrices (3.00)
- MATH 205 Differential and Integral Calculus II (3.00)
- PHYS 204 Mechanics (3.00)
- PHYS 205 Electricity and Magnetism (3.00)

Three credits of Natural Science Electives chosen from the list below.

Six credits chosen from General Education Humanities and Social Sciences Electives . English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.

Natural Science Electives

- BIOL 201 Introductory Biology (3.00)
- BIOL 202 General Biology (3.00)
- BIOL 206 Elementary Genetics (3.00)
- BIOL 261 Molecular and General Genetics (3.00)
- BIOL 266 Cell Biology (3.00)
- CHEM 206 General Chemistry II (3.00)
- CHEM 217 Introductory Analytical Chemistry I (3.00)
- CHEM 221 Introductory Organic Chemistry I (3.00)
- GEOL 206 Earthquakes, Volcanoes, and Plate Tectonics (3.00)
- GEOL 208 The Earth, Moon and the Planets (3.00)
- PHYS 206 Waves and Modern Physics (3.00)
- PHYS 252 Optics (3.00)
- PHYS 260 Introductory Biophysics (3.00)
- PHYS 273 Energy and Environment (3.00)
- PHYS 284 Introduction to Astronomy (3.00)
- PHYS 367 Modern Physics and Relativity (3.00)
- PHYS 385 Astrophysics (3.00)
- PHYS 443 Quantitative Human Systems Physiology (3.00)
- PHYS 445 Principles of Medical Imaging (3.00)

Note: CHEM 206 is a required course in the BEng in Chemical Engineering Extended Credit Program and CHEM 221 is included in the Chemical Engineering Core. These courses cannot also be used to satisfy the Natural Science Electives for the Chemical Engineering program.

Kaié:ri Nikawerá:ke Indigenous Bridging Program

The Kaié:ri Nikawerá:ke Indigenous Bridging Program for BComm is offered to eligible Indigenous students, specifically First Nations, Métis and Inuit peoples whose communities are located in Canada, who do not meet the normal admission requirements. Students will acquire the prerequisite courses and skills in order to access and transition into the undergraduate program of their choice at Concordia University. For the admissions criteria, please see Section 14.5 Admission as a Kaié:ri Nikawerá:ke Indigenous Bridging Program Student.

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

concordia.ca/academics/undergraduate/indigenous-bridging-beng

Requirements

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

Kaié:ri Nikawerá:ke Indigenous Bridging Program (30 credits)

Note: This program is composed of 30 academic credits and 6 Complementary University Credits (CUC).

6 Complementary University Credits:

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

Note: The following courses cannot be used for credit in any Gina Cody School degree or Certificate program: KNBP 200, KNBP 201; UNSS 200, UNSS 201.

21 credits:

- ENCS 272 Composition and Argumentation for Engineers (3.00)
- ENCS 282 Technical Writing and Communication (3.00)
- ENGR 201 Professional Practice and Responsibility (1.50)
- ENGR 202 Sustainable Development and Environmental Stewardship (1.50)
- MATH 201 Elementary Functions (3.00)
- MATH 203 Differential and Integral Calculus I (3.00)
- MATH 205 Differential and Integral Calculus II (3.00)
- PHYS 204 Mechanics (3.00)

Note: The following courses cannot be used for credit in any Gina Cody School degree or Certificate program: ENCS 272.

3 credits chosen from:

- BIOL 201 Introductory Biology (3.00)
- BIOL 202 General Biology (3.00)

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

Optional Course

- PHYS 224 Introductory Experimental Mechanics (1.00)

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

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US-2026-5-D5
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of November 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Minor in Data Science (AS-MATH-5568)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new Minor in Data Science (AS-MATH-5568) for approval.

BACKGROUND:

The Department of Mathematics and Statistics proposes to offer a 24-credit Minor in Data Science. The Minor aims to provide training in fundamental statistics, mathematics, and computer programming for students who are pursuing a Major or Specialization outside of the Department of Mathematics and Statistics.

By design, the knowledge and analytical skills developed from the proposed Minor are not linked to a specific discipline. Courses will emphasize theory, applications, and programming skills that students can utilize in a variety of fields.

The fundamental mathematical and statistical courses will help to develop the necessary theoretical knowledge and technical tools in order to better understand the subsequent more applied content specific to data science.

Based on consultations with these Science departments, this Minor most likely is best aligned with students from the BSc Systems and Information Biology Honours or Specialization program, the BSc Neuroscience Honours of Specialization program, and the BSc Physics Honours, Specialization, or Major program. In addition, students pursuing a Science degree from Faculty of Arts and Science departments such as Biology, Chemistry and Biochemistry, Physics, Psychology, and Health, Kinesiology, and Applied Physiology are the wider target audience. Through a limited number of courses, students of this Minor will obtain a high-level quantitative overview of data science theory and methods.

This proposal utilizes existing courses already offered for students in two existing Majors in the Department: the Major of Mathematics and Statistics, and the Joint Major in Data Science. Thus, students receive training from well-established and tested courses.

The dossier was recommended by the APC to Senate for approval.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new Minor in Data Science (AS-MATH-5568), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: October 29, 2026

ACADEMIC PROGRAMS COMMITTEE
Bradley Nelson, PhD
November 6, 2026

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

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

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

Office of the Registrar

OOR-OOR-6116; **APC-2026-5-D1**

- Regulation changes
- **Summary:** An amendment is proposed to clarify the calculation of full-time and part-time status, as the existing regulations imply that the annual credit load can be considered when determining full-time and part-time status, which is not the case.

OOR-OOR-6117; **APC-2026-5-D2**

- Regulation changes
- **Summary:** A new "TRA" notation is created to enable compliance with RAC reporting requirements under the Bilan Annuel – RAC framework by clearly distinguishing articulation agreement credits from other transfer credits,

OOR-OOR-6118; **APC-2026-6-D1**

- Regulation changes
  Summary: The proposed update includes a reference to degree conferral to ensure it is clear to students that if they apply for graduation, their degree will be conferred if they meet the requirements, and once a degree has been conferred, no part of the academic record underlying that credential may be altered.

OOTR-OOTR-6127; **APC-2026-5-D3**

- Regulation changes
- **Summary:** CHME 206 is added to the admission requirements for Cegep students and to the Mature Entry requirements for the BEng in Chemical Engineering because it is a prerequisite for a core course in the program.

Faculty of Arts and Science

AS-MATH-5568; **APC-2026-5-D5**

- New Minor in Data Science

Department of Religions and Cultures
AS-RELI-6013; **APC-2026-6-D5**

- New Microprogram in Exploring Spiritual Worlds

Department of Sociology and Anthropology
AS-SOAN-6068; **APC-2026-6-D6**

- New Certificate in Sociology

AS-SOAN-6069; **APC-2026-6-D7**

- New Certificate in Anthropology

Gina Cody School of Engineering and Computer Science

Department of Chemical and Materials Engineering
GCS-CME-5986; **APC-2026-5-D9**

- Extended Credit Program changes
- Regulation changes
- **Summary:** CHEM 206 is added to the admission requirements for Cegep students and to the ECP requirements because it is a prerequisite for a core course in the BEng in Chemical Engineering; a note is also added to the Natural Science Electives to explain that CHEM 206 and CHEM 221 are not counted toward the Natural Science Electives in the Chemical Engineering program; a link related to the Cybersecurity Engineering program is updated in Section 71.20.2; and admission requirements for the Cybersecurity programs are added to Section 71.10.2.



Bradley Nelson, PhD
Deputy Provost and Vice-Provost, Student Life and Experience
October 16, 2026

New Undergraduate Program (Fast Track) - AS-MATH-5568 - VERSION : 4

Summary and Rationale for Changes

The Department of Mathematics and Statistics proposes to offer a 24-credit Minor in Data Science. The Minor aims to provide training in fundamental statistics, mathematics, and computer programming for students who are pursuing a Major or Specialization outside of the Department of Mathematics and Statistics. By design, the knowledge and analytical skills developed from the proposed Minor are not linked to a specific discipline. Courses will emphasize theory, applications, and programming skills that students can utilize in a variety of fields. The fundamental mathematical and statistical courses will help to develop the necessary theoretical knowledge and technical tools in order to better understand the subsequent more applied content specific to data science.

Based on consultations with these Science departments, this Minor most likely is best aligned with students from the BSc Systems and Information Biology Honours or Specialization program, the BSc Neuroscience Honours of Specialization program, and the BSc Physics Honours, Specialization, or Major program. In addition, students pursuing a Science degree from FAS departments such as Biology, Chemistry and Biochemistry, Physics, Psychology, and Health, Kinesiology, and Applied Physiology are the wider target audience.

Through a limited number of courses, students of this Minor will obtain a high-level quantitative overview of data science theory and methods. Importantly, this proposal utilizes existing courses already offered for students in two existing Majors in the Department: the Major of Mathematics and Statistics, and the Joint Major in Data Science. Thus, students receive training from well-established and tested courses.

Resource Implications

None.

New Undergraduate Program (Fast Track) - AS-MATH-5568 - VERSION : 4

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Effrosyni Diamantoudi, Provost,
Academic Programs Committee, 31 Aug 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 16 Jun 2026

This proposed 24-credit Minor in Data Science aims to provide training in fundamental statistics, mathematics, and computer programming for students who are pursuing a Major or Specialization outside of the Department of Mathematics and Statistics. The department utilizes existing courses already offered in the Major in Mathematics and Statistics, and the Joint Major in Data Science. Students pursuing a Science degree from FAS departments such as Biology, Chemistry and Biochemistry, Physics, Psychology, and Health, Kinesiology, and Applied Physiology are the target audience. Students completing this Minor will develop skills in data analysis through courses in computer programming and fundamental aspects of data science and choose from options to further advance their data analysis and interpretation skills.

Proof of consultation with the Department of Philosophy has been requested relative to the addition of PHIL 389.

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

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 16 Jun 2026

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

Summary of Committee Discussion: Department Approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 22 May 2026

Approved by:

Nadia Hardy, Associate Chair, Department of Mathematics and Sttistics,
Mathematics and Statistics Department Council, 13 Apr 2026

These proposals were approved by the department's curriculum committee on March 30, 2026 and by the department's council on April 13, 2026.

Minor in Data Science

Program Requirements

Minor in Data Science (24 credits)

21.0 credits:

- COMP 218 Fundamentals of Programming (3.00)
- MAST 218 Multivariable Calculus I (3.00)
- MAST 221 Applied Probability (3.00)
- MAST 333 Applied Statistics (3.00)
- MAST 387 Data Science Lab (3.00)
- STAT 280 Introduction to Statistical Programming (3.00)
- STAT 380 Statistical Learning (3.00)

Note: Students who have previously completed any of the required courses, or an equivalent course, must replace it with a course from the electives list.

3.0 credits chosen from:

- ENCS 393 Social and Ethical Dimensions of Information and Communication Technologies (3.00)
- MAST 331 Mathematical Modelling (3.00)
- MAST 324 Introduction to Optimization (3.00)
- MAST 334 Numerical Analysis (3.00)
- MAST 397 Topics in Mathematics and Statistics (3.00)
- PHIL 389 Epistemology and Ethics in the Digital Age (3.00)
- STAT 385 Introduction to Neural Networks (3.00)
- STAT 480 Statistical Consulting and Data Analysis (3.00)

Note: Students may apply a MAST 398 course to these program requirements, with permission of the department.

Notes

- Students entering the Minor in Data Science should have completed: MATH 204 and MATH 205; or MATH 208 and MATH 209; or equivalent.

- This minor is not open to students registered in: the BCompSci Joint Major in Data Science; any program leading to an undergraduate degree in the Section 31.200 Department of Mathematics and Statistics.

- Students are responsible for satisfying their particular degree requirements.

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Summary of Changes (New Undergraduate Program (Fast Track))

Regulation Changes:

- Program Requirements New
- Notes New

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: 2027-28 New Minor in Data Science

Calendar Section Name: Program Requirements
Calendar Section Type: Regulation
Description of Change: Program Requirements New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics

Calendar publication date: 2027/2028/Summer
Type of change: New Regulation

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Mathematics and Statistics Programs > Data Science > Minor in Data Science

Present Text calendar	Proposed Text
	Program Requirements

Rationale:
Standard heading added.

Resource Implications:
None.

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: 2027-28 New Minor in Data Science

Calendar Section Name: Minor in Data Science
Calendar Section Type: Program
Description of Change: Minor in Data Science New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics
Program Name: Minor in Data Science
Program Type: Minor
Degree: Minor

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Mathematics and Statistics Programs > Data Science > Minor in Data Science > Program Requirements

Type of Change: New Program

Present Text calendar	**Proposed Text**
credits	**24 credits** Minor in Data Science
0	~~0~~ 21 credits: COMP 218 Fundamentals of Programming (3) MAST 218 Multivariable Calculus I (3) MAST 221 Applied Probability (3) MAST 333 Applied Statistics (3) MAST 387 Data Science Lab (3) STAT 280 Introduction to Statistical Programming (3) STAT 380 Statistical Learning (3) Note: Students who have previously completed any of the required courses, or an equivalent course, must replace it with a course from the electives list. 3 credits chosen from: ENCS 393 Social and Ethical Dimensions of Information and Communication Technologies (3) MAST 331 Mathematical Modelling (3) MAST 324 Introduction to Optimization (3) MAST 334 Numerical Analysis (3) MAST 397 Topics in Mathematics and Statistics (3) PHIL 389 Epistemology and Ethics in the Digital Age (3) STAT 385 Introduction to Neural Networks (3) STAT 480 Statistical Consulting and Data Analysis (3) Note: Students may apply a MAST 398 course to these program requirements, with permission of the

department.

Rationale:

The Department of Mathematics and Statistics proposes to offer a 24-credit Minor in Data Science. The Minor aims to provide training in fundamental statistics, mathematics, and computer programming for students who are pursuing a Major or Specialization outside of the Department of Mathematics and Statistics. By design, the knowledge and analytical skills developed from the proposed Minor are not linked to a specific discipline. Courses will emphasize theory, applications, and programming skills that students can utilize in a variety of fields.

Many students may have completed, for example, an applied statistics course equivalent to MAST 333. In such case, they will be required to replace this course with another 3-credit course from the program electives list.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: 2027-28 New Minor in Data Science

Calendar Section Name: Notes
Calendar Section Type: Regulation
Description of Change: Notes New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics

Calendar publication date: 2027/2028/Summer
Type of change: New Regulation

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Mathematics and Statistics Programs > Data Science > Minor in Data Science

Present Text calendar	Proposed Text
	Notes - Students entering the Minor in Data Science should have completed: MATH 204 and MATH 205 ; or MATH 208 and MATH 209 ; or equivalent. - This minor is not open to students registered in: the BCompSci Joint Major in Data Science; any program leading to an undergraduate degree in the Section 31.200 Department of Mathematics and Statistics . - Students are responsible for satisfying their particular degree requirements.

Rationale:

The requirement of MATH 204 *Vectors and Matrices* and MATH 205 *Differential and Integral Calculus II*; or MATH 208 *Fundamental Mathematics* and MATH 209 *Fundamental Mathematics II* (or equivalent) is necessary as MATH 205 is required for MAST 218 *Multivariable Calculus I*. MATH 204 is required for MAST 221 *Applied Probability*. MAST 218 and MAST 221 are the two first required courses for the minor.

Resource Implications:

None.

Impact Report

Other Units

Addition of **PHIL 389** to **Minor in Data Science** requirement
Source of other unit Impact

- Course is housed in Section 31.220 Department of Philosophy

Addition of **COMP 218** to **Minor in Data Science** requirement
Source of other unit Impact

- Course is housed in Section 71.70 Department of Computer Science and Software Engineering

Addition of **ENCS 393** to **Minor in Data Science** requirement
Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

OFFICE OF THE PROVOST AND
VICE-PRESIDENT, ACADEMIC

MEMO

TO: Dr. Beth Bloodgood, Acting Associate Dean, Academic Programs, FAS
FROM: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning
SUBJECT: Letter of Intent (LOI) for Minor in Data Science
DATE: November 25, 2024

On behalf of Dr. Anne Whitelaw, I am writing to confirm the support of the Office of the Provost for the Letter of Intent for the Minor in Data Science. With no significant resources requested, the Department is using existing capacity.

As the Department prepares its dossier for approval, we wish to concur with the points you raised in your memo, Dr. Bloodgood, regarding some clarifications that will strengthen the dossier. In particular, we would request that a curriculum map is included that outlines where the outcomes are introduced, reinforced or achieve proficiency in the final dossier. This will allow the program promoters to ensure that each program learning outcome is taught to the appropriate depth, and will allow the program promoters to appropriately market the program to potential students. We hope that the instruction in the proposed courses will be flexible enough to allow students the opportunity to complete assignments where they are communicating findings and analytical analyses that can connect back to their disciplines in order to deepen the relationship across both programs (the major and minor).

On the curriculum, we wish to commend the Department for placing such a strong emphasis on ethics in the minor (both as a learning outcome and with a dedicated course). We likewise appreciate the Department's desire to be resource-neutral, however, we are concerned that communication and data analysis – arguably essential for turning pure data science into a communicable skill set – are only found in three and two courses, respectively. We very strongly agree with you, Dr. Bloodgood, that any opportunity for experiential learning will make this program more attractive and the learning more substantial. Assisting students to know how to apply the skills should be an essential outcome. The curriculum map requested above may help uncover where this gap is being filled – or will occasion a rethinking of the proposed curriculum to better meet these learning outcomes.

We note that Science students who have not previously taken STAT 360 or MAST 333 will need 27-cr and we appreciate the clarity offered in the way the program is described, as the distinction will be important to potential students. We believe it is a missed opportunity that the range of students who can take this program is limited to science students since the applicability of this skill set is vast. We note that Economics students cannot take this program because of the additional credits required. We encourage the Department to think about designing an additional program that could be taken by students who have a different profile, but still possess some foundation in statistics. We recognize this will necessitate a significant change in the learning outcomes, and will likely produce less depth in developing mathematical reasoning, but the payoff may well be worth it.

