

SENATE

NOTICE OF MEETING

November 1, 2024

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, November 8, 2024, at 3 p.m., in the Loyola Chapel (Room FC-110) on the Loyola Campus.

The Agenda and documents for the Open Session meeting are now posted on the <u>Senate webpage</u>.

Please note that there is no Closed Session for this meeting. The Senate meeting will start with the Open Session at 3:00 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 8, 2024 at 3 p.m. in the Loyola Chapel (Room FC-110) on the Loyola Campus and via Zoom video conferencing

Iteı	n	Presenter(s)	Action
1.	 Call to order 1.1 Approval of the Agenda 1.2 Adoption of Minutes from the Open Session meeting of October 11, 2024 	G. Carr G. Carr G. Carr	Approval Approval
CO	NSENT AGENDA		
2.	Library Spectrum Report (Document US-2024-5-D1)		Information
3.	Committee reports (Document US-2024-5-D2)		Information
4.	Committee and Tribunal Pool appointments (Document US-2024-5-D3)		Approval
5.	APC recommendation: Regulations and requirements changes (Document US-2024-5-D4):		Approval
	5.1 Addition of administrative notations – Academic Re-evaluation and Late Completion (OOR-OOR-5560)		

- 5.2 Changes to admissions regulations on demonstrating English language proficiency (OOTR-OOTR-5681)
- 5.3 School of Graduate Studies integrated pathways (OOR-OOR-5367)
- **6.** APC recommendation: Program title changes (Document US-2024-5-D5):

Approval

- 6.1 Faculty of Arts and Science
 AS-AHSC-5513 Program Title Change
 from Certificate in Community Service to
 Certificate in Community and
 Organizational Leadership
- 6.2 School of Graduate Studies
 SGS-SGS-5634 Program Title Change from Sustainability Microprogram to Sustainability Perspectives Graduate Microprogram

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-2024-5-D6)	A. Whitelaw	Information
10.	APC recommendation: New Program – Minor in Black and African Diaspora Studies in the Canadian Context (AS-INTE-5555) (Document US-2024-5-D7)	A. Whitelaw/ E. Bloodgood/ C. Abraham/ A. Willkie	Approval
11.	APC recommendation: New Program - Microprogram in Sustainability Principles (AS-LOYC-5550) (Document US-2024-5-D8)	A. Whitelaw/ E. Bloodgood/ J. Grant/ R. Tittler	Approval

12. Strategic Directions G. Carr Discussion
13. Question period (maximum 15 minutes)
14. Other business
15. Adjournment G. Carr





MINUTES OF THE OPEN SESSION OF THE MEETING OF SENATE

Friday, October 11, 2024 immediately following the Closed Session in the Loyola Chapel (Room FC-110) on the Loyola Campus and via Zoom video conferencing

PRESENT

Voting members:

Graham Carr (Chair) Duraipaandiyaan Anbumani Poongothai Angelica Antonakopoulos Gabriela Aragon Ryan Assaker Sabine Bergler Beverley Best Theresa Bianco Patrice Blais Elizabeth Bloodgood (attended on behalf of	Roy Cross Fabienne Cyrius (zoom) Alexandra Dawson Niraj Dayanandan Mourad Debbabi Effrosyni Diamantoudi Ariela Freedman Annie Gérin Andrea Harland Steve Henle Mar Ibrahim Arnav Ishaan (zoom)	Catherine Mulligan (zoom) Xavier Ottenwaelder Alexandra Panaccio (attended on behalf of Anne-Marie Croteau) Mireille Paquet (zoom) Véronique Pepin (zoom) Kareem Rahaman Rosemary Reilly Ramin Sedaghati Anna Sheftel Kamila Sobol (zoom)
Patrice Blais	Steve Henle	Ramin Sedaghati
Elizabeth Bloodgood	Mar Ibrahim	Anna Sheftel

Non-voting members: Stéphanie de Celles, Michael Di Grappa, Carlos Santana, Melodie Sullivan (attending on behalf of Frederica Jacobs), Olivia Ward (zoom)