As already stated, the skill set that this proposed program will bring to Concordia science students in important for today's world. We commend the Department in creatively sharing their expertise to deepen the skill set of Concordia's graduates.

cc: Dr. A. Whitelaw, Provost & Vice-President, Academic
Dr. P. Sicotte, Dean, Faculty of Arts & Science
Dr. M. Bertola, Chair, Department of Physics
Ms. J. Johnston, Manager, Curriculum Innovation & Development, Office of the Provost
Ms. N. Freeman, Administrator, Academic Programs, Faculty of Arts & Science
Mr. D. Therrien, Associate Vice-President, Integrated Planning, Office of the Provost

Montréal, August 2, 2024

Dr. Sandra Gabriele
Vice-Provost, Innovation in Teaching and Learning
Concordia University

RE: LOI for a Minor in Data Science

Dear Vice-Provost Gabriele:

I am forwarding to you this LOI for a new *Minor in Data Science*, coming from the ***Department of Mathematics and Statistics***. This proposal harbors a lot of positive elements, which should provide training in statistics, mathematics, and computer programming to help position students from a range of fields for data analyst positions. This is a 27-credit program, composed of existing courses in *Mathematics and Statistics*, and drawing from the new Joint Major in Data Science to give students a high-level quantitative overview of data science theory and methods. This minor, the only one of its kind in Quebec, will provide value-added in terms of job skills for a rapidly growing job market building on an area of existing strength at Concordia. The LOI proposal presents a structure that is targeted to be relevant for multiple disciplines, is of appropriate difficulty for a Minor, and covers the 200 and 300 levels within the mandatory and elective courses and includes a lab for practical application of the methods and theory learned.

Overview
This LOI is to propose a new *Minor in Data Science,* with all but 1 mandatory course and 2 electives are housed in the academic unit. It contains:

- Seven main mandatory courses (21 cr):
  - COMP 218 – *Fundamentals of Programming* (3 cr)
  - MAST 218 – *Multivariable Calculus I* (3 cr)
  - MAST 221 – *Applied Probability* (3 cr)
  - MAST 234 – *Linear Algebra and Applications 1* (3 cr)
  - MAST 387 – *Data Science Lab* (3 cr)
  - STAT 280 – *Introduction to Statistical Programming* (3 cr)
  - STAT 380 – *Statistical Learning* (3 cr)
- An elective chosen from a choice of 8 (including MAST, STAT, ENCS, PHIL courses) or with MAST advisor prior approval (3 cr)
- An applied statistics course from the students' major or specialization program (3 cr). Total: 27 credits.

Students who have already completed an applied statistics course in their program will not need to complete an additional applied statistics course. Several of the mandatory courses have course equivalents in the Undergraduate Calendar that can also be counted for the minor, increasing flexibility for students. Please see Table 1 below for equivalencies.

Table 1 Required Course Equivalents
COMP 218: COMP 243; COEN 243
MAST 218: MATH 264

MAST 221: STAT 249; COMP 333; ECON 221
MAST 234: ECON 325
MAST 324: MAST 224; MATH 361
MAST 333: STAT 360; BIOL 322; COMM 215; ECON 222; GEOG 362
MAST 334: MATH 354
STAT 280: GEOG 264

Learning outcomes
As stated in the department's dossier (p. 7), the learning outcomes of this Minor in Data Science are:
1) Proficiency in the mathematical/statistical framework underlying features of data science analyses and applications
2) Computer programming skills in several languages relevant in today's workplace
3) Proficiency with data management and ethical considerations of data storage
4) Critical evaluation and execution of pertinent data analysis
5) Effective communication of results, interpretation, and the importance of ethical considerations of data collection and analysis

Each of these learning outcomes is mapped to a core course (pg. 7) covering all five outcomes across the seven courses, with the electives reinforcing several outcomes in combination. Students can complete the minor in as little as three semesters although it is planned to be done in the second two years of the student's program (pg. 11).

Admission requirements for the minor*:* at least 24 Concordia credits on record; and a cumulative GPA of 2.0. The pre-requisite courses for the first classes in the minor (MATH 203, 204, 205) are already pre-requisites for the majors likely to be attracted to this minor.

Basic resources and budget
In preparing this LOI, the unit consulted with the Chairs and some UPDs from the Departments of Psychology, HKAP, Geography, Physics, Biology, Economics, and Chemistry to assess the potential demand from students in these programs for a minor in data science as well as these students' preparations for the mathematical requirements of the minor courses. In assessing the grades of students from these programs in one of the required courses in the proposed minor (MAST 218 and its equivalent MATH 251) as well as feedback from the units, the departments from which students are most likely to be interested and best prepared are Biology (BSc Specialization Systems and Information Biology), Psychology (BSc Specialization Neuroscience), Physics (BSc Major), Chemistry (BSc Specialization), and Biochemistry (BSc Specialization).

An annual intake of 8 to 10 students per year is expected for the first five years. At this level, the unit has no additional resource needs as students will take existing required courses for other programs (Mathematics and Statistics and Joint Major in Data Science). These are almost all large lecture courses and so an additional 10 students can be accommodated easily. If the demand for the minor grows, which might be the case given the potential to draw student interest from newly created programs in Neuroscience and Systems and Information Biology, resource needs might need to be re-evaluated.

The proposed Minor in Data Science is unique in Quebec. As Appendix B shows there are no other undergraduate minors at other universities in Quebec, although several Quebec universities have undergraduate majors and graduate programs and there are Data Science minors at several universities in Ontario, British Columbia, and the Maritimes.

Open questions
We have discussed a few questions which likely will be better dealt with during the work towards a formal proposal:

- The Department of Mathematics and Statistics is working on support letters from all units offering spaces in elective courses. Initial consultations have been held with the Chairs and/or UPDs in these units and they provided input into the development of this LOI.
- There might be the potential to develop experiential learning opportunities within the elective courses drawing in the Department's connections to IVADO, StatsCanada, and Centre de recherches mathematiques (CRM) laboratories.
- The Department might consider opening the minor to other units in Social Sciences that have Applied Statistics requirements (Honours and Specialization Sociology and Anthropology, SOCI 212; Honours Political Science, POLI 393) as well as Sociology and Anthropology, particularly given demands for data science in public policy and government decision-making. There may be a relatively small number of students in these programs with the necessary pre-requisites, but given the size of the majors, this still may be several students a year.
- Appendix A can be used to create defined groups for the applied statistics elective across relevant programs.
- Upcoming changes to the current lab course MAST 234 (separate dossier) will remove resources constraints as this course will become a lecture course as of September 2025 if the dossier is approved.

While these stay in our mind, please receive this proposal with our enthusiastic support.

Thank you very much for your consideration.

Sincerely,



Elizabeth Bloodgood
Acting Associate Dean, Academic Programs
Faculty of Arts and Science

Documentation (see attached)
- *LOI document pdf*
- *Budget document*

Cc: Pascale Sicotte, Dean, FAS
Marco Bertola, Chair (Interim), Mathematics and Statistics

NEW PROGRAMS PROPOSAL
– FAST-TRACK PROCESS

Letter of Intent for new Programs may enter the Fast-Track Process under the following conditions:

- The program meets an academic, strategic and/or societal need; and
- There are no significant resource demands implied by the process; and,
- The program does not require MEES approval.

GENERAL INFORMATION

Name of Proposed Program and Nomenclature:	Minor in Data Science
Hosting unit(s):	Department of Mathematics and Statistics
Proposed Start Date:	Summer, 2026
Prepared by:	Lisa Kakinami (Associate Chair), on behalf of Marco Bertola (Interim Chair)
Dean Signature(s):	
Date:	

PROPOSED PROGRAM INFORMATION

Program Description (approx. 1 page):

a. Provide a brief description of the program and its rationale.
b. Describe the target audience of the program and admissions requirements and targets.

The Department of Mathematics and Statistics proposes to offer a 24 credit Minor in Data Science. The Minor aims to provide training in fundamental statistics, mathematics, and computer programming for students who are pursuing a Major or Specialization outside of the Department of Mathematics and Statistics. By design, the knowledge and analytical skills developed from the proposed Minor is not linked to a specific discipline. Courses will emphasize theory, applications, and programming skills that students can utilize in a variety of fields. The fundamental mathematical and statistical courses will help to develop the necessary theoretical knowledge and technical tools in order to better understand the subsequent more applied content specific to data science.

Students pursuing a Science degree from FAS departments such as Biology, Chemistry and Biochemistry, Physics, Psychology, and Health, Kinesiology, and Applied Physiology

are the target audience. However, based on consultations with these Science departments, this Minor most likely is best aligned with students from the the BSc Systems and Information Biology Honours or Specialization program, the BSc Neuroscience Honours of Specializatoin program, and the BSc Physics Honours, Specailization, or Major program.

Through a limited number of courses, students of this Minor will obtain a high-level quantitative overview of data science theory and methods. Importantly, this proposal utilizes existing courses already offered for students in two existing Majors in the Department: the Major of Mathematics and Statistics, and the Joint Major in Data Science. Thus, not only will students receive training from established courses, we anticipate that the difficulty level will be appropriate. General admission requirements include: at least 24 Concordia credits on record; and a cumulative GPA of 2.0 before the student can apply for admission to the Minor.

2. Curriculum (approx. 2 -3 pages):

a. Describe the overall program objectives, as well as a description of the specific learning outcomes of the degree. A curriculum map should be included.
b. Describe in detail the curriculum of the program, including how students are expected to progress through the program. If the program is designed to be a pathway program (e.g., stacked degrees) , please outline what other curricular changes beyond this proposal are needed to support this objective.
c. Describe the innovative or distinguishing features adopted in the design, delivery and pedagogy of the program (e.g., ties to future skills development, online/flipped components, experiential learning opportunities, flexibility in design through stacked certificates, etc).

The minor is a 24 credit program. The purpose of a Minor in Data Science is to allow students specialized in a non-mathematical and non-statistical area to receive training in the basic tenets of data science. The proposed program is aimed at allowing students to gain a high level understanding of data science procedures and of the various sub-disciplines involved such as probability and statistics, programming, pure mathematics and machine learning.

<u>Mandatory block (21 credits)</u>:

- COMP 218 or equivalent (3 credits)
- MAST 218 or equivalent (3 credits): Multivariable Calculus I
- MAST 221 or equivalent (3 credits): Applied Probability
- MAST 333 or equivalent (3 credits): Applied Statistics
- MAST 387: Data Science Lab (3 credits)
- STAT 280: Introduction to Statistical Programming (3 credits)
- STAT 380: Statistical Learning (3 credits)

Elective block: (3 credits from):

- STAT 385: Neural Networks Theory and Practice (3 credits)
- STAT 480: Statistical Consulting and Analysis (3 credits)
- MAST 324 (or MATH 361): Introduction to Optimization (3 credits)
- MAST 331 Mathematical Modelling (3 credits)
- MAST 334: Numerical Analysis (3 credits)
- MAST 397: Topics in Mathematics and Statistics (3 credits)

- MAST 398: Reading Course in Mathematics and Statistics (3 credits)
- ENCS 393: Social and Ethical Dimensions of Information and Communication Technologies (3 credits)
- PHIL 389: Digital Epistemology & Ethics (3 credits)

By completing the program, students will:

1) Demonstrate proficiency in the mathematical/statistical framework underlying features of data science analyses and applications
2) Develop computer programming skills in several languages relevant in today's workplace
3) Demonstrate profiency with data management and ethical considerations of data storage
4) Critically evaluate and execute pertinent data analysis
5) Effectively communicate data analysis results, data interpretation, and the importance of ethical considerations of data collection and analysis

Curriculum map:

Many of these learning outcomes are reinforced in several of our courses, as seen in the curriculum map. Additionally, all courses help students develop and strengthen their analytical, and problem-solving skills.

	LO1	LO2	LO3	LO4	LO5
COMP 218 (3 credits)		x	x		
MAST 218 (3 credits)	x				
MAST 221 (3 credits)	x				
MAST 234 (3 credits)	x				
MAST 333 (3 credits)*	x			x	
MAST 387 (3 credits)		x	x	x	x
STAT 280 (3 credits)		x	x		
STAT 380 (3 credits)	x	x	x	x	x
One elective from (3 credits):					
STAT 385		x	x	x	x
STAT 480		x	x	x	x
MAST 324	x	x			
MAST 334		x			x
ENCS 393 or PHIL 389			x		x
Discipline-specific data analysis				x	

LO1: learning objective 1: conceptual framework; LO2: computer programming skills; LO3: data management skills; LO4: data analysis skills; LO5: communication skills

* Required for students who do not complete an equivalent course in their program of study

Course equivalents:

Several of the courses are offered in different programs or faculties. For instance, MAST 234 is considered equivalent to ECON 325 and is stated as such on the undergraduate calendar. A

student who has already completed the equivalent course to one required for this Minor, must replace it with 3 credits from the suggested electives list.

The list in this table is not exhaustive and the academic calendar is the ultimate document to rule on course equivalendes.

Course	Course equivalents
COMP 218	COMP 243; COEN 243
MAST 218	MATH 264
MAST 221	STAT 249; COMP 333; ECON 221
MAST 234	ECON 325
MAST 324	MAST 224; MATH 361
MAST 333	STAT 360; BIOL 322; COMM 215; ECON 222; GEOG 362
MAST 334	MATH 354
STAT 280	GEOG 264

Required courses

COMP 218 Fundamentals of Programming (3 credits)
Prerequisite/Corequisite: MATH 201 or equivalent. No prior experience with computers is assumed.
Description: Computers and computing: problem solving with computers, basic data types, expressions, assignments, control structures, simple library functions, programmer-defined functions, arrays of basic types. Basic elements of object-oriented programming: classes, objects and methods.
Notes: Students who have received credit for COMP 248 or COEN 243 may not take this course for credit.

MAST 218 ***Multivariable Calculus I*** (3 credits)
Prerequisite/Corequisite: MATH 204 and MATH 205, or equivalent.
Description: Vector geometry; lines and planes; curves in Rn; vector functions; vector differential calculus; extrema and Lagrange multipliers. Introduction to multiple integrals and coordinate transformations. Problem solving with a symbolic computation system, e.g. MAPLE.
Notes: Students who have received credit for MATH 264 may not take this course for credit.

MAST 221 ***Applied Probability*** **(3 credits)**
Prerequisite/Corequisite: MATH 204 and MATH 205, or equivalent. Co-requisite: MAST 218 or equivalent.
Description: Counting rules, discrete probability distributions; random sampling; conditional probability; means and variances, normal and other continuous sampling distributions. Applications. Use of statistical software, e.g. MINITAB.
Notes: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Please consult the Mathematics and Statistics undergraduate program advisor. Students who have received credit for STAT 249, COMP 233 or ECON 221 may not take this course for credit.

MAST 333 ***Applied Statistics*** (3 credits)
Prerequisite: MAST 221
Graphical and numerical descriptive methods; Estimation and hypothesis testing; linear regression and correlation; one way ANOVA; contingency and goodness of fit tests. Use of statistical software, e.g. MINITAB.
Notes: Students who have received credit for STAT 360, BIOL 322, COMM 215 or GEOG 362 may not take this course for credit.

MAST 387 ***Data Science Lab*** (3 credits)
Prerequisite: STAT 280; MAST 333 or STAT 360
This lab course offers hands-on exposure to a broad array of problems and tasks frequently encountered in the data science practice. Examples of topics that are covered may include dataset and table construction, data curation and preparation, data exploration, non-traditional data types and big data. Extensive programming duties and data analysis projects will be assigned to students.

STAT 280 ***Introduction to Statistical Programming*** (3 credits)
Prerequisite: MATH 203, 204 or equivalent.
This course is an introduction to statistical programming and computational statistics using the R programming language. Basic programming concepts such as data types, control structures, and algorithms are introduced. The course illustrates data manipulation methods, descriptive analyses, and data visualization tools. The use of linear algebra, statistical simulation, and optimization functions is also illustrated. Applications and examples use real data sets.
Notes: Students who have received credit for GEOG 264 may not take this course for credit.

STAT 380 ***Statistical Learning*** (3 credits)
Prerequisite: MATH 251 or equivalent; STAT 360 or equivalent; previously or concurrently.
Supervised learning methods for regression and classification include linear models, variable selection methods, shrinkage, linear and quadratic discriminant, classification and regression trees, K-nearest neighbours, support vector machines and neural networks. Unsupervised learning methods include clustering approaches and principal component analysis.
Notes: Students who have received credit for this topic under a STAT 497 number may not take this course for credit.

Elective (3 credits from the following list):
STAT 385 **Introduction to Neural Networks** (3 credits)
Prerequisite: MAST 218 or MATH 264; MAST 234 or MATH 251; MAST 333 or STAT 360.
An introduction to the theory of prediction with neural networks. The construction, estimation, and their use in predictive analytics will be demonstrated. Various neural network architectures (feedforward, recurrent, convolutional) are presented. Advanced estimation techniques such as regularization and adaptive learning rates are also considered. Several applications of neural networks to common problems faced in practice are finally explored. Students will also be exposed to the implementation of methods seen in class; programming assignments using the Python programming language are included.

STAT 480 ***Statistical Consulting and Data Analysis*** **(3 credits)**
Prerequisite/Corequisite: STAT 360. If prerequisites are not satisfied, permission of the Department is required.
Description: Statistical software packages in SAS or R are used for the analysis of real-life data sets. Topics involve techniques from generalized linear models, model selection, log-linear models for categorical data, logistic regression, survival models.

MAST 324 ***Introduction to Optimization*** **(3 credits)**
Prerequisite/Corequisite: MATH 205 or equivalent.
Description: Introduction to the theory of optimization; linear programming; the simplex method; duality and transportation problem. Introduction to graphs and networks; applications. Use of computing softwares.
Notes: Students who have received credit for MAST 224 or MATH 361 may not take this course for credit.

MAST 334 ***Numerical Analysis*** (3 credits)
Prerequisite: MAST 218 or equivalent; MAST 234 or equivalent.
Analysis of errors involved in computations; floating-point arithmetic; root-finding methods; interpolation theory and function approximations; orthogonal polynomials; numerical integration and quadrature formulas; error analysis of numerical algorithms.
NOTE: Students who have received credit for MATH 354 or COMP 361 may not take this course for credit.

ENCS 393 ***Social and Ethical Dimensions of Information and Communication Technologies*** (3 credits)
This course examines crucial questions in our information society: ethics, surveillance and privacy, economic globalization, intellectual property, the digital divide, computer-based profiling and hacking, electronic democracy, information productivity and the work/life balance.

PHIL 389 Epistemology and Ethics in the Digital Age (3 credits)
Description: This course examines epistemological and ethical implications of digital technologies (e.g. surveillance, artificial intelligence, and big data) in areas such as privacy, power relations, and the generation and sharing of knowledge.
Students who have received credit for this topic under a PHIL 398 number may not take this course for credit.