Also attending: William Cheaib, Amy Fish, Kristina Huneault (zoom), Sandra Gabriele

ABSENT

Voting members:

Mohamad Abdallah Asli Isaaq Christopher Moore
Matthew Barker Mia Kennedy David Morris
Bonnie Harnden Moshe Lander Ian Rakita
Ahmed Soliman

<u>Non-voting members:</u> Philippe Beauregard, Paul Chesser, Denis Cossette, Isabel Dunnigan, Stefana Nita

1. Call to order

The Chair called the meeting to order at 2:12 p.m.

1.1 Approval of the Agenda

R-2024-4-4 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 Adoption of May 17, 2024 Minutes

R-2024-4-5 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of May 17, 2024 be adopted.

CONSENT

- 2. Registrar's report on spring 2024 graduation statistics (Document US-2024-4-D2)
- **3.** Committee reports (Document US-2024-4-D3)

These reports were provided for information purposes only.

4. Committee, Tribunal Pool and CCSL appointments (Document US-2024-4-D4)

R-2024-4-6 Upon motion duly moved and seconded, it was unanimously resolved that the Committee, Tribunal Pool and CCSL appointments be approved.

5. Academic Hearing Panels' Annual Report (Document US-2024-4-D5)

This report was provided for information only.

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 welcoming new and returning Senators for the academic year 2024-25. The academic year is well underway, and the Provost's report provides an impressive list of accomplishments. He listed three highlights:
 - Concordia became the first university in the province to offer full tuition waivers to First Nations and Inuit students from communities in Québec. This is a major step on the University's road to reconciliation and is consistent with the University's history as the first Québec university to create an Aboriginal Student Resource Center in 1992 and a First Peoples Studies program.
 - Secondly, the Swedish telecommunications enterprise Ericsson announced that Concordia would become the first university in North America to be designated a Tier 1 partner for advancing 5G and 6G research. This announcement is built on more than 20 years of partnership between Ericsson and the University's Faculty of Engineering and Computer Science, now the Gina Cody School, in research and training in AI, cybersecurity, cloud computing and so on.
 - Also, the John Molson School of Business was ranked 2nd in Canada in *Bloomberg Businessweek*'s 2024-25 rankings, placing ahead of all MBA programs in Québec.
- Dr. Carr noted that Concordia is celebrating its 50th anniversary this year. Celebrations started with the University's largest ever homecoming.
- Dr. Carr also thanked everyone who participated in the Shuffle and raised \$225K for student scholarships.
- One alumna who came back for homecoming this year was the Pulitzer and Emmy award-winning photographer and documentarist, Barbara Davidson (BFA 90). He noted B. Davidson's photographic essay on the upcoming US presidential election done with Ian Brown that had been published in the Globe and Mail this past Saturday.
- Two weeks ago, the mayor of Montréal together with the not-for-profit public art organization, MU MTL, unveiled a spectacular mural at the corner of Mackay and de Maisonneuve in honor of one of Canada's iconic photographers, and former Concordia professor in Fine Arts, Gabor Szilasi. G. Szilasi, who is in his 90s, attended as did another legendary Québecois artist and former University faculty member, Françoise Sullivan, who is now 100 years old.

- On a sadder recognition of Concordia's illustrious history, Dr. Carr acknowledged the recent deaths of three of the University's most beloved academics:
 - Steve Applebaum, former dean of the John Molson School of Business and founder of the Executive MBA and MSc programs
 - o Bill Reimer, professor of sociology and anthropology, who was a leader in Canada for his research on rural communities
 - Zalman Amit, who helped create the PhD program in Psychology and was cofounder of the research Center for the Study of Behavioral Neurobiology
- Dr. Carr turned to other news. As predicted, Concordia has seen a 4.4% drop in registrations of new and returning students this year, which is unprecedented. The decline has three main components: +25% drop in new student registrations from the Rest of Canada; +10% drop in new international undergrad registrations; and a very steep decline in registrations to the University's MEng program (this last component is mainly related to geopolitical and visa problems affecting potential students from India).
- While the decline is somewhat mitigated by an increase in undergraduate registrations in the Gina Cody School and, importantly, by growth in research master's and PhD enrolment across all Faculties, the impact of the decline is severe.
- This contrasts markedly with the experience of virtually every other university in Québec, except Bishop's, as most universities saw an overall growth in registrations from all sources.
- The previous day, Jean-François Roberge, Minister of Immigration, Francization and Integration, announced a new *projet de loi* that, while short on details, is explicit in intending to significantly reduce the number of international students studying in Québec universities and CÉGEPs. Although the minister said that the bill would not specifically target anglophone institutions, it was also clear that a major part of his focus is reducing the international student population in Montréal, where Concordia University and McGill are located. Minister Roberge also made reference to language of instruction as a potential criterion.
- In light of these developments, the University's approach that the Provost and the Deans are conveying is that we need to do everything possible to improve and reorient elements of our recruitment strategy. Among other things, we need to be much more intentional and strategic about our recruitment; more expeditious, streamlined and creative in our processes for admitting students in a fiercely competitive market. Furthermore, with the increased emphasis that the government of Québec is placing on protecting the French language, we also need to pivot to be more active in recruiting from francophone markets internationally, but also here in Québec.
- Dr. Carr went on to provide an update on the litigation dossier against the Québec government, noting that in mid-July, the University sought a stay of the policies

through the Québec Superior Court. The threshold for qualifying for a stay is very high, with three criteria that must be met to be successful. The judge agreed that the University had demonstrated urgency of the situation, and that the University could prove serious immediate financial impact. However, the third criterion required the court to balance whether suspending the policies would do more harm to, in this case, the government of Québec and the whole network of universities, than not suspending the policies would do to the University.

- The judge ruled that suspending the policies in mid-July would cause the greater harm because the government had already implemented its *Règles budgétaires* and allocated funding under the new formula to all universities. The University always realized that this was a potential ruling and did not contest it.
- Instead, the University's case on the merits will be heard by the same judge, beginning the week of December 16, 2024, when McGill will also present their case. Dr. Carr noted that the best-case scenario will be a decision by perhaps February or March of 2025, which is quite expedited.
- Dr. Carr then addressed the ongoing impact of the wars in the Middle East on the University community. He noted that the current reality in the Middle East is deeply traumatic for many students, staff and faculty. He reiterated that everyone must find ways to continue to show empathy and respect, regardless of the differences that may exist. No one disputes that students and other members of our community can express themselves in a civil and respectful fashion, and Dr Carr believes that the overwhelming majority of our community intend to conduct themselves in this way.
- However, in the past few weeks, the University had become an object of actions that
 have gone beyond peaceful protest. Twice in the last few weeks, vandals have spraypainted graffiti, some of which could well be characterized as antisemitic, outside and
 inside our buildings. One member of campus safety personnel was assaulted trying to
 prevent such vandalism.
- While the vast majority of days on campus this semester have been calm and orderly, members of the community are understandably alarmed when the calm is broken on or in the vicinity of campus. The University continues to be concerned about intolerant behavior that is deliberately designed to be provocative, intimidating, and physically or emotionally aggressive - sometimes to the point of being harassing or even hateful - towards individuals and groups.
- Two Sunday evenings ago, a masked mob paraded along Boulevard de Maisonneuve breaking all street-level windows of the Hall building before turning down Rue de la Montagne, where they destroyed other windows of commercial establishments before being intercepted by the SPVM. This type of violent, willful destruction of property adds a further element to the equation, as it is clearly intended to intimidate our whole community and harm the image of the University. Dr. Carr expressed concern that some of these actions are perpetrated by individuals or groups with various motives

who are not part of the University or who have infiltrated demonstrations that are otherwise led by groups from within our community.