Timeline
A tentative proposed timeline is below, taking into account prerequisites, and terms in which the course is typically offered. The Minor can be completed in as little as three terms (based on prerequisites/sequencing and terms in which the courses are offered), but would more comfortably be completed across two years.

Y1 Fall	Y1 Winter	Y2 Fall	Y2 Winter	Y3 Fall	Y3 Winter

		MAST 218	MAST 333	MAST 387	STAT 380
		MAST 234	COMP 218	Elective in Fall or Winter	

^one from: STAT 385; STAT 480; MAST 324; MAST 334; MAST 397; MAST 398; ENCS 393; PHIL 389

3. Demand and Societal Need (approx.. 1 – 1.5 pages):

a. Describe how this program will address current or future societal needs, emerging trends in research and/or higher education.
b. Describe the type of students the program is expected to attract (e.g., lifelong learners, international students, etc).
c. Provide a rationale for how there is demonstrable student interest in, demand for and capacity to support the program (e.g., feeder programs at other institutions like cégeps or within Concordia; data indicating hiring trends or areas of growth in industries; data indicating the emergence of an important research field).

In the modern workplace, multiple industries, businesses and institutions collect a huge amount of data. The analysis of such datasets is meant to obtain insight about various physical social phenomena and drive decision making to improve operations and procedures of institutions and allow them to reach their goals efficiently. A non-exhaustive list of areas where data collection and analysis is of vital importance includes business (e.g. marketing, finance, and accounting), engineering, computer science, psychology, climate and environment science, sociology, economy, political science and arts. Indeed, throughout the course of their work in an area external to statistics, workers will typically have to interact with data scientists and to understand part of their work.

Students completing this Minor will have demonstrable skills in data analysis through several courses in computer programming (COMP 218, STAT 280), fundamental aspects of data science (STAT 380; MAST 387), as well as several options to further advance their data analysis and interpretation skills (one of: STAT 385, STAT 480, MAST 334, etc). Importantly, students will have demonstrated proficiency in the mathematical / statistical underpinnings of the data analysis and interpretation that is a focal point in this Minor. As several of these courses incorporate statistical theory, computer programming, as well as analyzing/interepreting and communicating the findings (MAST 387, STAT 380, and all of the department courses in the 'elective' block: STAT 385, STAT 480, MAST 324, MAST 334,), these students will receive a well-rounded quantitative skillset that will be critical to them successfully entering the workforce in their area of interest.

With the recent popularity of data science, certification programs (McGill University, Mila, University of Calgary, University of Ottawa, University of Toronto, York University) and graduate degree programs are also available. Undergraduate Minors in data science are offered in Canada (University of British Columbia, University of Calgary, and Ontario Tech). An overview of these programs can be found in the Appendix (B). In Quebec, Université de Laval, Concordia University, McGill University, and Unversité de Montréal offer Data Science undergraduate degree programs. Our Minor in Data Science will be the only one in Quebec.

4. **Institutional Fit (approx. 1 page):** Provide an explanation of how the proposed program fits within the Faculty and University at large.

This Minor in Data Science fits well within the Faculty of Arts and Science and the broader objectives of the School of Health and the university. Most importantly, by focusing on tangible computer programming and data analysis skills, as well as further strengthening the students' critical thinking and analytical skills, the Minor will best prepare our graduating students to competitively enter the workforce. As data science and quantitative skills are at the forefront of the labor market, equipping students with these skills is tightly connected with Concordia's "Teach for tomorrow" strategic direction. Many of the courses for this Minor stem from our existing Major in Mathematics and Statistics, and our newly revamped Joint Major in Data Science. For the student who is interested in the sciences (e.g., HKAP), combining a Specialization/Major with our Joint Major in Data Science is not possible. These students likely either forego pursuing courses to build on these skills altogether, or they take courses ad-hoc, without proper advisement or guidance. With this Minor in place, students will have a clear path and recommended program of courses, alongside formal recognition of the Minor upon graduation. Indeed, we anticipate that many of the students interested in this Minor will be from other departments in FAS; thus, this program will help build a quantitative skillset that is complementary to their Specialization/Major in the Sciences. By building upon our established course content while addressing this critical gap in the university's offerings, this program is aligned with several of Concordia's other strategic directions, including "Grow smartly", and "Mix it up".

5. **Program Alignment within Unit (approx. 1 page)**: Describe how the program aligns with your unit/department. Please provide the rationale for alignment. Further, please indicate what, if any, programs or courses will be closed in its place, or how programs will be consolidated or re-packaged (e.g., why a new program is necessary, rather than revising an existing program).

    ☒ Program Area of Growth (an area of expansion)
    ☒ Program Area of Strength (capitalizes on existing strengths)

The Department of Mathematics and Statistics, in partnership with the Gina Cody School of Engineering and Computer Science (GCS) recently revamped its Joint Major in Mathematics & Statistics and Computer Applications into a Joint Major in Data Science. The change in demand has been dramatic. The original Joint Major was introduced in 2007/2008, and the number of new students registering into the BA/BSc program was consistently ~6 each year. In contrast, in its first year after the revamp (2022-2023), 12 new students were registered into the BA/BSc Joint Major in Data Science (approximately 35 including the BCompSc students) and over 40 new students began the program in 2023-2024. We see this Minor as both a program area of growth, and a program area of strength. It leverages pre-existing courses from our curriculum that are already offered annually for the Joint Major in Data Science. It also has the capacity to grow – students from the natural sciences may be interested in not only building on the skillsets that they recognize are in high-demand in today's workforce, but also in being formally recognized for doing so on their transcripts.

6. **Consultation (approx. 1 page):**
    a. Describe the consultation processes that have been undertaken with potentially affected academic units and/or other stakeholders.
    b. Describe the impact the new program will have on other, existing programs.
    c. Describe what further collaborations or partnerships, if any, are being developed in order to support the program, if any.

After an initial consultation with Dr. Richard Courtemanche (Associate Dean of Academic Programs) and Nicole Freeman (Administrator, Academic Programs), consultations were held with the following FAS departments based on their potential student interest:

1. Department of Psychology (Dr. Theresa Bianco, UPD)
2. Department of Health, Kinesiology, and Applied Physiology (Dr. Nancy St-Onge, Chair)
3. Department of Geography (Dr. Craig Townsend, Chair)
4. Department of Physics (Dr. Valter Zazubovits, Chair)
5. Department of Biology (Dr. Selvadurai Dayanandan, Chair)
6. Department of Economics (Dr. Jorgen Hansen, Chair)
7. Department of Chemistry and Biochemistry (Dr. Gregor Kos, Senior Lecturer; Dr. Paul Joyce, Chair)

From these departments, the students most likely interested and most suitable for this Minor, include students from:

1. BSc Specialization in Systems and Information Biology (Biology)
2. BSc Specialization in Neuroscience (Psychology)
3. BSc Major in Physics (Physics)
4. BSc Specialization in Chemistry (Chemistry)
5. BSc Specialization in Biochemistry (Biochemistry)

Through these consultations, concerns were raised regarding these students' preparedness for the mathematical rigour in the proposed courses. The admissions criteria for our Major in Mathematics and Statistics program (where 3 out of the 8 courses for this Minor originated from, including the two courses that start the sequence: MAST 218, MAST 234), compared to the other Science departments is provided (Appendix C). Overall scores (and math when also required) are higher in these other departments than those for our Major program and several of our Specialization programs.

MAST 218 is required for Physics students, and is on a list of 6 credits of mathematics electives that are required for BCompSc students. Thus, the audience for MAST 218 can be quite diverse. Based on the grade distributions from the three sections offered in 2022-23, we feel there is some evidence that a student from outside of the department could do well in this course.

MAST 218 grades (2022-2023 year; 3 sections):

Total (n=209)
As: 28.7%
Bs: 21.1%
Cs: 19.1%
Ds: 12.9%
F: 12.9%
F/DNW: 5.3%
Disc: 18.7%

Biology (n=2)	A: 50% D: 50%
Biochemistry (n=3)	F: 66.6% Disc: 33.3%
Chemistry (n=1)	Disc: 100%
Economics (n=4)	C: 25% Disc: 75%
Physics (n=37)	As: 35.1% Bs: 18.9% Cs: 16.2% Ds: 18.9% Disc: 10.8%
Independent (n=1)	Disc: 100%

MAST 234 is not commonly taken by BA/BSc students outside of the department. However, it is the Major version of MATH 251, which is designed for our Specialization students. In the 3 sections of MATH 251 in 2022-23, there is also some evidence that a student from outside of the department could do well in this course (or the Major equivalent, which is MAST 234).

MATH 251 grades (2022-2023 year; 3 sections):

Total (n=187)
As: 56.1%
Bs: 16.0%
Cs: 12.3%
Ds: 4.3%
F: 7.0%
F/DNW: 4.3%
Disc: 12.8%

Biology (n=1)	C: 100%
Economics (n=3)	A: 33.3% B: 33.3% Disc: 33.3%
Exercise science (n=1)	A: 100%
Finance (n=1)	A: 100%
Physics (n=1)	A: 100%
Urban studies (n=1)	Disc: 100%
Certificate (n=2)	A: 100%
Independent (n=2)	F: 50%

7. **Resources and Budget:** Keeping in mind that the Fast Track Process is meant for programs that have minimal resource implications, please indicate if any resources are required to start the program. Please provide a detailed budget with rationale for each budget line.

This proposal uses all pre-existing courses from our Department's course offerings. All courses are required in at least one program, thus the courses are already consistently offered every year. Only MAST 234 is taught in our departmental computer lab; all other courses can be taught in lecture halls and can therefore accommodate large class sizes. MAST 234 also has a dept equivalent (MATH 251) which is taught in a large lecture hall and is also consistently offered. There are no resource implications. However, the resource implications will need to be revisited if this Minor grows in popularity. For instance, a large number of the prospective students for this Minor are likely to come from several specializations that were developed recently (BSc Specialization in Systems and Information Biology; BSc Specialization in Neuroscience; a microprogram in 'Experimental Data Analysis for Chemistry and Biochemists' currently under development, etc.,). Thus, we anticipate that the demand of this Minor will grow over time.

APPENDIX A:

Programs requiring university-level calculus:

- MAST 218
  - Interdisciplinary studies: Certificate in Science Foundations
  - Dept of Physics:
    - Minor in Biophysics
    - All programs as part of physics core
  - Computer science: all programs requiring mathematics electives
- ENGR 233
  - Engineering:
    - All programs as part of engineering core
    - Engineering: Certificate in Science and Technology
  - Computer science: all programs requiring mathematics electives

Programs requiring university-level linear algebra:

- MAST 234
  - Interdisciplinary studies: Certificate in Science Foundations
- ECON 325
  - Dept of Economics: Economics Specialization and Honours

Programs requiring statistics:

- BIOL 322
  - Dept of Biology:
    - Biology Major, Specialization, Honours; (choose either BIOL 322 or CHEM 212) (72 credits program)
    - Ecology Specialization, Honours (72 credits program)
    - Systems and Information Biology Specialization, Honours (73 credits program)
- GEOG 362
  - Dept of Geography, Planning and Environment:
    - Environmental and Sustainability Science Specialization, Honours (choose either BIOL 322 or CHEM 212)
    - Environmental Geography Major
    - Certificate in Geospatial Technologies
    - Human Environment Major, Specialization, Honours
    - Urban Planning Specialization, Honours (URBS 362)
- ECON 221 and ECON 222
  - Dept of Economics
    - Minor in Analytical Economics (ECON 222)
    - Economics Specialization, Honours
- EXCI 322
  - Department of Health, Kinesiology, and Applied Physiology

        - Athletic Therapy Honours (102 credits program)
        - Exercise Science Honours
        - Kinesiology and Clinical Exercise Physiology Honours (78 credit program)
- PSYC 315 and 316
    - Department of Psychology
        - Neuroscience Specialization, Honours (as part of Psychology specialization core)
        - Psychology Specialization, Honours (as part of Psychology specialization core)
        - Psychology Major (PSYC 315 only)
        - Psychology Minor (PSYC 315 only)
- SOCI 212 and 213
    - Department of Sociology
        - Anthropology Specialization, Honours (SOCI 212 only)
        - Sociology Major, Specialization, Honours

APPENDIX B:

	Mount Allison	Ontario Tech	St. John's University	UBC	UCalgary	UVic	Western University	Concordia **Joint Major** M&S stream	Concordia (proposed) Minor
Num. of courses for Minor in Data Science	8 courses	6 courses	5 courses	10 courses	10 courses	11 courses	9 courses	22 courses	8-9 courses
Offered from		Faculty of Science	(Math and CS)	Faculty of Science	Faculty of Science	Faculty of Science	Faculty of Science	FAS	FAS
Data science									
Introduction	MATH 1311		CSC 1380	DSCI 100	Data Science 201	STAT 123	Data Science 2000A/B	STAT 280	STAT 280
Data science lab	DATA 3101				Data Science 217			MAST 387	MAST 387
Data visualization	DATA 3001	CSCI 4210U[2]		DSCI 320[1]					
Neural networks			MTH 3390					STAT 385	STAT 385*
Big data analytics	MATH 2321*	CSCI 4030U[2]		CPSC 416[1]				SOEN471	
Reproducible data science				DSCI 310[1]					
Statistical learning		CSCI 4050U[2]						STAT 380 or COMP432	STAT 380
Machine learning			MTH 3320*	CPSC 330			Data Science 3000A/B		
Mathematics									
Calculus			MTH 1220	MATH 100		MATH 100	Pre-requisite (Calculus 1000A/B)	MAST 218	MAST 218
Linear algebra I	MATH 2221					MATH 110	Pre-requisite (Mathematics 1600A/B)	MAST 234	MAST 234
Numerical analysis								MAST 334[3]	MAST 334*

Statistics									
Computational statistics								COMP 232	
Linear Reg/GLM				STAT 301			Statistical Sciences 3958A/B		
Probability I							Statistical Sciences 2858A/B	MAST 221	MAST 221
Statistics	MATH 4311*		MTH 2010		Data Science 305	STAT 260	Statistical Sciences 2857A/B	MAST 333	MAST 333 (if equivalent not already required in discipline)
Data analysis		CSCI 2000U	MTH 3310*				Statistical Sciences 2864A/B		STAT 480*
Inference				STAT 201					
Computer Science									
Programming fundamentals									COMP 218
Intro	COMP 1631	CSCI 1040U				CSC 110, CSC 115		COMP335	
Software construction				CPSC 210			Computer Science 2211A/B		
Ethics				CPSC 430				ENCS393	PHIL389* or ENCS393*
Databases		CSCI 3030U	CSC 2490	CPSC 368[1]	Comp Sci 471	CSC 370	Computer Science 3319A/B		
Data structures		CSCI 2010U			Data Science 311		Computer Science 2210A/B	COMP352	
Database management								COMP353	
Object-oriented								COMP249	
Sequential programs								COMP248	

Other									
Communication								ENCS282	
Discipline-specific					4 courses, with a maximum of 2 courses from a single discipline	3 courses, can be STAT or discipline specific		2 M&S electives	Data analysis course*
Capstone	DATA 4001				Data Science 501				

M&S: Mathematics and Statistics; CS: Computer Science
1 Three from this list required; can be discipline specific data science courses not listed in the table
2 Two from this list required
* One from this list required

APPENDIX C:

Dept	Degree	Program	Minimum requirements for admissions						
			CEGEP: overall; math	Highschool: overall; math	Int Bacc: overall; math	French Bacc: overall; math	Cal 1	Cal 2	Lin alg
Biology	BSc Biology	Major	26	B-; B-	27; 4	12; 12	x	x	
	BSc Cell and Molecular Biology	Specialization	26	B-; B-	27; 4	12; 12	x	x	
	BSc Ecology	Specialization	26	B-; B-	27; 4	12; 12	x	x	
	BSc Systems and Information Biology	Specialization	30; 28 math	A-; A-	31; 5	14; 14	x	x	
Chemistry and Biochemistry	BSc Biochemistry	Specialization	25	B; B	29; 5	13; 13	x	x	
	BSc Biochemistry	Major	25	C+; C+	26; 4	11; 11	x	x	
	BSc Chemistry	Specialization	25	B; B	29; 5	13; 13	x	x	
	BSc Chemistry	Major	25	C+; C+	26; 4	11; 11	x	x	
Economics	BA Economics	Major	23	B-	27	12			
Geography, Planning and Environment	BSc Environmental geography	Major	23	B-; B-	27; 4	12; 12	x	x	
	BSc Environ and Sustainainability Science	Specialization	25; 24	B; B	29; 5	13; 13	x	x	
	BA Human Environment	Major	21	C+	26	11			
	BA Urban planning and urban studies	Major	21	C+	26	11			
HKAP	BSc Exercise Science	Major	27; 24	B; B	29; 5	13; 13	x	x	
Physics	BSc Physics	Major	24	C+; B-	26; 4	11; 12	x	x	
Psychology	BSc Neuroscience	Specialization	30	B+; B+	31; 5	14; 14	x	x	
	BSc Psychology	Major	30	B+; B+	31; 5	14; 14	x	x	
Mathematics and Statistics	BA/BSc Actuarial Mathematics and Finance	Specialization + Minor	30; 30	A; A	35; 6	16; 16	x	x	x
	BA/BSc Actuarial Mathematics	Specialization	28; 30	A-; A-	33; 6	15; 15	x	x	x
	BA/BSc Mathematical and Computational Finance	Specialization	28; 30	A; A	35; 6	16; 16	x	x	x
	BA/BSc Data Science	Joint Major	30; 26	A-; A-	33; 6	15; 15	x	x	x
	BA/BSc Pure and Applied Mathematics	Specialization	24; 24 math	B-; B-	27; 4	12; 12	x	x	x
	BA/BSc Statistics	Specialization	24; 24 math	B-; B-	27; 4	12; 12	x	x	x
	BA/BSc Mathematics & Statistics	Major	DEC; 20 math	C+; C+	26; 4	11; 11	x	x	x

From:	Associate Dean Academic Programs (FAS)
To:	Chair, Geography, Planning and Environment; Department of Psychology Chair; Jorgen Hansen; Chair Chemistry And Biochemistry; Nancy St-Onge; Biology Chair; Valter Zazubovits
Cc:	Nadia Hardy; Nicole Freeman; Andrea Jakob; Chair MathStat
Subject:	Comments and synergies - dossier MATH-5568 Minor in Data Science
Date:	Wednesday, June 10, 2026 11:21:18 AM
Attachments:	20260610_AS-MATH-5568_Minor in Data Science.pdf

Dear Craig, Jorgen, Rex, Peter, Nancy, Michael, and Valter,

I hope your month of June is going to your liking. Upon the recommendation from the *Faculty Curriculum Committee*, I am seeking your input on a curricular dossier. With their approval, I'm happy to circulate this curricular dossier (AS-MATH-5568) from the *Department of Mathematics and Statistics* to this group, for comments, as it advantageously connects with many innovative aspects that are also developing in your units. Indeed, the general areas of Biology, Chemistry, Economics, Geography, Kinesiology and Health Sciences, Physics, and Psychology, all have become data-rich, and many of our undergraduates will benefit from knowledge, tools and skills in handling volume and a variety of data, in solving our society's problems or in advancing knowledge.