- He noted that the overwhelming majority in the University community and the city more generally are disgusted that criminal acts have occurred on Concordia's campus and other campuses. Having a downtown campus is disadvantageous and makes the University vulnerable to unprovoked attacks and the deliberate mediatization of these events.
- For instance, on October 7th, TVA and other media outlets were stationed outside the Hall building for hours in anticipation of a demonstration and counter-demonstration planned for that afternoon. There was also a very large police presence in advance of, and during those demonstrations which were happening in the midst of our campus, but outside the University's buildings on the streets and sidewalks that are municipal property. The afternoon ended up being largely peaceful, but it was nonetheless disturbing for some members of our community who were unsettled by the actions of the protesters and/or the large presence of the police. Later that evening at around 9:30 p.m., a group of demonstrators were making their way west through the downtown core and Radio-Canada chose to film and broadcast the march as it passed in front of the EV building on Rue Sainte Catherine, even though the march was in no way a Concordia University event.
- Dr. Carr asserted that that all of us in the community not just leaders of the administration--have a responsibility to stand up and speak out against actions and to call out behaviors that are at odds with our values and mission, but also to do whatever we can to avoid provocation and prevent flash points from flaring up in what continues to be a very tense, polarized and volatile context. To this end, he acknowledged the decision of the CSU to ban all student associations from tabling in the Hall building mezzanine during the week of October 7th.
- He reiterated that, while disagreements are normal in society and in a university, as a community we cannot allow those disagreements to take forms that are disrespectful towards others and that cheapen all the great things that happen at the University every day.
- Dr. Carr spoke of the community consultations that have been launched by the STRIVE task force. STRIVE illustrates the need for all of us, as a community, to better understand and be candid about the experiences, including the negative experiences, that too many have or are living. And while the task force does its work, all members of the community continue to have a shared responsibility to promote respectful discourse on campus. He encouraged community members to participate in the survey that the task force has circulated.
- Dr. Carr noted that, while there is no immediate resolution or cease fire on the horizon in the Middle East, we all should be doing everything possible to ensure that the University community is not torn apart by the crisis, becoming collateral damage to events that are beyond our control.

- He implored everyone to muster their resources, research, teaching and learning, and the community's capacity for listening and dialogue to preserve the qualities and promote the diversity that make Concordia so great
- Following Dr. Carr's remarks, Senators commented on the tensions on campus stemming from the conflict in the Middle East.
- M. McDonnell noted that English Professor Emeritus Judith Herz had also passed away recently. Dr. Carr spoke highly of Dr. Herz and expressed his condolences.
- A. Whitelaw also noted the death of Professor Emeritus Clarence Bayne. Dr. Carr noted that Dr. Bayne was a long-time faculty member in JMSB and a strong advocate for the Black community, arts and culture in Montréal.

8. Academic update (Document US-2024-4-D6)

Dr. Whitelaw had no additional comments to add to the report that was provided.

9. Annual report of the **Ombuds Officer** (Document US-2024-4-D7)

University Ombudsperson, A. Fish presented the Ombuds Office's annual report. The electronic version of the report will be circulated to Senators in the coming weeks.

In 2023-24, the Ombuds Office treated 625 files – up from 416 in the previous year. 100 were outsider jurisdiction. The increase in files is owing to the office's increased visibility, given that since the pandemic, preventative consultations have been offered.

This year, there were 68 investigations, compared to 69 during the previous year. 72% were student files, 20% faculty and staff. Most of the investigations are around fairness and application of University policies.

The Ombuds Office presented some minor recommendations:

- When a student is not happy with their grade: They can apply for grade reevaluation and the participation grade is not included. In a matter related to a
 graduate student, their weekly participation and course grade were combined.
 Faculty agreed with the Office's recommendation that the participation and
 assignment grades should be presented separately.
- Clarity of communication on undergraduate withdrawal from a Co-op program: In case of a withdrawal, students should be able to reapply and complete their internship. While, in this case, the student had been treated fairly, it was noted that clear communication around the withdrawal and re-application process would be helpful.

- Improved communication on student fees: Two years ago, an international student registered for a single course and didn't understand the fees they were required to pay. Even when clarification was provided, they couldn't pay due to financial constraints. They informally asked for support from their department which was awarded on paper but never paid. The Ombuds Office was able to help them get the promised funding. This was an unusual situation, and therefore no institutional recommendations were made.
- 10. APC recommendation: Information/Service: Section 11 Academic Calendar Undergraduate Academic Dates (OOR-OOR-5585) (Document US-2024-4-D8)

A. Whitelaw explained the changes that were being proposed as detailed in the documentation.

R-2024-4-7 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the changes to the message in Section 11 of the Academic Calendar (OOR-OOR-5585) as detailed in the attached documentation.

11. APC recommendation: New Program - Minor in Ethics and Values (AS-PHIL-5354) (Document US-2024-4-D9)

E. Bloodgood presented the minor on Ethics and Values. There was a question about the variety of 35 courses to be available to other students and E. Bloodgood confirmed that the courses would be available across faculties.

R-2024-4-8 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the new program Minor in Ethics and Values (AS-PHIL-5354) as detailed in the attached document.

12. Strategic Directions

Dr. Carr went through the presentation that was shared with Senators. He provided detailed information on the University's nine Strategic Directions and on the accomplishments made to date, as the University is undertaking a refresh of the Strategic Directions. He noted that this initiative coincides with the University's 50th year anniversary. The goal is not to replace the Strategic Directions, but to continue to build on the accomplishments made and determine where they can be taken further.

For the key takeaways, he noted that the Strategic Directions and specific accomplishments demonstrate the impressive success that the University has seen. In the past years, the University had put into place mapping and framing tools to create data and map activities to determine the University's direction in the future. The main focus for the refresh will be to align the Strategic Directions with the University's resources.

He noted that the University team would come back to Senate in the future to continue to engage with Senators on discussing the future shape that the Strategic Directions can take.

13. Question period

Senators had questions about the strategies that McGill had put into place that resulted in such striking growth in Québec enrolment numbers this year. Dr. Carr explained that McGill's pool of admissions is different from Concordia's – there is a long list of applicants who apply to McGill on an annual basis who are not accepted, and perhaps McGill has a longer list of qualified applicants to admit.

A Senator expressed concern about the impact of recent protests on and around campus, especially on October 7th, on academic activities. The Senator described these protests as intimidating for many Jewish members of our community. There was discussion about the role of the STRIVE task force, and specifically the working group on antisemitism to urgently address these challenges. Dr. Carr pointed out that the working group on antisemitism has been very active and addressed our collective responsibility to maintain a respectful campus climate.

Another Senator asked about the requirement of SPVM presence on campus and whether increased police presence would help ensure a more secure environment on campus. Dr. Carr explained that the SPVM is the sole decision-maker with regard to the nature of its presence around or on campus, and acknowledged that increased police presence is not always experienced positively by community members.

Referring back to the strategic direction to 'go beyond,' one Senator reminded that the stated goal of that direction was 'to go the extra mile for members of our community,' a point which another Senator echoed in terms of achieving a high level of internal trust.

There were no additional questions asked during the question period.

14. Other business

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

15. Adjournment

The meeting was adjourned at 3:50 p.m.

K. Singh Karan Singh Secretary of Senate



Spectrum, Concordia University's Open Access Research Repository

Fourteenth Annual Report, 2023 October 2024

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 EPrints, Spectrum provides a robust platform for access and digital preservation of these works.

During 2023, we continued to support the Concordia community's use of Spectrum through outreach on open access issues and direct consultation. These efforts continue to build on the 2010 Concordia Senate resolution, ¹ encouraging Concordia researchers to deposit their peer-reviewed articles in Spectrum.

This fourteenth annual report summarizes progress and achievements from January 1, 2023 to December 31, 2023, and outlines developments for Spectrum's 15th year.