So, the *Department of Mathematics and Statistics* is proposing a ***Minor in Data Science*** (see attached), which will be accessible to many students within your units, as a complement to their Major or Specialization. This proposal follows their success in the *Joint Major in Data Science* (in collaboration with the Gina Cody School). They designed this 24-credit Minor with the intent of allowing students to gain a high level understanding of data science procedures and frameworks, as well as along the various sub-disciplines such as probability and statistics, programming, pure mathematics and machine learning.

I think the program has many strengths and is a great addition to our baccalaureate programs across the institution. You have probably heard that the Gina Cody School (BEng+BSc+Minor in AI), and the JMSB (BComm in Business Analytics+others) have pushed hard towards data-savvy undergraduate training. I think our Science and Social Science sectors also have multiple interests in that regard. So, please take a look at this dossier, and I would hope to get your comments, along a few aspects:

- What you think will be the general interest from students within your Major or Specialization;
- How you think the coursework interfaces with the training you already offer;
- What are the areas of development and applications that you would see in the future.

Please do not hesitate to connect this with your local experts. If possible, it would be optimal to get that feedback by e-mail on or before Friday June 26th, so I can report back to Pascale and Beth, in the preparation of the file for our ASFC. Your comments will also strengthen the dossier as it will go though the assessment at APC and Senate.

I wish to thank the Department of Mathematics and Statistics (Cody and Marco), but particularly Cody, Lisa, and Nadia for the different consultations, which also included some discussions with your units, throughout the last couple of years.

Kind regards,

Richard

--
Richard Courtemanche
Associate Dean, Academic Programs
Faculty of Arts and Science
Professeur titulaire/Professor Health, Kinesiology & Applied Physiology
Concordia University
AD-221, Loyola Campus
adapro.fas@concordia.ca

From: Nicole Freeman <nicole.freeman@concordia.ca>
Date: Wednesday, June 10, 2026 at 8:58 AM
To: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Cc: Nadia Hardy <nadia.hardy@concordia.ca>; FAS Curriculum <fas.curriculum@concordia.ca>
Subject: AS-MATH-5568 Minor in Data Science

Hi Richard,

Attached is the revised (and clean) version of the Minor in Data Science. Thank you for communicating with the respective units whose students may have interest in adding this minor to their programs. We will add your email correspondence to the FCC document today once issued.

Thanks!

Nicole Freeman
Administrator, Academic Programs
Faculty of Arts and Science
Concordia University
Chat with me on Teams

From:	Biology Chair
To:	Associate Dean Academic Programs (FAS); Jorgen Hansen; Chair Chemistry And Biochemistry; Nancy St-Onge; Valter Zazubovits; Chair, Geography, Planning and Environment; Department of Psychology Chair
Cc:	Nadia Hardy; Nicole Freeman; Andrea Jakob; Chair MathStat
Subject:	Re: Comments and synergies - dossier MATH-5568 Minor in Data Science
Date:	Friday, July 3, 2026 5:09:16 PM

Hi Richard. Detailed comments from our UPD are pasted below. In short, there is a lot of enthusiasm for this minor and we can see it being taken by a number of our students.

Cheers.

Michael

I've read through the proposed Minor, and I think it would mesh really well with our program. We noted during the program review that it is difficult for our students to build strong quantitative skills (programming, math) just via the courses offered in our base BSc. programs (with the exception of SIB), which can limit options for students after graduation, given the increasing number of positions in Biology that require abilities to work with data. I have met a lot of students who really enjoy biology but also want to develop their quantitative skills and didn't previously have an option besides a minor in Math, which is hard to coordinate with the requirements for a Biology BSc. I think this is a useful option for those students.

After reading through the proposed list of classes, I also think that it's a well-built program, with a lot of core skills taught in a compact course list. The core skills students would learn in this (introductory programming, data management, basic mathematical modelling) would be useful for students in any of our programs, but especially for students in ecology/evolution, genomics, and systems and information biology. If we had this available, I would recommend it to quite a few students.

It would be helpful for students in our program if there were a couple alternative electives added to the list, to help students meet the requirements for both a Biology BSc. and this minor. Given the structure of the program, BIOL 479 (computational biology) and GEOG 363 (Geographic information systems) might fit well into the program as electives.

From: Associate Dean Academic Programs (FAS)
To: Nicole Freeman; FAS Curriculum
Subject: Fw: Comments and synergies - dossier MATH-5568 Minor in Data Science
Date: Monday, July 20, 2026 3:57:31 PM
Attachments: 20260610_AS-MATH-5568_Minor in Data Science.pdf

Dear Nicole and Andrea,

Sorry for sitting on this! I'm assuming to add to the dossier...
Thanks!
Beth

From: Gregor Kos <gregor.kos@concordia.ca>
Sent: July 9, 2026 2:36 PM
To: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Cc: Chair Chemistry And Biochemistry <chair.chemistryandbiochemistry@concordia.ca>
Subject: Re: Comments and synergies - dossier MATH-5568 Minor in Data Science

Hello Richard,

(Sorry, I was away for a few days).

From a Chemistry and Biochemistry point of view this planned Minor is an excellent addition for any program offered in Chemistry and Biochemistry. There is indeed an increased need to deal with increasing and sometimes massive amounts of data from instrumental analysis (e.g., mass spectrometry) or large-scale, high-resolution monitoring networks. This planned Minor provides a complementary and rigorous approach to data processing and analysis beyond the offerings within the department for students that need these skills.

While general interest is high, few students in Chemistry and Biochemistry add a Minor due to the high workload and time commitments required for labs in their Major program. However, Chemistry Specialisation and Honours students have more room in their program and would be ideally suited to add such a Minor (and the department can promote the Minor in addition to departmental offering). In terms of interest the same is true for Biochemistry students, but they have 9 additional credits to take as part of their program, making the addition of a Minor less likely.

The proposed courses are complementary to department offerings (which are quite limited) and would address a general deficiency of coding skills and more advanced data analysis experience (beyond Excel) among Chemistry and Biochemistry students.

Advanced data analysis skills of instrumental data and high-resolution spatio-temporal data are increasingly used in a number of chemistry and biochemistry disciplines such as the above-mentioned mass-spectrometry data, high throughput non-targeted screening that require automated feature identification due to the high-volume of data. From my own experience this approach is also used in industries working with such methods. I see it as an advantage if students from Concordia receive basic training in this field to be competitive for research in the field or for industry jobs.

I, therefore, support this Minor and confirm that it is of interest to students who are interested to add or need data analysis skills as part of their academic training.
Thank you.

Kind Regards,
Greg
--
Dr Gregor Kos | Senior Lecturer & Undergraduate Program Director | Concordia University, Department of Chemistry & Biochemistry, SP 275.21 | 7141 Sherbrooke Street West, Montreal, Quebec, Canada, H4B 1R6 | T: +1 (514) 848-2424 ext. 3374, E: gregor.kos@concordia.ca, W: https://www.concordia.ca/faculty/gkos.html

> On Jul 3, 2026, at 19:55, Chair Chemistry And Biochemistry <chair.chemistryandbiochemistry@CONCORDIA.CA> wrote:
>
> Hi Greg,
>
> FAS is asking science depts for comments on the attached program dossier. Since Mike Sacher forwarded comments from the BIOL UPD, would you mind having a look at this and sending along any comments you might have directly to Richard (in CC)?
>
> Richard: Although I'm on vacation I'm forwarding this to Greg Kos, our new UPD. If he has any comments he'll send them to you directly.
>
> Thanks!
>
> Peter
>
> Get Outlook for Android

From: Associate Dean Academic Programs (FAS)
To: Nicole Freeman; FAS Curriculum
Subject: Fw: Comments and synergies - dossier MATH-5568 Minor in Data Science
Date: August 11, 2026 12:40:07 PM

Elizabeth Bloodgood
Associate Dean, Academic Program Development and Assessment
Professor, Department of Political Science
Concordia University
Montreal, QC H3G 1M8
(514) 848-2424 x 7914
adapro.fas@concordia.ca

From: Jorgen Hansen <Jorgen.Hansen@concordia.ca>
Sent: August 11, 2026 12:27 PM
To: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Subject: Re: Comments and synergies - dossier MATH-5568 Minor in Data Science

Hi Beth,

Apologies for the late response to this. I think this program will be attractive to some of our (Major or Specialization) students. There seems to be no resource requirements the first years, depending on enrollment. Our students will have taken ECON 221 and ECON 222, some will also have taken ECON 325. In these cases, they need to choose from the provided elective list. Also, this year we are offering a 498 course in Machine Learning for Economics. So some of our students could potentially complement this course (and other applied ones that we offer) with the minor.

I support the program initiative and look forward to seeing some of our students enrolling in it.

Best, Jorgen

From: Juergen Rilling <juergen.rilling@concordia.ca>
Sent: Tuesday, August 18, 2026 9:52 AM
To: Lisa Kakinami <lisa.kakinami@concordia.ca>
Subject: Re: Curriculum proposals seeking CS support: Joint Major in Data Science amendments; New: Minor in Data Science

Hi Lisa,
sorry for the late response.

.....

For Item #2: No problem at all. We do have normally sufficient capacity for COMP 218 - it is offered through E-Concordia.

Regards
Juergen

Dr. Juergen Rilling
Professor
Associate Chair

Department of Computer Science and Software Engineering
Concordia University
ER 9-31
2155 Guy Street
Montreal, QC H3G 1M8
Canada
E-mail:juergen.rilling@concordia.ca

From: Lisa Kakinami <lisa.kakinami@concordia.ca>
Sent: Tuesday, August 11, 2026 3:07 PM
To: Juergen Rilling <juergen.rilling@concordia.ca>
Subject: Curriculum proposals seeking CS support: Joint Major in Data Science amendments; New: Minor in Data Science

Hi Juergen,

I'm stepping in as chair of the curriculum committee this year, and am following up on some open dossiers. We have two in particular that are connected with CS, so I wanted to reach out in hopes that your department would support these proposals. My apologies if you had already communicated with Nadia Hardy on them; I'm not associate chair, so I don't have access to those emails.

.....

2. A proposal for a Data Science Minor:
    a. We are proposing to add a Data Science minor. One required course we would like to propose is COMP 218. I'm hoping your department would support this as well.

Please let me know if you have any questions. They're going to be discussed at APC very soon (Nicole just informed me their deadline is today!) so if you could review and discuss and get back to us ASAP, we would really appreciate that!

Lisa

Lisa Kakinami, Ph.D.
Department of Mathematics & Statistics
Concordia University
lisa.kakinami@concordia.ca
514-848-2424 x3397

On September 25, I'm participating in the Shuffle, Concordia University's annual walkathon to raise funds for student scholarships and bursaries. The Shuffle has helped hundreds of deserving students to follow their passion and strive toward their academic and professional goals.

Please show your support and sponsor me:
https://advanceconcordia.ca/ui/shuffle/participant/5187993

From: Associate Dean Academic Programs (FAS)
To: Nicole Freeman
Subject: FW: Comments and synergies - dossier MATH-5568 Minor in Data Science
Date: Friday, June 26, 2026 1:34:26 PM
Attachments: GEOG 264 2025-2 ST-JACQUES.pdf

Useful feedback.

Richard

From: Chair, Geography, Planning and Environment <chair.gpe@concordia.ca>
Date: Friday, June 26, 2026 at 10:42 AM
To: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Subject: RE: Comments and synergies - dossier MATH-5568 Minor in Data Science

Dear Richard,

The program looks interesting. Most of the undergraduate students in my Department (probably 90%) are admitted into BA programs (mainly BA Human Environment and BA Urban Studies) and will not have the MATH pre-requisites to take these courses. It may be appealing to some BSc Major in Environmental Geography students who probably do have the pre-reqs, but our current intake into that program is only about 10 students annually.

By the way, we offer a course, GEOG 264 Programming for Environmental Sciences, that we created as a departmental alternative to COMP 218 – course outline attached. If you want to have more FAS courses as part of the Minor, you could make it COMP 218 or GEOG 264.

Best wishes,

Craig

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

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

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

From: Nancy St-Onge
To: Associate Dean Academic Programs (FAS)
Subject: Re: Comments and synergies - dossier MATH-5568 Minor in Data Science
Date: Friday, July 3, 2026 11:32:14 AM

Hello Beth,

Sorry for the delay. Please see my comments below.

Regards,

Nancy

****

This is a very interesting Minor program, particularly for students who work with large and complex datasets. The Minor in Data Science aligns well with the training already offered in HKAP. It would provide additional analytical and methodological skills to complement existing coursework and could be applied directly to Honours projects, research experiences and laboratory work.

In HKAP, many areas involve the collection and analysis of complex data: processing of EMG, ECG, and EEG signals, as well as other physiological, biomechanical, and performance data. Possible applications in HKAP include the use of machine learning approaches to identify patterns in health and physiological datasets, and the analysis of data generated by wearable devices, fitness trackers and sports performance analytics.

The Minor would be particularly valuable for students interested in research and those planning to pursue graduate studies, where advanced data analysis skills are increasingly expected. These skills are directly relevant to the analysis of typical datasets used in HKAP research as data analytics continues to grow across health sciences, exercise science, rehabilitation, and sport performance. Knowledge of data analytics would allow students to move beyond typical, basic data analysis, and use more sophisticated approaches to analyze complex datasets.

Interest is likely to be highest from students in the Honours programs as they are already involved in research and often consider applying to an MSc program. Unfortunately, students in HKAP Specialization programs generally do not have the flexibility for an additional 24-credit Minor. HKAP students with sufficient elective space would therefore be those registered in the Honours in Exercise Science as well as those in the Major in Exercise Science programs, although interest may be somewhat lower for those in the Major.

The Minor could be promoted by emphasizing its practical applications and career relevance, particularly in health sciences, sport performance, and clinical research. Its value could be demonstrated using examples of Honours and research projects that use advanced data analytics.

****

Nancy St-Onge, Ph.D.
Associate Professor and Chair
Department of Health, Kinesiology, and Applied Physiology
Concordia University
7141 Sherbrooke St. West
SP 165.03
Montreal, Qc
H4B 1R6

Phone: 514-848-2424 ext. 5805

Chercheur régulier
CRIR - Centre de réadaptation Constance-Lethbridge
7005, boul. de Maisonneuve Ouest
Montréal, Qc
H4B 1T3

From:	Associate Dean Academic Programs (FAS)
To:	Department of Psychology Chair
Cc:	Psychology Undergraduate Program Director; Neuroscience Upd; Psychology Undergrad Research; Nicole Freeman
Subject:	Re: Comments and synergies - dossier MATH-5568 Minor in Data Science
Date:	Tuesday, June 16, 2026 1:20:45 PM

Hi Rex,

Thanks for the thoughtful, informed, and layered response. Very useful. We'll add this to the feedback in the file.

Regards

Richard

--
Richard Courtemanche
Associate Dean, Academic Programs
Faculty of Arts and Science
Professeur titulaire/Professor Health, Kinesiology & Applied Physiology
Concordia University
AD-221, Loyola Campus
adapro.fas@concordia.ca

From: Department of Psychology Chair <Psychology.Chair@concordia.ca>

Date: Tuesday, June 16, 2026 at 11:36 AM

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

Cc: Psychology Undergraduate Program Director <psychology.upd@concordia.ca>; Neuroscience Upd <neuroscience.upd@concordia.ca>; Psychology Undergrad Research <psychology.undergradresearch@concordia.ca>

Subject: Re: Comments and synergies - dossier MATH-5568 Minor in Data Science

Richard:

I am writing to comment on the proposal for the 24-credit minor in data science proposed by the Department of Mathematics and Statistics. For the reasons summarized next, I am enthusiastic about this proposal.

Training in statistics and data analysis at both the undergraduate (PSYC 315, 316) and graduate (PSYC 601, 734) levels in our departmental falls strictly within the realm of classical statistics applied in empirical studies, where relatively small and structured data sets are analyzed in the context of hypothesis testing, or what Breiman (2001) referred to as data modeling with emphasis on explanation and fitting predefined statistical models to the data. We have no course offerings in algorithmic modeling, where the focus is more on prediction and predefined statistical models are often not required.

I agree with the text of proposal that it is probably our neuroscience BSc students who would be most interested in the proposed data science minor. They have the science and quantitative backgrounds to benefit from the minor. They are also more likely to analyze large or relatively unstructured data sets that could be called "big" than their peers in our BSc psychology program.

Listed next are what I think are particular strengths of proposed data science minor:

1. There is good coverage at the 200-level of fundamental topics that include general programming basics (COMP 218), statistical programming basis (STAT 280), multivariate calculus (MAST 218), and applied probability (MAST 221).

2. There is just enough coursework at the 300 level about applied data analysis (MAST 333) and statistical learning models (STAT 380) with a corresponding lab course (MAST 387) to introduce students to core data science techniques and approaches. This is a minor, after all, and nothing more is really needed beyond these 3 core courses.

3. There is a single 3-credit elective, but the choices available to minor students would allow them to learn about additional kinds of machine learning techniques like neural networks (e.g., MAST 333), emphasize social or ethical aspects of data science (e.g., ENCS 393, PHIL 389), or pursue interests about more specialized statistical and mathematical approaches (e.g., MAST 334). This variety in electives should accommodate interests among students coming from areas other than mathematics or statistics.

I noticed the comment by the Provost's Office that economics students would be unable to follow this minor because additional background courses required of them. Extending a variation on the proposed minor for students with alternative backgrounds (i.e., other than BSc) seems like a reasonable goal after the proposed minor is up and running.

Thanks for the opportunity to review this interesting proposal and let me know if you have any questions about this feedback.

Regards,

Rex

=====
Professor & Chair
Psychology, Concordia University
Montreal, Quebec, Canada
https://www.concordia.ca/artsci/psychology.html
https://www.concordia.ca/faculty/rex-kline.html

From:	Associate Dean Academic Programs (FAS)
To:	Mark Watson
Cc:	FAS Curriculum; Sociology Anthropology Assistant Chair; Julie Soleil Archambault; Nicole Freeman
Subject:	Re: Comments and synergies - dossier MATH-5568 Minor in Data Science
Date:	Wednesday, August 19, 2026 3:35:34 PM

Dear Mark,

Thanks so much for this input—greatly appreciated. And I fully agree about the exciting new potential for interdisciplinary developments (especially with changing student interests). Thanks for the update about the JMSB BA Admin. A number of FAS units are participating. This might be a model FAS could think about in program development too.

I hope the end of your summer is going well!

Beth

Elizabeth Bloodgood
Associate Dean, Academic Program Development and Assessment
Professor, Department of Political Science
Concordia University
Montreal, QC H3G 1M8
(514) 848-2424 x 7914
adapro.fas@concordia.ca

From: Mark K. Watson <mark.watson@concordia.ca>
Sent: August 19, 2026 1:46 PM
To: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Cc: FAS Curriculum <fas.curriculum@concordia.ca>; Sociology Anthropology Assistant Chair <Assistant.Chair.SociAnth@concordia.ca>; Julie Soleil Archambault <juliesoleil.archambault@concordia.ca>
Subject: Re: Comments and synergies - dossier MATH-5568 Minor in Data Science

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Dear Beth

Thank you for this message and invitation to provide feedback on the Minor in Data Science. In general, I welcome such diversity in university programming. I am unaware if any previous chair from my dept has commented on this proposal but the opportunity for students to explore a subject such as this, in specific depth, will, as I see it, not only strengthen their education but

also potentially contribute to better employment outcomes. I also appreciate the inclusion of a philosophy of ethics course in the elective list. In terms of our diverse student cohort, however, it is difficult for me to predict what interest there might be in pursuing this minor. The statistical or quantitative sociology courses we offer at both introductory and advanced levels are primarily focused on entering, managing and analyzing complex statistical data for research and applied policy purposes, so they are much less about mathematical modeling or programming software than about hands-on/applied learning of established programs (such as SPSS) in order to generate research results. I am not familiar with the MATH prereqs cited in the dossier, but assume that the skillset required would not necessarily overlap with those required for our own statistically minded students. That said, our student cohort is rapidly changing, so I take anything I say as merely provisional.

As a suggestion, and to foster further inter-faculty collaboration, we have recently signed a LOI with the team heading up the BAdmin program at JMSB for them to use our minor programs as an option for their students. I could also envision this minor as serving a similar purpose - you may already be aware of this initiative but the contact person was xiaodan.pan@concordia.ca

Best regards and wishes for finalizing the proposal,
Mark

Mark K. Watson || Department Chair & Professor
Department of Sociology & Anthropology
Concordia University, 1455 de Maisonneuve Blvd
Montreal. QC. Canada. H3G 1M8.

On Mon, 10 Aug 2026 at 10:37, Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca> wrote:

> Dear Mark,
>
> I hope that you are well! Upon the recommendation from the *Faculty Curriculum Committee*, I am seeking your input on a curricular dossier. With their approval, I'm happy to circulate this curricular dossier (AS-MATH-5568) from the *Department of Mathematics and Statistics*, for comments, as it advantageously connects with many innovative aspects that are also developing across FAS units, including Biology, Chemistry, Economics, Geography, Kinesiology and Health Sciences, Physics, Psychology, Political Science, and Sociology which have become data-rich, and many of our undergraduates will benefit from knowledge, tools and skills in handling volume and a variety of data, in solving our society's problems or in advancing knowledge.
>
> The *Department of Mathematics and Statistics* is proposing a ***Minor in Data Science*** (see attached), which will be accessible to many students within your units, as a complement to their Major or Specialization. This proposal follows their success in the *Joint Major in Data Science* (in collaboration with the Gina Cody School). They designed this 24-credit Minor with the intent of allowing students to gain a high level understanding of data science procedures and frameworks, as well as along the various sub-disciplines such as probability and statistics, programming,

pure mathematics and machine learning.

I think the program has many strengths and is a great addition to our baccalaureate programs across the institution. You have probably heard that the Gina Cody School (BEng+BSc+Minor in AI), and the JMSB (BComm in Business Analytics+others) have pushed hard towards data-savvy undergraduate training. I think our Science and Social Science sectors also have multiple interests in that regard. So, please take a look at this dossier, and I would hope to get your comments, along a few aspects:

- What you think will be the general interest from students within your Major or Specialization;
- How you think the coursework interfaces with the training you already offer;
- What are the areas of development and applications that you would see in the future.

Please do not hesitate to connect this with your local experts. If possible, it would be optimal to get that feedback by e-mail in the next two weeks, in the preparation of the file for our ASFC. Your comments will also strengthen the dossier as it will go though the assessment at APC and Senate.

I wish to thank the Department of Mathematics and Statistics (Cody and Marco), but particularly Cody, Lisa, and Nadia for the different consultations, which also included some discussions with your units, throughout the last couple of years.

Thanks!

Beth

SENATE
OPEN SESSION
Meeting of November 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Microprogram in Exploring Spiritual Worlds (AS-RELI-6013)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed a new Microprogram in Exploring Spiritual Worlds (AS-RELI-6013), for approval.

BACKGROUND:

The Department of Religions and Cultures is proposing a Microprogram in Exploring Spiritual Worlds. The Exploring Spiritual Worlds microprogram brings together the Department of Religions and Cultures' expertise in multiple religious traditions to offer thoughtful, nuanced, and meaningful engagement with what are often called "alternative" traditions and practices. The microprogram is targeted to anyone interested in "alternative" traditions and practices, and to specific communities, namely Yoga practitioners, meditation practitioners, those who identify as spiritual but not religious, and those interested in new religious movements. Those within these various communities who are interested in learning more, from an intellectually rigorous and academic perspective, will be served by our microprogram.

Students will be able to take a path appropriate to their specific interests, and there is great flexibility built into the program. The purpose of this program is to instill critical thinking about the histories, interpretations, and culture of the traditions of the specific courses, allowing students to expand their knowledge about the traditions that interest them in a critical and rigorous way.

The learning outcomes of the program include developing skills in recognizing, interpreting, and composing original arguments about the diverse range of experiences, cultures, and positionalities of others, as well as building community across differences.

The target audience is those who are not currently university students. Depending on their background, they may have critical skills already, or this may be their first exposure to this kind of critical approach. The microprogram will bring together like-minded individuals into a small community within the department.

The dossier was recommended by the APC for approval by Senate.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new Microprogram in Exploring Spiritual Worlds (AS-RELI-6013), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: October 29, 2026

ACADEMIC PROGRAMS COMMITTEE
Bradley Nelson, PhD
November 6, 2026

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

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

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

Office of the Registrar

OOR-OOR-6116; **APC-2026-5-D1**

- Regulation changes
- **Summary:** An amendment is proposed to clarify the calculation of full-time and part-time status, as the existing regulations imply that the annual credit load can be considered when determining full-time and part-time status, which is not the case.

OOR-OOR-6117; **APC-2026-5-D2**

- Regulation changes
- **Summary:** A new "TRA" notation is created to enable compliance with RAC reporting requirements under the Bilan Annuel – RAC framework by clearly distinguishing articulation agreement credits from other transfer credits,

OOR-OOR-6118; **APC-2026-6-D1**

- Regulation changes
  Summary: The proposed update includes a reference to degree conferral to ensure it is clear to students that if they apply for graduation, their degree will be conferred if they meet the requirements, and once a degree has been conferred, no part of the academic record underlying that credential may be altered.

OOTR-OOTR-6127; **APC-2026-5-D3**

- Regulation changes
- **Summary:** CHME 206 is added to the admission requirements for Cegep students and to the Mature Entry requirements for the BEng in Chemical Engineering because it is a prerequisite for a core course in the program.

Faculty of Arts and Science

AS-MATH-5568; **APC-2026-5-D5**

- New Minor in Data Science

Department of Religions and Cultures
AS-RELI-6013; **APC-2026-6-D5**

- New Microprogram in Exploring Spiritual Worlds

Department of Sociology and Anthropology
AS-SOAN-6068; **APC-2026-6-D6**

- New Certificate in Sociology

AS-SOAN-6069; **APC-2026-6-D7**

- New Certificate in Anthropology

Gina Cody School of Engineering and Computer Science

Department of Chemical and Materials Engineering
GCS-CME-5986; **APC-2026-5-D9**

- Extended Credit Program changes
- Regulation changes
- **Summary:** CHEM 206 is added to the admission requirements for Cegep students and to the ECP requirements because it is a prerequisite for a core course in the BEng in Chemical Engineering; a note is also added to the Natural Science Electives to explain that CHEM 206 and CHEM 221 are not counted toward the Natural Science Electives in the Chemical Engineering program; a link related to the Cybersecurity Engineering program is updated in Section 71.20.2; and admission requirements for the Cybersecurity programs are added to Section 71.10.2.



Bradley Nelson, PhD
Deputy Provost and Vice-Provost, Student Life and Experience
October 16, 2026

New Undergraduate Program (Fast Track) - AS-RELI-6013 - VERSION : 4

Summary and Rationale for Changes

The Department of Religions and Cultures is proposing a Microprogram in Exploring Spiritual Worlds.

What exactly is "religion" and how are diverse spiritualities practiced by people across the world? The Exploring Spiritual Worlds microprogram brings together the Department of Religions and Cultures' expertise in multiple religious traditions to offer thoughtful, nuanced, and meaningful engagement with what are often called "alternative" traditions and practices.

The microprogram is targeted to anyone interested in "alternative" traditions and practices, and also to specific communities, namely Yoga practitioners, meditation practitioners, those who identify as Spiritual but not Religious (SBNR), and those interested in New Religious Movements (NRMs). Those within these various communities who are interested in learning more, from an intellectually rigorous and academic perspective, will be served by our microprogram. We aim to recruit students by drawing on connections that faculty members and students in our programs have with others in these communities. Members of a given community will create the appropriate emphasis in their studies through a flexible program structure. A Yoga practitioner will take RELI 343: Yoga in History, Thought, and Practice, plus two other courses; someone interested in meditation practices may take Introduction to Buddhism and two other courses, perhaps Sufism and Religion and Music. Students are able to take a path appropriate to their specific interests, and there is great flexibility built in. Each student creates their own path in consultation with the Undergraduate Advisor.

The purpose of this program is to instill critical thinking about the histories, interpretations, and culture of the traditions of the specific courses. It is to expand the students’ knowledge about their interest in a critical and rigourous way. It is also to allow them to expand their knowledge to related traditions, if they are so interested. The learning outcomes of the program include developing skills in recognizing, interpreting, and composing original arguments about the diverse range of experiences, cultures, and positionalities of others, as well as building community across difference. They also include contributing to the building of community that acknowledges and values difference. See additional detail in the chart included at the end of the document.

The target audience is those who are not currently university students. Depending on their background, they may have critical skills already, but can now apply them to this personal topic, or this may be their first exposure to this kind of critical approach. The microprogram will also bring together like-minded individuals into a small community within our department.

The overarching learning objectives of the program—which may vary slightly from student to student, depending on the particular choice of courses—are as follows:

- Understand spiritual beliefs, ideas, and literatures from a variety of cultures through historical, sociological, and cultural perspectives.
- Critically engage with practices associated with such systems while thinking through issues such as cultural appropriation, colonialism, environmentalism, feminism, and affect.
- Interpret and analyze practices, ideas, and change over time in relation to spirituality and worlds beyond the human one.
- Improve skills in discussion rooted in listening, argumentation, and learning about the perspectives and experiences of others.
- Develop critical reading and interpretation skills as they relate to sacred and other cultural texts.

The courses included in the microprogram have a range of specific course objectives and learning objectives that fit into these overarching program objectives in different ways. The following gathers the course and learning objectives that our instructors have specified for these courses. Learning objectives for courses in

our program are constantly evolving, and this is one snapshot in time.

Course and Learning Objectives for the Relevant Courses:

RELI 225: Introduction to Hinduism

- Acquire an understanding of the historical and contemporary ideas and issues central to Hinduism.
- Develop critical reading skills with respect to primary texts, religious writings, and scholarly arguments.
- Learn to apply theoretical concepts to understand culturally specific issues, and make confident and accessible presentations to engender dialogue with colleagues.
- Practice discussion that is rooted in listening and argumentation, that engages with texts and creates a productive environment for dialogue.
- Exercise empathetic listening and discourse that allows for forming a community of receptive scholars.
- Understand and use various forms of writing.

RELI 343: Yoga in History, Thought, and Practice

- Gain awareness of and understand the various philosophical schools of thought that have developed mental and bodily practices that can be associated with what we call yoga today.
- Develop critical reading skills with respect to primary texts, religious writings, and scholarly arguments.
- Learn to observe the world with an analytical eye, and develop the skill of applying theoretical and issue-based knowledge learnt in course to everyday encounters.
- Practice discussion that is rooted in listening and argumentation, that engages with texts and creates a productive environment for dialogue.
- Exercise empathetic listening and discourse that allows for forming a community of receptive scholars.
- Learn and practice various kinds of observation exercises, research methods, and presentation modules that they can adapt to their own vocational needs.

RELI 366: Religion and Music

- Students will learn to recognize performance practices associated with different world sacred music traditions.
- Students will gain a broad understanding of musical practices in world religions.
- Students will discuss and translate these “sacred” practices in terms of their own experiential knowledge.
- Students will interpret and write about their own and other’s emotional response when listening to sacred music as a measure of affective cognitive domains.
- Students will examine variations on the function of ritual music, e.g. for facilitating life cycle rituals (e.g. bar mitzvah); to induce trance and healing (e.g. Sufi music); in group organization and community cohesion.

RELI 368: Indigenous Traditions

- Engage with methodological and theoretical issues in the study of Indigenous peoples
- and Indigenous religions.
- Illustrate knowledge of key elements of diverse Indigenous onto-epistemologies
- (ways of knowing, being, and doing) and religious traditions.
- Identify and differentiate between global/general, local/specific, inter-Indigenous
- religious traditions and modes of relationality.
- Be conversant with the major historical events that have shaped Indigenous religious
- traditions.

- Critically analyze written and non-written source materials, such as visual and artistic
- imagery, ritual performance, song/sound, related to Indigenous religious traditions.
- Develop independent questions and critical reflections in the context of course
- discussions and assignments.
- Demonstrate sensitivity to the diverse opinions and perspectives on course topics,
- including those in the course readings or espoused by the instructor, TA, and students.

RELI 386: Witchcraft, Religion, and Magic

- The goal of this course is to familiarize the student with a variety of approaches to the study of magic, witchcraft and religion from the academic perspective as well as to a variety of approaches to the understanding of the above from the perspective of different cultures as well as members of these cultures. By the end of the course the student should be able to discuss and analyze the above in general as well as specific and contextual terms.

RELI 387: Goddesses and Religious Images of Women

- Students will be exposed to various methods for critically reading literary and iconographic images of divinity. As the course engages the various thematics listed above, students will confront and grapple with debates around comparative mythology, image ownership and appropriation and gendered dynamics in religious traditions. They will participate in writing and peer-review workshops to aid in the completion of a self-led research project on one goddess of choice. Students will apply the general theoretical questions and considerations that the course lectures and discussions raise in our wider cross-cultural study to their own specific research topic/tradition of choice.

RELI 3890: Queer Spiritualities

- Developing cultural awareness and sensitivity, including understanding how the processes of power relate to knowledge production in ways that produce culture.
- Develop a critical awareness of the depth of analysis that relates to the intersection of queerness, religion/spirituality, and settler/colonial knowledges and structures
- Understand the fundamental shift in thinking about sexuality that Michel Foucault inaugurated, and why his thought is so important for the subject of sexuality.
- Some understanding of the processes of knowledge production in a way that complicates the categories and received knowledges that come to us about queerness, religion/spirituality, and settler/colonial knowledges and structures.
- Developing skills to understand how to relate to non-Western cultures, including:
- attaining some knowledge of non-Western expressions of gender and sexuality,
- critical skills in parsing the impact of colonialism on how we understand non-Western forms of gender, sexuality and queerness.
- Critical Analytical skills
- Develop your own critical perspective, forms of analysis and position regarding the subject matter and some of the topics under consideration.
- Develop tools of critical or analytical engagement that have universal application in thinking about the world.
- Develop the capacity to apply critical self-reflective analysis to one’s own experience.
- Understanding and retaining the benefit of and methodological importance of community or peer learning.
- Participating in shared learning environments with an eye to collectively building knowledge through shared experience of the material
- Self-critical awareness of one’s own presuppositions and how that affects knowledge production in relation to others (both the material and the world outside the classroom).
- Communicating the views of others and oneself in a way that does justice to both lived experience and scholarly concerns.

- Capacity to understand and explain some of the issues scholars have in producing knowledge about religion, culture, gender, sexuality, and modern power and epistemic structures.
    - Capacity to communicate one’s own position or scholarly view in relation to the subject matter.

RELI 390: Angels and Demons in Judaism

- Identify: particular expressions of Judaism from throughout history; how supernatural creatures have been and are portrayed; different ways to explain why they are portrayed as they are
- Interpret primary texts/evidence
- Analyze why people have constructed the supernatural as they do
- Communicate effectively your original analyses of representations of the supernatural world
- Optional: Create original portrayals of supernatural creatures

Additional learning outcomes and associate skill sets are included in the support documentation.

Resource Implications

None. All courses are currently listed in the calendar.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Bradley Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
Academic Programs Committee, 05 Oct 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

This proposed 9-credit Microprogram in Exploring Spiritual Worlds is composed of three courses selected from a diverse list targeted widely towards individuals and groups outside of traditional religious practices (Christianity, Judaism, and Islam). Yoga instructors, meditation practitioners, those who identify as Spiritual but not Religious (SBNR), and those interested in New Religious Movements (NRMs) are the target audiences for this short program intended to bring new learners into the department, augment critical thinking skills, and expand their knowledge.

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

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

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

Summary of Committee Discussion: Department Approval

For Submission to:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

Approved by:

Naftali Cohn, Chair, Department of Religions and Cultures,
Religions and Cultures Department Council, 01 May 2026

The department proposal was also approved by the department in March 2026.