Growth and usage of content in Spectrum

Between January 1, 2023 and December 31, 2023, 826 deposits were made to Spectrum. Deposits have averaged 822 per year over the last five years.

Deposit Type	Number Deposited	Percentage of Total Deposits
Thesis	732	88.6%
Article	57	6.9%
Non-Thesis Graduate Project	13	1.6%
Conference Paper	7	0.8%
Monograph & Book	12	1.5%
Monograph Chapter	4	0.5%
Dataset	1	0.1%
Total	826	100%

Table 1. Number of deposits added to Spectrum in 2023 by type and percentage of total.

¹ Concordia University Senate Resolution on Open Access, 2010, https://library.concordia.ca/research/open-access/SenateResolutiononOpenAccess.pdf

A total of 20,102 documents were deposited in Spectrum from September 1, 2009 to December 31, 2023.

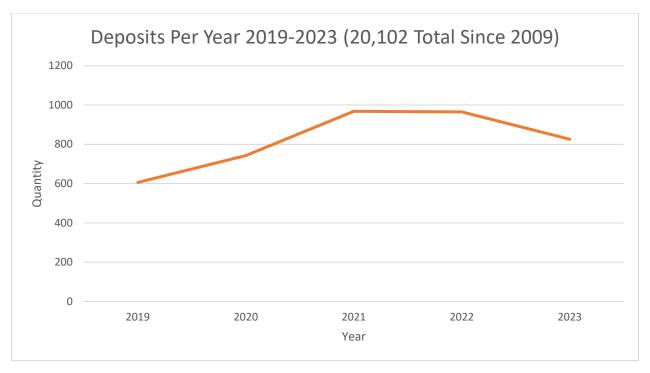


Figure 1. Number of deposits in Spectrum per year from 2019 to 2023.

Access to Spectrum's full text content between January 1, 2023 to December 31, 2023 was 545,446 downloads. Total or cumulative downloads of Spectrum materials from September 1, 2009 to December 31, 2023 was 7,330,148.

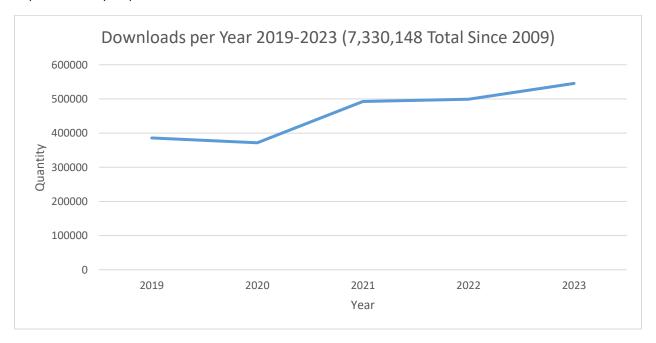


Figure 1. Number of downloads from Spectrum per year from 2019 to 2023

Spectrum was accessed by users from across the globe.

The top ten countries represented by sessions for the year covered in this report are (in descending order).

- 1. United States
- 2. Canada
- 3. China
- 4. United Kingdom
- 5. France
- 6. India
- 7. Germany
- 8. Australia
- 9. South Korea
- 10. Russia

Spectrum's download statistics track information about individual authors and deposits. The works of the following authors were among the most downloaded in 2023:

Author	Department/Faculty	Downloads
Cicchetti, Umberto	Religion	16,007
Kite, Suzanne	Individualized Program	7,112
Harrell, D. Fox	Computer Science & Artificial Intelligence Laboratory at MIT	6,999
Lewis, Jason Edward, et al. ²	Design and Computation Arts	6,988
Ryder, Andrew G.	Psychology	5,159
Desai, Bipin C.	Computer Science & Software Engineering	3,880
Laroche, Michel	John Molson School of Business	3,832
Valverde, Raul	John Molson School of Business	3,803
Jurcik, Tomas	Psychology	3,297
Reilly, Rosemary C.	Applied Human Sciences	2,764

Table 2. Most downloaded Spectrum authors, 2023.