Microprogram in Exploring Spiritual Worlds

Program Requirements

Microprogram in Exploring Spiritual Worlds (9 credits)

9.0 credits chosen from:

- RELI 225 Introduction to Hinduism (3.00)
- RELI 226 Introduction to Buddhism (3.00)
- RELI 300 Cults and New Religious Movements in North America (3.00)
- RELI 317 Sufism (3.00)
- RELI 343 Yoga in History, Thought, and Practice (3.00)
- RELI 366 Religion and Music (3.00)
- RELI 368 Religion and Indigenous Traditions (3.00)
- RELI 386 Witchcraft, Magic and Religion (3.00)
- RELI 387 Goddesses and Religious Images of Women (3.00)
- RELI 390 Angels and Demons in Judaism (3.00)
- RELI 3890 Queer Spiritualities (3.00)
- RELI 394 History of Satan: Evil Personified in Judaism and Christianity (3.00)

Notes

Students are responsible for satisfying their particular program requirements.

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Summary of Changes (New Undergraduate Program (Fast Track))

Regulation Changes:

★ Notes New

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: 2027-28 Microprogram in Exploring Spiritual Worlds

Calendar Section Name: Microprogram in Exploring Spiritual Worlds
Calendar Section Type: Program
Description of Change: Microprogram in Exploring Spiritual Worlds New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures
Program Name: Microprogram in Exploring Spiritual Worlds
Program Type: Micro Program
Degree: Micro Program

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.270 Department of Religions and Cultures > Religions and Cultures Programs > Religions and Cultures > Microprogram in Exploring Spiritual Worlds > Program Requirements

Type of Change: New Program

Present Text calendar	**Proposed Text**
credits	**9 credits** Microprogram in Exploring Spiritual Worlds
0	~~0~~ 9 credits chosen from: RELI 225 Introduction to Hinduism (3) RELI 226 Introduction to Buddhism (3) RELI 300 Cults and New Religious Movements in North America (3) RELI 317 Sufism (3) RELI 343 Yoga in History, Thought, and Practice (3) RELI 366 Religion and Music (3) RELI 368 Religion and Indigenous Traditions (3) RELI 386 Witchcraft, Magic and Religion (3) RELI 387 Goddesses and Religious Images of Women (3) RELI 390 Angels and Demons in Judaism (3) RELI 3890 Queer Spiritualities (3) RELI 394 History of Satan: Evil Personified in Judaism and Christianity (3)

Rationale:

D1

This new microprogram draws on the strengths on the department, offering academic enrichment to the social groups indicated.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: 2027-28 Microprogram in Exploring Spiritual Worlds

Calendar Section Name: Notes
Calendar Section Type: Regulation
Description of Change: Notes New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2027/2028/Summer
Type of change: New Regulation

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.270 Department of Religions and Cultures > Religions and Cultures Programs > Religions and Cultures > Microprogram in Exploring Spiritual Worlds > Program Requirements

Present Text calendar	Proposed Text
	Notes Students are responsible for satisfying their particular program requirements.

Rationale:
Standard text is applied to calendar notes field.

Resource Implications:
None.

Impact Report

Sample of Cultural Diversity Learning Outcomes	
Diversity and Community Learning Outcomes	**Associated Skill Sets**
Examine, define, and describe the various issues related to ethnic, religious, and cultural diversity in the course materials, assignments, and activities	• Recognize, interpret, and compose original arguments about the interconnections between cultural variety and diversity, power and power dynamics, and sometimes conflict in the past with those of today • Apply insights about culture (including religion), diversity, community, interpretation, power, and leadership to oneself and one's own life
Contribute to building a community (a classroom intellectual community) that acknowledges and values our differences and in which we all feel connected and feel a shared desire to learn from and appreciate one another	• Recognize and value that each of us has a unique experience, background, and positionality—sometimes including elements of marginalization and/or privilege; recognize and value that the variety of our presentations, interpretations, and analysis reflects our difference experiences, backgrounds, and positionalities • Recognize and critically reflect on one's own positionality and the assumptions one makes and interpretations one makes or takes for granted and the style of communication one uses that relate to that positionality • Listen to the comments of others without judgment • Develop empathy and respect for others, being open to discovering differences and different points of view; be sensitive to the privilege of normalized positionalities and the impacts of marginalized positionalities; recognize power dynamics stemming from a complex interplay of positionalities; lean in and learn when uncomfortable situations may arise due to misunderstandings or lack of understandings, unintended microaggressions, or other consequences of differences in positionalities

Concordia University
Arts and Science

NEW PROGRAM PROPOSAL EVALUATION FORM

Contents

- Department, Program Type and credit value
- Resources
- Preview
- FAS recommendations/comments

Department: RELI
Program Type: Microprogram
Title & credit value: Microprogram in Exploring Spiritual Worlds

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Resources:

No new resource.

Microprogram in Exploring Spiritual Worlds (9 cr)

Electives – 9 cr

Nb	Title	credits
RELI 343	Yoga in History, Thought, and Practice	9
RELI 225	Introduction to Hinduism	
RELI 226	Introduction to Buddhism	
RELI 317	Sufism	
RELI 366	Religion and Music	
RELI 368	Religion and Indigenous Tradition	
RELI 300	Cults and New Religious Movements in North America	
RELI 386	Witchcraft, Magic, and Religion	
RELI 387	Goddesses and Religious Images of Women	
RELI 3890	Queer Spiritualities	
RELI 390	Angels and Demons in Judaism	
RELI 394	History of Satan	

Total 9 credits for the microprogram.

FAS recommendations/comments :

(move forward to Provost approval or return to department)

Richard Courtemanche, Associate Dean	• Quick, simple microprogram using existing resources. • The two Chairs have discussed the parallel proposals RELI-6013 & THEO-5793, and have come to a relatively harmonized revised version for each.
Pascale Sicotte, Dean	I approve this dossier.

Religions and Cultures Proposal for Microprograms 1 (Mar 2026)

Microprogram Level of study	Undergraduate
Program name	Microprogram in Exploring Spiritual Worlds
Hosting unit(s)	Religions and Cultures
Stackability	Stack into a BA Major in Religions and Cultures.
Total credit value	9 credits
Leads	Naftali Cohn, Sowparnika Balaswaminathan, and Marcel Parent
Proposed start date	September 2026 (students can start Fall, Winter, or Summer)
Dean signature	

TARGET AUDIENCE, ADMISSION REQUIREMENTS, COMPETENCIES IN DEMAND, MARKET RESEARCH AND RECRUITMENT STRATEGY (250 words)

The target audience for this microprogram are individuals with an interest in New Religious Movements, members of the Spiritual But Not Religious (SBNR) community, and practitioners of yoga and meditation. We have connections with this world, and this target audience is the inspiration for this microprogram. They would gain a more critical approach to religion and culture, particularly with our courses that focus on non-western religions and elements of cultures that overlap with the supernatural and magic.

Courses in the Microprogram (choose 3):
RELI 343 Yoga in History, Thought, and Practice
RELI 226 Introduction to Buddhism
RELI 225 Introduction to Hinduism
RELI 317 Sufism
RELI 366 Religion and Music
RELI 368 Religion and Indigenous Traditions
RELI 300 Cults and New Religious Movements in North America
RELI 386 Witchcraft, Magic, and Religion
RELI 387 Goddesses and Religious Images of Women
RELI 3890 Queer Spiritualities
RELI 390 Angels and Demons in Judaism
RELI 394 History of Satan

Program Learning Objectives:
By the end of the program, students should be able to:

- Understand spiritual beliefs, ideas, and literatures from a variety of cultures through historical, sociological, and cultural perspectives.
- Critically engage with practices associated with such systems while contending with issues such as cultural appropriation, colonialism, environmentalism, feminism, and so on
- Understand how historical and political structures shape both how the spiritual is conceived and the patterns of its development.
- Interpret and analyze practices, ideas, and change over time in relation to spirituality and worlds beyond the human one.

We believe this microprogram could be a valuable addition to individuals who are yoga practitioners and teachers who might want to engage with the historical and sociological aspects of these traditions which are often accused of Orientalism and cultural appropriation. There is an opportunity to speak with yoga studios and yoga certification boards for a more official accreditation status for the program. In 2025, Concordia Recreation also started a yoga certification program, and this microprogram could be appended to it to leverage a pre-existing pool of candidates.

Comparators:
The Universite of Ottawa has a microprogram in Psychedelics and Spirituality Studies. UOttawa's program is scientific in much of its focus. Ours is more about the religious and cultural histories relevant to spirituality studies. Our program draws on our strength and expertise of the full-time faculty in our Department. Its focus is unique.

Admission criteria:
A DEC for Quebec students, and a high school diploma for non-Quebec students. Evidence of a BA or similar degree will be acceptable.

EXPERTISE and CAPACITY OF THE UNIT (150 words)

This stems fully from our expertise and what we are already offering in the Unit.

RESOURCE NEEDS (100 words)

No additional resource needs.

CONSULTATION (100 words)

None.

DATE: April 21, 2026

TO: Richard Courtemanche, Associate Dean, Academic Programs and Development, FAS

FROM: Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

SUBJECT: Microprogram in Exploring Spiritual Worlds

I am writing following my meeting with i/Provost Dr. Effrosyni Diamantoudi, where she confirmed her support for the proposed Microprogram in Exploring Spiritual Worlds. We are very pleased to see a microprogram emerge that makes use of already-scheduled courses and poses no resources for the department, and we appreciate attempts to create curriculum accessible to the community.

Our recommendation moving forward is to do some market research to best identify the new learners this program might bring to the university; we be happy to support you in making plans for outreach. In the meantime, we feel that adding more detail about your proposed audience would be helpful.

Yours Sincerely,

Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

Cc:
Dr. Effrosyni Diamantoudi, i/Provost & Vice President Academic
Dr. Pascale Sicotte, Dean, Faculty of Arts and Sciences
Dr. Naftali Cohn, Chair, RELI
Ms. Julie Johnston, Office of the Provost
Mr. Daniel Therrien, Associate Vice President, Integrated Planning, Office of the Provost

US-2026-5-D7
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of November 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Certificate in Sociology (AS-SOAN-6068)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed a new Certificate in Sociology (AS-SOAN-6068), for approval.

BACKGROUND:

The Department of Sociology and Anthropology is proposing a new Certificate in Sociology aimed at attracting new students to the University. It could also appeal to lapsed students to obtain a credential. Instead of creating new programming, the proposal is to mirror the current curriculum for a Minor in Sociology for the Certificate.

No changes or new resources will be required at the departmental level because the Certificate will repackage what is already offered in the Sociology minor. Certificate courses will be at an introductory, undergraduate level and will not require any previous knowledge or background. The Certificate is aimed at deepening and strengthening students' interest in the discipline.

The dossier was recommended by the APC for approval by Senate.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new Certificate in Sociology (AS-SOAN-6068), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: October 29, 2026

ACADEMIC PROGRAMS COMMITTEE
Bradley Nelson, PhD
November 6, 2026

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

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

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

Office of the Registrar

OOR-OOR-6116; **APC-2026-5-D1**

- Regulation changes
- **Summary:** An amendment is proposed to clarify the calculation of full-time and part-time status, as the existing regulations imply that the annual credit load can be considered when determining full-time and part-time status, which is not the case.

OOR-OOR-6117; **APC-2026-5-D2**

- Regulation changes
- **Summary:** A new "TRA" notation is created to enable compliance with RAC reporting requirements under the Bilan Annuel – RAC framework by clearly distinguishing articulation agreement credits from other transfer credits,

OOR-OOR-6118; **APC-2026-6-D1**

- Regulation changes
  Summary: The proposed update includes a reference to degree conferral to ensure it is clear to students that if they apply for graduation, their degree will be conferred if they meet the requirements, and once a degree has been conferred, no part of the academic record underlying that credential may be altered.

OOTR-OOTR-6127; **APC-2026-5-D3**

- Regulation changes
- **Summary:** CHME 206 is added to the admission requirements for Cegep students and to the Mature Entry requirements for the BEng in Chemical Engineering because it is a prerequisite for a core course in the program.

Faculty of Arts and Science

AS-MATH-5568; **APC-2026-5-D5**

- New Minor in Data Science

Department of Religions and Cultures
AS-RELI-6013; **APC-2026-6-D5**

- New Microprogram in Exploring Spiritual Worlds

Department of Sociology and Anthropology
AS-SOAN-6068; **APC-2026-6-D6**

- New Certificate in Sociology

AS-SOAN-6069; **APC-2026-6-D7**

- New Certificate in Anthropology

Gina Cody School of Engineering and Computer Science

Department of Chemical and Materials Engineering
GCS-CME-5986; **APC-2026-5-D9**

- Extended Credit Program changes
- Regulation changes
- **Summary:** CHEM 206 is added to the admission requirements for Cegep students and to the ECP requirements because it is a prerequisite for a core course in the BEng in Chemical Engineering; a note is also added to the Natural Science Electives to explain that CHEM 206 and CHEM 221 are not counted toward the Natural Science Electives in the Chemical Engineering program; a link related to the Cybersecurity Engineering program is updated in Section 71.20.2; and admission requirements for the Cybersecurity programs are added to Section 71.10.2.



Bradley Nelson, PhD
Deputy Provost and Vice-Provost, Student Life and Experience
October 16, 2026

New Undergraduate Program (Fast Track) - AS-SOAN-6068 - VERSION : 2

Summary and Rationale for Changes

The Department of Sociology and Anthropology is proposing a new Certificate in Sociology aimed at attracting new students to the University. It could also appeal to lapsed students to obtain a credential. Instead of creating new programming, we are proposing to mirror our current curriculum for our Minor in Sociology for the certificate. Therefore, this requires no changes or new resources at the departmental level because we are repackaging what we already offer in our Sociology minor.

The proposed certificate is aimed at the introductory, undergraduate level. It mirrors the minor curriculum and does not require any previous knowledge or background. It is aimed at deepening and strengthening students' interest in the discipline.

A qualification in sociology equips students to make sense of a complex world. We believe this to be the difference that our discipline can make with respect to others in the marketplace – indeed, 'make sense of a complex world' is the tagline of our department and one that we feel the certificate draws upon for its relevance and visibility.

The admission profile is the same as other SOCI/ANTH programs: a CEGEP DEC with a minimum CRC score of 22, or our requirement for students who qualify for admission under the MEP.

Section 31.002 Admission profile: 0.00

Resource Implications

None. This program is composed of existing courses.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Bradley Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
Academic Programs Committee, 05 Oct 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

This proposed Certificate in Sociology is intended for students external to the University who are interested in an introduction to Sociology. The department is proposing to mirror its current curriculum for the Minor in Sociology for this 30-credit certificate. This proposal thus requires no new resources. The new Certificate can be part of a stackable undergraduate degree or provide lapsed students with an opportunity to complete a credential.

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

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

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

Summary of Committee Discussion: Department Approval

For Submission to:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

Approved by:

Mark Watson, Chair, Department of Sociology and Anthropology,
Sociology and Anthropology Department Assembly, 02 Apr 2026

This proposal was approved by the department assembly on April 2, 2026, and by the undergraduate curriculum committee on March 26, 2026.

Summary of Changes (New Undergraduate Program (Fast Track))

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: 2027-28 New Certificate in Sociology

Calendar Section Name: Certificate in Sociology
Calendar Section Type: Program
Description of Change: Certificate in Sociology New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Sociology and Anthropology
Program Name: Certificate in Sociology
Program Type: Certificate
Degree: Certificate

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.310 Department of Sociology and Anthropology > Sociology Programs > Certificate in Sociology > Program Requirements

Type of Change: New Program

Present Text calendar credits	**Proposed Text** **30 credits** Certificate in Sociology
0	~~0~~ 3 credits: SOCI 203 Introduction to Society (3) Note: Students exempted from SOCI 203 are required to replace this course with three credits of Sociology at the 200 or 300 level. 6 credits of Sociology courses at the 200 level 6 credits: SOCI 300 Classical Social Theory (6) 6 credits of Sociology courses at any level (200, 300, or 400) 9 credits of Sociology courses at the 300 level

Rationale:
The Department of Sociology and Anthropology is proposing to add a new Certificate in Sociology aimed at students external to the University. Instead of creating new programming, we are proposing to mirror our current curriculum for our Minor in Sociology for the certificate. Therefore, this requires no changes or new resources at the departmental level because we are repackaging what we already offer in

our Sociology minor.

Resource Implications:

None. This program is composed of existing courses.

Impact Report

Concordia University
Arts and Science

NEW PROGRAM PROPOSAL EVALUATION FORM

Contents

- Department, Program Type and credit value
- Resources
- Preview
- FAS recommendations/comments

Dossier #: **AS-SOAN-6068**

Department: **Sociology and Anthropology**

Program Type: **Certificate**

Title & credit value: **Certificate in Sociology** (30 credits)

Resources: **None.**

Calendar Preview:

Certificate in Sociology

Mandatory		
*SOCI 203	Introduction to Society	3 cr
SOCI 300	Classical Social Theory	6 cr
Electives		
	Additional credits of Sociology courses at the 200 level	6 cr
	Sociology courses at the 300 level	9 cr
	Sociology courses at any level (200, 300, or 400)	6 cr
	Total	**30 cr**

**(students exempted from SOCI 203 are required to take three credits of Sociology at the 200 or 300 level)*

FAS recommendations/comments :

(move forward to provost approval or return to department)

Richard Courtemanche, Associate Dean	• This is a repackaging of the Minor in Sociology, into a Certificate. It should prove interesting to new students for whom a Certificate will present a basic qualification in the discipline.
	• Program is simple and flexible.
	• Well said: "This will support students in making sense of a complex world".
	• It does not require any resources.
	• Basic competencies:
	  ○ Understanding human diversity
	  ○ Effective interpersonal skills
	  ○ Awareness
	  ○ Capacity for problem solving
	  ○ Critical analysis

Pascale Sicotte, Dean	I approve.

DATE: May 19, 2026

TO: Richard Courtemanche, Associate Dean, Academic Programs and Development, FAS

FROM: Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

SUBJECT: Certificate in Sociology

I am writing following my meeting with Provost Dr. Effrosyni Diamantoudi, where she confirmed her support for the proposed Certificate in Sociology. We are very pleased to see the conversion of the minor into a new degree format that can attract non-program students and possibly stack into an eventual Bac par Cumul.

Our recommendation moving forward is to do some market research to best identify the new learners this program might bring to the university; we'd be happy to support you in making plans for outreach.