The following 10 documents in Spectrum received the most full-text downloads from January 1, 2023 to December 31, 2023.

Author	Document Type	Title	Downloads
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	16,007

² The following co-authors all shared 6,988 downloads associated with the <u>Indigenous Protocol and Artificial Intelligence Position Paper</u>: 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.

		attribué à Ibrāhīm B.'Abdullāh al- Kirmānī (m.184/800)	
Lewis, Jason Edward, Abdilla, Angie, Arista, Noelani, Baker, Kaipulaumakaniolono, Benesiinaabandan, Scott, Brown, Michelle, Cheung, Melanie, Coleman, Meredith, 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	Monograph (Project Report)	Indigenous Protocol and Artificial Intelligence Position Paper	6,896
Desai, Bipin C.	Book	An Introduction to Database Systems	3,270
Testa, Silvia, Doucerain, Marina M., Miglietta, Anna, Jurcik, Tomas, Ryder, Andrew G., Gattino, Silvia	Journal Article	The Vancouver Index of Acculturation (VIA): New evidence on dimensionality and measurement invariance across two cultural settings	2,979
Okoli, Chitu and Pawlowski, Suzanne D.	Journal Article	The Delphi method as a research tool: an example, design considerations and applications	1,811
Subzwari, Khawer, Mokhov, Serguei A., Khalid, Outlioua, Gonzalez, Alex and Kadiri, Mutair M.	Workshop Item	TRIZ: A Theory of Inventive Problem Solving	1,699
Ahrabi, Tahereh	MA Thesis	Ukraine's crisis in 2022 through the lens of game theory	1,662
Laroche, Michel, Habibi, Mohammad Reza, Richard, Marie- Odile and Sankaranarayanan, Ramesh	Journal Article	The effects of social media based brand communities on brand community markers, value creation practices, brand trust and brand loyalty	1,582

Florence, Kathryn	MA Thesis	Tail/Tale/Tell: The	1,376
		Transformations of Sedna into an	
		Icon of Survivance in the Visual	
		Arts Through the Eyes of Four	
		Contemporary Urban Inuit Artists	
Zhang, Shuzhe	MSc Thesis	Color associations with masculine and feminine brand personality among Chinese consumers	1,337

Table 3. Most downloaded Spectrum documents, 2023.

Developments in 2023 and Goals for 2024

In 2023, we increased the security of the Spectrum service with the addition of content security policy web headers, specifying precisely the domains that are allowed as sources. We configured additional notification emails for depositors: one at the moment of initial submission, and another when the thesis has been accepted for upload but remains in review until convocation. This automation of emails improves the efficiency of communication in the submission workflow.

We worked with Library and Archives Canada (LAC) to identify and correct metadata issues as we plan for the re-harvest of theses metadata for theses up to 2020 by LAC. The granting institution name prior to 1975 was "Sir George Williams University" and there have been several other faculty and department name changes that needed to be accurately recorded in the metadata. In 2024, we plan on completing the LAC harvest of theses up until 2020.

During 2023, we completed the planned upgrade of Spectrum's MySQL database from version 5.7 to version 8. In 2024, we plan on upgrading the operating system from Ubuntu 18 to 22. In 2024, we are adding a routine disaster recovery testing for Spectrum, to demonstrate that we can recover using tape and disk backups.

During 2023, we have continued to monitor and refine the Spectrum digital preservation workflow. All new deposits to Spectrum are automatically processed for long-term digital preservation using our export plugin to Archivematica. In 2024, we plan to complete some important upgrades to our Archivematica infrastructure. This includes upgrading Archivematica to version 1.15 and upgrading our archival storage to a cloud-based system that meets the highest metric of digital preservation storage (NDSA Level 4). As a result of this work, Spectrum deposits will be archived in DuraCloud through the Ontario Library Research Cloud (OLRC), a service of Scholar's Portal. OLRC data is replicated to three geographically separate storage nodes connected through the private ORION research network and housed in university owned and operated data centers across Ontario.