Yours Sincerely,

Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

Cc:
Dr. Effrosyni Diamantoudi, Provost & Vice President Academic
Dr. Pascale Sicotte, Dean, Faculty of Arts and Sciences
Dr. Mark Watson, Chair, SOAN
Ms. Julie Johnston, Office of the Provost

Concordia Proposal for New Programs (Degree programs, certificates and diplomas)

Notes on the new template:

1. The intent for the proposal template is for it to be as light as possible, without requiring labour-intensive activities such as surveys, in-depth market analysis, detailed enrolment forecasting and budgeting. Nonetheless, the proposal should offer a general picture of the resources required to run the program and rough estimation of anticipated enrolment.
2. Once the “general idea” for the program has been approved by the Provost, additional documentation may be appended before the proposal moves through the committee approval process, for example market research and survey findings, environmental scan, detailed enrolment forecasts, hiring plan, budget projection, letters of support, curriculum map, etc.
3. The required documentation to be appended to the proposal before the dossier moves through the committee approval process will be outlined in the Provost’s approval memo- it will vary depending on the nature of the program.
4. Only one template for the “Proposal” is used, regardless of whether it is for a degree program, certificate or diploma. There is no separate template for the “LOI” and “Proposal”. The only exception to this would be in the case of full new degree programs that require MES approval via their new program process. In this case, a curriculum developer may be assigned to support the department in completing the required MES documentation and templates.
5. An additional new element is a prompt to encourage departments to have a discussion with the Faculty recruitment officers in the development of the proposal, rather than waiting until it has been approved by Senate. The intention of adding this is to improve the way the target audience is articulated and include recruitment staff in the conversation early on.

GENERAL INFORMATION

New programs are developed collaboratively between the hosting unit(s), the Departments, the Faculties, the School of Graduate Studies and the Office of the Provost.

Type of credential	CERTIFICATE
Level of study	Undergraduate
Program name	Certificate in Sociology
Hosting unit(s)	Dept of Sociology and Anthropology
Total credit value	30 credits
Leads	Mark Watson, Amy Swiffen, Aaron Brauer (UPD)
Proposed start date	September 2026
Department Chair (name and signature)	MARK WATSON 
Dean (name and signature)	

PROGRAM OVERVIEW (250 words)

This proposal is for a new **Certificate in Sociology** aimed at external students offered by the Department of Sociology and Anthropology. Instead of creating new programming, we are proposing to use the current curriculum for our Minor in Sociology for the certificate. Therefore **this requires no changes or new resources at the departmental level because we are repackaging what we already offer in our (minor) program**.

Many Anthropology or Sociology departments across the country offer certificates and/or diplomas/microprograms. This certificate offers a general qualification in the discipline. We view

this as a simple and foundational step in renewing our offerings. We will be proposing more focused (i.e. niche) microprogramming opportunities in the coming months.

The course requirements for the proposed program (total = 30 credits) are:

3 credits: SOCI 203: Introduction to Society
(students exempted from SOCI 203 are required to take three credits of Sociology at the 200 or 300 level)
6 credits of Sociology courses at the 200 level
9 credits of Sociology courses at the 300 level
6 credits: SOCI 300 Classical Social Theory
6 credits of courses Sociology courses at any level (200, 300, or 400)

SOCIETAL NEED, TARGET AUDIENCE, AND ENROLMENT STRATEGY (250 words)

The principal target audience of this certificate is external students who want to receive a qualification in 30 credits and not 90. This would serve the interests of mature or retired students as well as professionals seeking to deepen their understanding of human inter/actions within different historical and social contexts. Indeed, at the latest open house we had one retiree who was seeking to take this exact qualification.

One enrolment strategy is to identify lapsed students in our program who have completed fewer than 27 credits. We would then ask recruitment to reach out to them to discuss the opportunity to take an extra course (or three) to receive a qualification. Otherwise, we will seek to introduce this qualification on our newly renovated website as well as push through our social media channels (once our social media strategy has been decided upon).

Finally, in terms of societal need, a qualification in sociology equips students to make sense of a complex world. We believe this to be the difference that our discipline can make with respect to others in the marketplace – indeed, ‘make sense of a complex world’ is the tagline of our department and one that we feel both certificates and future microprograms can draw upon for their relevance and visibility.

PROGRAM AT THE GRADUATE/UNDERGRADUATE LEVEL (100 words)

This certificate is aimed at the introductory, undergraduate level. It follows the minor curriculum therefore it does not require any previous knowledge or background. It is aimed at deepening and strengthening students’ interest in the discipline.

ADMISSION REQUIREMENTS (100 words)

The normal admission requirement would mirror the requirement for our undergraduate programs, that is, a CEGEP DEC with a minimum CRC score of 22, or our requirement for students who qualify for admission under the MEP.

CURRICULUM (400 words)

The competencies of this certificate mirror the general skillset of a graduating sociology student: e.g. a strong understanding of (and appreciation for) human diversity; effective interpersonal communication skills; awareness; capacity for problem solving in complex situations; strong critical analytical skills.

INSTITUTIONAL FIT (150 words)

Our minor is a popular program and turning it into a certificate serves as a quick and effective measure as we begin to rethink our program offerings, particularly specific microprograms that could fill the needs of professionals in niche markets. As all courses for this certificate are currently offered as part of our minor/major/specialization/honors programs, **no new resources required and teaching responsibilities are already secured**. The only change required will be an administrative one in terms of how a student is coded as a certificate (external) student.

CONSULTATION & INSTITUTIONAL FIT (200 words)

There is no need to undertake discussions with other units as this is an already established in-house program. We have already discussed this idea with Nicole Freeman. She encouraged us to turn a proposal around quickly because, as above, there is no new programming being proposed. In agreement with Nicole, we would recommend all departments who offer minors to turn them into certificates.

ENROLMENT PROJECTIONS AND RESOURCE REQUIREMENTS

It is difficult to project. We would likely start with single digit registrants in the first years. One ongoing discussion we are having within our department concerns the un/availability of our courses to students or non-students who work during the day. Nevertheless, at the most recent open house, we had one professional close to retirement come to visit our booth three times during the day. He was very interested in the idea of this certificate and wanted as much information about it as possible – as this remains in the proposal stage, we could not provide any specific information except to advise him of the minor curriculum and introduce him to the rationale behind the proposed idea. Given that this proposal requires no new resources or any intra-departmental changes, we are hopeful that this certificate can be open for registration as soon as possible.

Certificate in Sociology

Program Requirements

Certificate in Sociology (30 credits)

3.0 credits:

- SOCI 203 Introduction to Society (3.00)

Note: Students exempted from SOCI 203 are required to replace this course with three credits of Sociology at the 200 or 300 level.

6.0 credits of Sociology courses at the 200 level

6.0 credits:

- SOCI 300 Classical Social Theory (6.00)

6.0 credits of Sociology courses at any level (200, 300, or 400)

9.0 credits of Sociology courses at the 300 level

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US-2026-5-D8
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of November 6, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Certificate in Anthropology (AS-SOAN-6069)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed a new Certificate in Anthropology (AS-SOAN-6069), for approval.

BACKGROUND:

The Department of Sociology and Anthropology is proposing to add a new Certificate in Anthropology aimed at students external to the University. Instead of creating new programming, the proposal is to mirror the current curriculum for a Minor in Anthropology for the certificate.

No changes or new resources will be required at the departmental level because the Certificate will repackage what is already offered in the Anthropology minor. Certificate courses will be at an introductory, undergraduate level and will not require any previous knowledge or background. The Certificate is aimed at deepening and strengthening students' interest in the discipline. A qualification in Anthropology equips students to make sense of a complex world.

The dossier was recommended by the APC for approval by Senate.

.DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new Certificate in Anthropology (AS-SOAN-6069), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: October 29, 2026

ACADEMIC PROGRAMS COMMITTEE
Bradley Nelson, PhD
November 6, 2026

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

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

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

Office of the Registrar

OOR-OOR-6116; **APC-2026-5-D1**

- Regulation changes
- **Summary:** An amendment is proposed to clarify the calculation of full-time and part-time status, as the existing regulations imply that the annual credit load can be considered when determining full-time and part-time status, which is not the case.

OOR-OOR-6117; **APC-2026-5-D2**

- Regulation changes
- **Summary:** A new "TRA" notation is created to enable compliance with RAC reporting requirements under the Bilan Annuel – RAC framework by clearly distinguishing articulation agreement credits from other transfer credits,

OOR-OOR-6118; **APC-2026-6-D1**

- Regulation changes
  Summary: The proposed update includes a reference to degree conferral to ensure it is clear to students that if they apply for graduation, their degree will be conferred if they meet the requirements, and once a degree has been conferred, no part of the academic record underlying that credential may be altered.

OOTR-OOTR-6127; **APC-2026-5-D3**

- Regulation changes
- **Summary:** CHME 206 is added to the admission requirements for Cegep students and to the Mature Entry requirements for the BEng in Chemical Engineering because it is a prerequisite for a core course in the program.

Faculty of Arts and Science

AS-MATH-5568; **APC-2026-5-D5**

- New Minor in Data Science

Department of Religions and Cultures
AS-RELI-6013; **APC-2026-6-D5**

- New Microprogram in Exploring Spiritual Worlds

Department of Sociology and Anthropology
AS-SOAN-6068; **APC-2026-6-D6**

- New Certificate in Sociology

AS-SOAN-6069; **APC-2026-6-D7**

- New Certificate in Anthropology

Gina Cody School of Engineering and Computer Science

Department of Chemical and Materials Engineering
GCS-CME-5986; **APC-2026-5-D9**

- Extended Credit Program changes
- Regulation changes
- **Summary:** CHEM 206 is added to the admission requirements for Cegep students and to the ECP requirements because it is a prerequisite for a core course in the BEng in Chemical Engineering; a note is also added to the Natural Science Electives to explain that CHEM 206 and CHEM 221 are not counted toward the Natural Science Electives in the Chemical Engineering program; a link related to the Cybersecurity Engineering program is updated in Section 71.20.2; and admission requirements for the Cybersecurity programs are added to Section 71.10.2.



Bradley Nelson, PhD
Deputy Provost and Vice-Provost, Student Life and Experience
October 16, 2026

New Undergraduate Program (Fast Track) - AS-SOAN-6069 - VERSION : 3

Summary and Rationale for Changes

The Department of Sociology and Anthropology is proposing to add a new Certificate in Anthropology aimed at students external to the University. Instead of creating new programming, we are proposing to mirror our current curriculum for our Minor in Anthropology for the certificate. Therefore, this requires no changes or new resources at the departmental level because we are repackaging what we already offer in our Anthropology minor.

The proposed certificate is aimed at the introductory, undergraduate level. It mirrors the minor curriculum and does not require any previous knowledge or background. It is aimed at deepening and strengthening students' interest in the discipline.

A qualification in anthropology equips students to make sense of a complex world. We believe this to be the difference that our discipline can make with respect to others in the marketplace – indeed, 'make sense of a complex world' is the tagline of our department and one that we feel the certificate draws upon for its relevance and visibility.

The admission profile is the same as other SOCI/ANTH programs: a CEGEP DEC with a minimum CRC score of 22, or our requirement for students who qualify for admission under the MEP.

Section 31.002 Admission profile: 0.00

Resource Implications

None. This program is composed of existing courses.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Bradley Nelson, Deputy Provost and Vice-Provost, Student Life and Experience,
Academic Programs Committee, 05 Oct 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

This proposed Certificate in Anthropology is intended for students external to the University who are interested in an introduction to Anthropology. This 30-credit certificate matches the curriculum for the current Minor in Sociology and so requires no new resources. This new Certificate can be part of a stackable degree or provide lapsed students with an opportunity to complete a credential.

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

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Sep 2026

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

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

Summary of Committee Discussion: Department Approval

For Submission to:

Elizabeth Bloodgood, Associate Dean, Academic Program Development and Assessment,
Faculty Curriculum Committee, 27 Aug 2026

Approved by:

Mark Watson, Chair, Department of Sociology and Anthropology,
Sociology and Anthropology Department Assembly, 02 Apr 2026

This proposal was approved by the department assembly on April 2, 2026, and by the undergraduate curriculum committee on March 26, 2026.

Summary of Changes (New Undergraduate Program (Fast Track))

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: 2027-28 New Certificate in Anthropology

Calendar Section Name: Certificate in Anthropology
Calendar Section Type: Program
Description of Change: Certificate in Anthropology New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Sociology and Anthropology
Program Name: Certificate in Anthropology
Program Type: Certificate
Degree: Certificate

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.310 Department of Sociology and Anthropology > Anthropology Programs > Certificate in Anthropology > Program Requirements

Type of Change: New Program

Present Text calendar	**Proposed Text**
credits	**30 credits** Certificate in Anthropology
0	~~0~~ 3 credits: ANTH 202 Introduction to Culture (3) Note: Students exempted from ANTH 202 are required to replace this course with with three credits of Anthropology at the 200 or 300 level. 3 credits of Anthropology courses at the 200 level 3 credits of Anthropology or Sociology courses at the 200 level 3 credits: ANTH 301 History of Anthropological Thought (3) 15 credits of Anthropology courses at the 300 level 3 credits of Anthropology courses at the 400 level

Rationale:

The Department of Sociology and Anthropology is proposing to add a new Certificate in Anthropology aimed at students external to the University. Instead of creating new programming, we are proposing to mirror our current curriculum for our Minor in Anthropology for the certificate. Therefore, this requires no changes or new resources at the departmental level because we are repackaging what we already offer in our Anthropology minor.

Resource Implications:

None. This program is composed of existing courses.

Impact Report

Concordia Proposal for New Programs (Degree programs, certificates and diplomas)

Notes on the new template:

1. The intent for the proposal template is for it to be as light as possible, without requiring labour-intensive activities such as surveys, in-depth market analysis, detailed enrolment forecasting and budgeting. Nonetheless, the proposal should offer a general picture of the resources required to run the program and rough estimation of anticipated enrolment.
2. Once the “general idea” for the program has been approved by the Provost, additional documentation may be appended before the proposal moves through the committee approval process, for example market research and survey findings, environmental scan, detailed enrolment forecasts, hiring plan, budget projection, letters of support, curriculum map, etc.
3. The required documentation to be appended to the proposal before the dossier moves through the committee approval process will be outlined in the Provost’s approval memo- it will vary depending on the nature of the program.
4. Only one template for the “Proposal” is used, regardless of whether it is for a degree program, certificate or diploma. There is no separate template for the “LOI” and “Proposal”. The only exception to this would be in the case of full new degree programs that require MES approval via their new program process. In this case, a curriculum developer may be assigned to support the department in completing the required MES documentation and templates.
5. An additional new element is a prompt to encourage departments to have a discussion with the Faculty recruitment officers in the development of the proposal, rather than waiting until it has been approved by Senate. The intention of adding this is to improve the way the target audience is articulated and include recruitment staff in the conversation early on.

GENERAL INFORMATION

New programs are developed collaboratively between the hosting unit(s), the Departments, the Faculties, the School of Graduate Studies and the Office of the Provost.

Type of credential	CERTIFICATE
Level of study	Undergraduate
Program name	Certificate in Anthropology
Hosting unit(s)	Dept of Sociology and Anthropology
Total credit value	30 credits
Leads	Mark Watson, Kregg Hetherington, Julie Archambault, Aaron Brauer (UPD)
Proposed start date	September 2026
Department Chair (name and signature)	MARK WATSON 
Dean (name and signature)	

PROGRAM OVERVIEW (250 words)

This proposal is for a new **Certificate in Anthropology** aimed at external students offered by the Department of Sociology and Anthropology. Instead of creating new programming, we are proposing to use the current curriculum for our Minor in Anthropology for the certificate. Therefore **this requires no changes or new resources at the departmental level because we are repackaging what we already offer in our (minor) program**.

Many Anthropology or Sociology departments across the country offer certificates and/or diplomas/microprograms. This certificate offers a general qualification in the discipline. We view

this as a simple and foundational step in renewing our offerings. We will be proposing more focused (i.e. niche) microprogramming opportunities in the coming months.

The course requirements for the proposed program (total = 30 credits) are:

3 credits: ANTH202: Introduction to Culture
(students exempted from ANTH202 are required to take three credits of Anthropology at the 200 or 300 level)
3 credits of Anthropology courses at the 200 level
3 credits of Anthropology or Sociology courses at the 200 level
3 credits: ANTH301 History of Anthropological Thought
15 credits of courses of Anthropology at the 300 level
3 credits of courses at Anthropology at the 400 level

SOCIETAL NEED, TARGET AUDIENCE, AND ENROLMENT STRATEGY (250 words)

The principal target audience of this certificate is external students who want to receive a qualification in 30 credits and not 90. This would serve the interests of mature or retired students as well as professionals seeking to deepen their understanding of human inter/actions within different historical and cultural contexts. Indeed, at the latest open house we had one retiree who was seeking to take this exact qualification.

One enrolment strategy is to identify lapsed students in our program who have completed fewer than 27 credits. We would then ask recruitment to reach out to them to discuss the opportunity to take an extra course (or three) to receive a qualification. Otherwise, we will seek to introduce this qualification on our newly renovated website as well as push through our social media channels (once our social media strategy has been decided upon).

Finally, in terms of societal need, a qualification in anthropology equips students to make sense of a complex world. We believe this to be the difference that our discipline can make with respect to others in the marketplace – indeed, ‘make sense of a complex world’ is the tagline of our department and one that we feel both certificates and future microprograms can draw upon for their relevance and visibility.

PROGRAM AT THE GRADUATE/UNDERGRADUATE LEVEL (100 words)

This certificate is aimed at the introductory, undergraduate level. It follows the minor curriculum therefore it does not require any previous knowledge or background. It is aimed at deepening and strengthening students’ interest in the discipline.

ADMISSION REQUIREMENTS (100 words)

The normal admission requirement would mirror the requirement for our undergraduate programs, that is, a CEGEP DEC with a minimum CRC score of 22, or our requirement for students who qualify for admission under the MEP.

CURRICULUM (400 words)

The competencies of this certificate mirror the general skillset of a graduating anthropology student: e.g. a strong understanding of (and appreciation for) human diversity; effective interpersonal communication skills; cultural awareness; capacity for problem solving in complex situations; strong critical analytical skills.

INSTITUTIONAL FIT (150 words)

Our minor is a popular program and turning it into a certificate serves as a quick and effective measure as we begin to rethink our program offerings, particularly specific microprograms that could fill the needs of professionals in niche markets. As all courses for this certificate are currently offered as part of our minor/major/specialization/honors programs, **no new resources required and teaching responsibilities are already secured**. The only change required will be an administrative one in terms of how a student is coded as a certificate (external) student.

CONSULTATION & INSTITUTIONAL FIT (200 words)

There is no need to undertake discussions with other units as this is an already established in-house program. We have already discussed this idea with Nicole Freeman. She encouraged us to turn a proposal around quickly because, as above, there is no new programming being proposed. In agreement with Nicole, we would recommend all departments who offer minors to turn them into certificates.

ENROLMENT PROJECTIONS AND RESOURCE REQUIREMENTS

It is difficult to project. We would likely start with single digit registrants in the first years. One ongoing discussion we are having within our department concerns the un/availability of our courses to students or non-students who work during the day. Nevertheless, at the most recent open house, we had one professional close to retirement come to visit our booth three times during the day. He was very interested in the idea of this certificate and wanted as much information about it as possible – as this remains in the proposal stage, we could not provide any specific information except to advise him of the minor curriculum and introduce him to the rationale behind the proposed idea. Given that this proposal requires no new resources or any intra-departmental changes, we are hopeful that this certificate can be open for registration as soon as possible.

Concordia University
Arts and Science

NEW PROGRAM PROPOSAL EVALUATION FORM

Contents

- Department, Program Type and credit value
- Resources
- Preview
- FAS recommendations/comments

Dossier #: **AS-SOAN-6069**

Department: **Sociology and Anthropology**

Program Type: **Certificate**

Title & credit value: **Certificate in Anthropology** (30 credits)

Resources: **None.**

Calendar Preview:

Certificate in Anthropology

Mandatory		
*ANTH 202	Introduction to Culture	3 cr
ANTH 301	History of Anthropological Thought	3 cr
Electives		
	Additional credits of Anthropology courses at the 200 level	3 cr
	Anthropology or Sociology courses at the 200 level	3 cr
	Anthropology courses at the 300 level	15 cr
	Anthropology courses at the 400 level	3 cr
	Total	**30 cr**

**(students exempted from ANTH 202 are required to take three credits of Anthropology at the 200 or 300 level)*

FAS recommendations/comments :

(move forward to provost approval or return to department)

Richard Courtemanche, Associate Dean	• This is a repackaging of the Minor in Anthropology into a Certificate. It will interest new students who wish for a basic qualification in the discipline.
	• Program is simple and flexible, and does not require any resources.
	• Like the other certificate, basic competencies:
	  ○ Understanding human diversity
	  ○ Effective interpersonal skills
	  ○ Awareness
	  ○ Capacity for problem solving
	  ○ Critical analysis

Pascale Sicotte, Dean	I approve.

DATE: May 19, 2026

TO: Richard Courtemanche, Associate Dean, Academic Programs and Development, FAS

FROM: Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

SUBJECT: Certificate in Anthropology

I am writing following my meeting with Provost Dr. Effrosyni Diamantoudi, where she confirmed her support for the proposed Certificate in Anthropology. We are very pleased to see the conversion of the minor into a new degree format that can attract non-program students and possibly stack into an eventual Bac par Cumul.

Our recommendation moving forward is to do some market research to best identify the new learners this program might bring to the university; we'd be happy to support you in making plans for outreach.

Yours Sincerely,



Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

Cc:
Dr. Effrosyni Diamantoudi, Provost & Vice President, Academic
Dr. Pascale Sicotte, Dean, Faculty of Arts and Sciences
Dr. Mark Watson, Chair, SOAN
Ms. Julie Johnston, Office of the Provost

Certificate in Anthropology

Program Requirements

Certificate in Anthropology (30 credits)

3.0 credits:

- ANTH 202 Introduction to Culture (3.00)

Note: Students exempted from ANTH 202 are required to replace this course with with three credits of Anthropology at the 200 or 300 level.

3.0 credits of Anthropology courses at the 200 level

3.0 credits of Anthropology or Sociology courses at the 200 level

3.0 credits:

- ANTH 301 History of Anthropological Thought (3.00)

15.0 credits of Anthropology courses at the 300 level

3.0 credits of Anthropology courses at the 400 level

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Internal Memorandum

To: Members of Senate

From: Faye Diamantoudi, Provost and Vice-President, Academic

Date: October 30, 2026

Re: Academic Update

Announcements and Key Items

Thank you to everyone who contributed to the success of our Open House on October 24. We welcomed more than 5,900 visitors from 50 countries and nearly every part of Canada, representing an overall 3.4% increase in visitors compared to last fall. Attendance grew at both the undergraduate and graduate levels, with increases among visitors from the rest of Canada, the United States, and internationally. Notably, attendance from the rest of Canada rose by an outstanding 23.4%, while attendance from Quebec had a slight decrease of 1.2%. Our Open House planning team collaborated closely with five other Montreal universities to coordinate a citywide Open House weekend, creating a shared opportunity to showcase Montreal as a destination for prospective students. These results reflect the tremendous effort and collaboration of everyone involved, and I extend my sincere thanks to all who helped make the event a success.

The John Molson School of Business (JMSB) MBA was ranked second in Canada in the *Bloomberg Businessweek 2026-2027* rankings, earning the top national ranking for compensation after graduation and second place for entrepreneurship. The recognition highlights the program's strong career outcomes, experiential learning opportunities, and commitment to fostering entrepreneurial skills. This distinction was further reinforced by the *Princeton Review*, which named the JMSB MBA among its Best On-Campus MBA Programs for 2027.

Accolades

Indigenous Futures Research Centre (IFRC) member Skawennati received a 2026 Governor General's Award in Visual and Media Arts for Artistic Achievement. This award recognizes her profound and ongoing impact on Canada's visual and media arts landscape, highlighting an exceptional career that bridges art, technology, and community.

Three Concordia professors were named to the Royal Society of Canada (RSC): Shannon McSheffrey (History) and Marisa Portolese (Studio Arts) as Fellows, and Krista Byers-Heinlein (Psychology) as member of the RSC College of New Scholars, Artists and Scientists.

Pragasen Pillay (Electrical and Computer Engineering) has received the 2027 IEEE Nikola Tesla Award. The international award recognizes his contributions to the modelling, design and application of electric machines in industry, transportation, and renewable energy.

Boxer Tammara Thibeault (BA 23), made history this summer, becoming the first Canadian woman to unify three major professional boxing titles.

Chedly Belkhodja, professor at the School of Community and Public Affairs, is the new holder of the Senghor Chair of the Francophonie – New Forms of Conflict in Francophone Communities. The institutional chair makes Concordia one of approximately 30 universities and institutions to host a Senghor Chair through the International Network of Senghor Chairs of the Francophonie. It also strengthens the university's commitment to studying francophone realities in Montreal and beyond.

Two Concordia journalism students, Marise Filice and Sandrine Viens, travelled to Paris to intern at the 12th edition of the *Festival Le Monde*. Through a partnership between Concordia, *Festival Le Monde* and the Consulate General of France in Quebec, they worked alongside students from the Paris School of Journalism to produce festival content and create a documentary exploring the impact of a recent wildfire in the Fontainebleau Forest as part of *La Nuit des idées* and its theme, "Listening to the Forest."

October 2026 marks the tenth anniversary of the incorporation of Concordia University Press (CUP). The CUP, its authors, and its readers, are grateful to the Library and to the University for their longstanding support and commitment to open-access book publishing.

In September, the CUP released *Climate Change Cookery: Recipes and Resilience in England's Little Ice Age, 1550–1700* by Madeline Bassnett. Drawing on recipe collections, diaries, and weather records from the sixteenth and seventeenth centuries, the book explores how communities adapted to food scarcity during the Little Ice Age. By connecting these historical experiences to modern concerns about climate change and food security, *Climate Change Cookery* highlights the resilience and environmental awareness of people facing periods of uncertainty and change.

Concordia School of Performance artist-in-residence Shana Carroll wrote, directed and choreographed *The Attic: Things I've Seen While Lying on My Back*, a theatrical memoir blending circus arts, music, dance and storytelling. The production features set and props design by Theatre professor Ana Cappelluto (BFA 88) and provided hands-on professional experience for Scenography graduates Jiyeon Lee (BFA 26), and Nadia Agrebi (BFA 26), through the Elspeth McConnell Fine Arts Award. Following its opening at Chicago's Goodman Theatre, the production will be presented at *Le Diamant* in Quebec City from October 29 to 31 and at Montreal's Théâtre St-Denis from November 10 to 15, 2026, before touring France in spring 2027.

Faculty of Fine Arts (FoFA) students and alumni collaborated with Montreal's Black Community Resource Centre to create *Through Our Eyes: Reality, Resilience and Change*, a virtual reality project featuring seven immersive simulations that address anti-Black racism. Contributors include Film Animation student Eniola Oyinloluwa, Computer Science and Computation Arts student Dika Anne Marie Conté and Film Animation alumna Misha Bellerive (BFA 21). The project explores issues including racial profiling, workplace discrimination, educational microaggressions and racism in health care, using immersive storytelling to build empathy, challenge biases and support education and public dialogue.

Film Production student Antoine Boulanger's short film *La Pichenotte* won Silver at the 2026 Student Academy Awards. Selected as one of 16 winning films from nearly 3,000 entries worldwide, it was also the only Canadian production recognized this year. Produced independently during Boulanger's studies at the Mel Hoppenheim School of Cinema, *La Pichenotte* uses dark humour to explore grief, connection

and healing. The Gold, Silver and Bronze placements were announced at the Student Academy Awards ceremony during the Toronto International Film Festival on September 14.

New initiatives

Concordia has once again become a member of the *Association internationale des études québécoises* (AIEQ), renewing a collaboration that reflects its commitment to advancing research on Quebec, both at home and abroad. Concordia's renewed membership comes at a pivotal moment for the Association. Following the decision by Quebec's Ministry of International Relations and *La Francophonie* to end its financial support, the AIEQ launched a call for solidarity to ensure the continuation of its activities. Several members of the university community and former ministers also mobilized to ask the government to reconsider its decision.

STEP Forward (Office of Student Life and Engagement) welcomed a new cohort of program participants, including 31 undergraduate student staff from 15 different campus teams. They will take part in an exciting year of leadership programming, including an exclusive fireside chat on leadership and team building with Marie-Philip Poulin, renowned Olympian and Captain of the Montreal Victoire of the Professional Women's Hockey League. The event this November will be hosted by STEP Forward participants, with a by-invitation-only audience of 160 student staff and varsity athletes, including the Stingers Women's Hockey Team.

The School of Graduate Studies (SGS) is developing the *GradSkills Navigator*, a new initiative designed to help graduate students identify development priorities and more easily connect with relevant workshops, resources and supports throughout their degree. The initiative aims to strengthen awareness and uptake of existing support by providing students with a clearer pathway through academic, professional and career development opportunities across the graduate journey.

The Health Services Clinic at Loyola has a new home. The Loyola Health Services Clinic has relocated from the AD building to the PERFORM Center across the street. The new location is PC.S1-105. Health Services has been welcomed by the School of Health. The new location anticipates greater visibility of the clinic and increased offerings via collaborations with the School of Health.

Events – upcoming

From November 23 to 27, Concordia will host SERESSA (the International School on the Effects of Radiation on Embedded Systems for Space Applications) 2026, an international school focused on the effects of radiation on embedded systems. Co-organized by the Mark Pathy Space Institute and CY Cergy Paris Université, the five-day event will bring together researchers, engineers and graduate students for expert lectures and hands-on exercises.

On November 6, GradProSkills will host *Brewing Success: AI-Powered Job Search,* exploring how Artificial Intelligence (AI) is changing job searching, applications and recruitment. The session will support graduate students in developing practical career strategies while strengthening their understanding of the opportunities and limitations of emerging AI tools in hiring.

On November 3, SGS will host its annual *Graduate Studies Virtual Info Day.* Building on the October 24 Open House, this online event will provide an opportunity for prospective students who are unable to attend in person to explore Concordia's graduate study options from anywhere in the world. Open to

current Concordia undergraduates, international applicants, working professionals and other prospective students, the event will feature a range of informational and interactive sessions, including faculty-specific program presentations, sample graduate-level classes, student panels, and discussions with faculty and researchers.

Events – past

At the start of the Fall term, GradProSkills successfully recruited and onboarded its 2026-27 student team, comprising 15 student employees representing all four faculties. The team supported Fall workshops and programming, while GradProSkills continued collaborations with Biology and Creative Arts Therapies to integrate professional development into academic programming and delivered 16 orientation presentations across departments and student-facing programs.

Throughout October 2026, Concordia University Library celebrated Open Access Month with a series of workshops aligned with the theme "The Cost of Knowledge" to enhance research workflows, open licensing, and data management. Part of the university's broader *Pathways to Impact* initiative, these sessions helped researchers and students navigate author rights, article processing charge waivers, and digital scholarship tools to make their work globally accessible. Additionally, the library offered personalized, one-on-one researcher consultations covering data management plans, research agreements, and discipline-specific publishing strategies.

The Gina Cody School held a Law Meets Engineering event titled *Privacy at the Crossroads: Where Technology, Law and Society Collide*, on October 29. Concordia Jurist-in-Residence Morton S. Minc welcomed Éloïse Gratton, partner and co-chair of Osler's national Privacy and Data Management practice. The discussion examined how emerging technologies are reshaping privacy, data governance, and risk.

As part of Concordia's year-long series of public events with AI-expert-in-residence Christian Beltrami, another *CTRL + AI: Creative Agency at Play* occurred on October 26 at 4TH SPACE. Organized in collaboration with ELEKTRA, this hybrid event brought together Beltrami and game designer and programmer Thomas Gauthier-Caron to explore how AI agents are reshaping creative processes and what this means for human agency, authorship and artistic judgment. The event was presented as part of the 8th ELEKTRA Digital Art Biennale, *F(R)ICTION: Art and Games*.

From October 13-15, Concordia's Department of Art History, in collaboration with the Gail and Stephen A. Jarislowsky Institute for Studies in Canadian Art, hosted the 2026 annual conference of the Universities Art Association of Canada (UAAC-AAUC), bringing together scholars, artists, curators and other professionals in the visual arts. The conference recognized two Concordia scholars: Professor Emerita Sandra Paikowsky received the UAAC-AAUC Lifetime Achievement Award for her longstanding contributions to Canadian art history. Distinguished Professor Emerita Martha Langford received a book award for *A History of Photography in Canada, vol. 1: Anticipation to Participation, 1839–1918* (McGill-Queen's University Press, 2025), an ambitious scholarly work examining photography's role in Canadian image-culture and nation-building.

On October 13, the Equity Office, in collaboration with the Black Perspectives Office, provided new Campus Safety and Prevention Services agents with a workshop titled Equity and Campus Safety. The interactive session addresses topics such as equity, accessibility, positionality, systemic barriers, and power as they relate to campus experiences. The next workshop is scheduled for December.

Through a redesigned *Graduate (re)Orientation* delivered on October 9 in a half-day, online format, SGS brought master's and doctoral students together in a single event for the first time. Previously offered as separate full-day programs, the session addressed common challenges across the graduate research journey: from developing greater independence as a researcher to maintaining momentum toward degree completion. Through peer perspectives, practical strategies, and connections to university resources, participants gained strategies to support their later stages of their graduate journey.

GradProSkills relaunched the co-working groups, offering weekly opportunities for small cohorts of students to work together at the Grey Nuns Study Space. In addition, the team hosted a *Thesis Mini-Boost* on October 8, providing graduate students with a full day of structured, focused time to advance their thesis writing. These two offerings combine dedicated writing time, peer support, and accountability to help students build momentum toward degree completion.

The Annual Meeting for the Society for Social Studies of Science (4S) took place in Toronto from October 7 to 10 under the theme "TechnoPower." More than sixteen faculty and student members presented, organized or chaired across twenty sessions.

On October 8, Dr. Bart Simon and Dr. Darren Wershler presented "Modded Minecraft as Contraption in the University Classroom" and on October 10 they co-presented "We Have Never Been Ecomodern: Playing Games with Solar Power" alongside Technoculture, Art and Games (TAG) member and Masters' student Rosie McDonald.

On October 7, Machine Agencies members Fenwick McKelvey, Bart Simon, Ceyda Yolgörmez and affiliate Nicole De Brabandere co-organized a two-part panel titled *Many, Many Machine Agencies: Recipes for Posthuman-Human Encounters*, a project launched during Hexagram's Interdisciplinary Encounters earlier in May.

On October 6, the annual *Brewing Success: Speed Networking with Alumni and Industry Professionals* event brought together more than 70 graduate students and 21 professionals, including 15 Concordia alumni. Participants connected with professionals from sectors including academia, not-for-profit organizations, banking, science, and engineering. The event continues to provide valuable opportunities for graduate students to connect with potential mentors and employers.

On October 6, as part of the Kinship and Council series, SHIFT Centre for Social Transformation (SHIFT) welcomed Fahd Ahmed, Executive Director of DRUM (Desis Rising Up & Moving) in New York City. Drawing on more than two decades of organizing with low-wage South Asian and Indo-Caribbean immigrant communities, Ahmed shared lessons both from DRUM's experience and that of their sister organization focused on electoral politics, DRUM Beats. Attendees then gathered in small groups led by leaders from Montreal's community, public, and philanthropic sectors to discuss the local relevance of DRUM's experience.

Student association Space Concordia's competitive rover (Project *DEIMOS: Dynamic Exploration & Inspection Mobile Operations System)* was awarded $10,000 in financing via the Forces AVENIR + program, in the Science & Technology category. They were recognized at the Forces AVENIR gala in Quebec City on October 6.

On September 25, 4TH SPACE hosted Future Ready Strategic Partnership Signing Ceremony, which was the signing of a Memorandum of Understanding between Concordia and the Ismaili Council for Quebec,

and the Maritimes made public the commitment to the Future Ready initiative. Combining Concordia's academic resources with the Council's community networks, the project will provide training in fields such AI, cyber security, and sustainability.

On September 21, the 2026 John Molson Career Fair, presented by Desjardins, brought together 750 students and alumni with 67 employers for a day of networking, career exploration, and professional development. The event provided valuable opportunities for participants to build connections, learn about career paths, and engage directly with potential employers, reinforcing John Molson's commitment to supporting students and alumni success.

Throughout the fall, the Leonard & Bina Ellen Art Gallery has hosted various public programming:

- On October 5, in collaboration with Art Volt, they hosted the annual Artist-Run Rendez-Vous tabling fair, which connects Montréal arts organizations with students and community members.
- On September 21, with the Art History department, they co-hosted a networking reception for new Curatorial Studies students and local curators
- They are currently hosting artist Larissa Fassler for a two-month research/creation residency, in preparation for an exhibition in our vitrines in summer 2027. Fassler is conducting research as she develops a new drawing that maps the university's architecture alongside the city's students and political movements.