In 2023, we published recommendations for depositors whose research involves creating complex digital objects such as software applications or websites who <u>need additional guidance on file formats</u>, to improve awareness of best practices to ensure that research will remain accessible and usable in the long-term.

At the Open for Community: Across Platform Demos and Conversations on October 27, 2023, during Open Access Week 2023, we gained insights from Concordia researchers who spoke about the potential and challenges of research creation being made open access in research repositories.

In 2023, mediated deposit training with support staff commenced and continued with personnel shifts in 2024. In 2024, support staff will additionally be trained to support Spectrum email triage.

In 2024, we are working on improving and updating the user-facing side of the Spectrum documentation to facilitate the deposit process for graduate students and the work of the Thesis Office. We also aim to bolster ORCID uptake at Concordia. To measure future ORCID uptake through Spectrum, we will be including additional statistics in forthcoming Spectrum reports. For example, we verified that on September 4, 2024, 662 Spectrum creators had an ORCID.

Submitted by T. Neugebauer, R. Harris and S. Lake

ACADEMIC PLANNING AND PRIORITIES COMMITTEE REPORT TO SENATE Dr. Anne Whitelaw November 8, 2024

The Academic Planning and Priorities Committee met on April 5, 2024

The Academic Planning and Priorities Committee (APPC) met on April 5, 2024. Dr. Whitelaw welcomed Dr. Nadia Hardy, Deputy Provost and Vice Provost, Enrolment and Student Experience and Linda Campione, Director, Process Transformation to the meeting. Dr. Hardy provided a presentation on the Strategic Enrolment Management (SEM) project, which is on file with the APPC Secretary. The presentation gave an overview of the SEM project's team structure, mandate, and work timeline, and highlighted some of the questions that are being explored by the project team's seven working groups. Dr. Hardy noted that the key element that distinguishes the current SEM project from previous SEM initiatives at Concordia is a shift in focus from registration numbers to establishing a healthy cohort of students who will be academically successful. Following the presentation, the committee asked questions about teaching space management optimization and the early identification of health and academic risks and early intervention.

The Academic Planning and Priorities Committee met on September 30, 2024

The Academic Planning and Priorities Committee (APPC) met on September 30, 2024. Dr. Whitelaw welcomed committee members and led a discussion on the committee's composition and work plan for 2024-25. It was agreed that the committee would benefit from additional faculty representation and, as the APPC is empowered to nominate, on an annual basis, up to two additional faculty Senators to fill any perceived gap in representation, the committee agreed to nominate two additional faculty Senators - one from FAS and one from GCS. In terms of workplan, the committee agreed to focus its work on the University's Strategic Directions by engaging with the discussions on this topic that will take place at Senate meetings in the year ahead.



RESEARCH COMMITTEE REPORT TO SENATE Dr. Faye Diamantoudi (Chair) November 8, 2024

Meeting of October 4, 2024

1. <u>Senate Resolution on Open Science and Open Scholarship</u> – for discussion (invited guests – Dr. Krista Byers-Heinlein and Dr. Nicolás Alessandroni)

Dr. Krista Byers-Heinlein and Dr. Nicolás Alessandroni (Co-leads of the Concordia Open Science Working Group) attended the Research Committee of Senate to present their *Senate Resolution on Open Science and Open Scholarship* for consultation and feedback. A discussion took place following the presentation, with committee members offering valuable feedback. The Committee expressed their support and were pleased to see the initiative moving forward.

2. <u>VPRGS-7 Policy on Research Chairs</u> – for approval - to launch Faculty Council and Council of the School of Graduate Studies consultations

Dr. Aaron Johnson – Associate Vice-President Research, Strategic Institutional Initiatives and Innovation, presented the planned revisions to the Policy on Research Chairs.

The current policy, VPRGS-7, was initially developed in October 2013 and the procedures were last updated in 2020. Given the increasing variation in both external and internal chairs, and the differing requirements for their nomination and review, it was proposed that the existing policy be split into two separate ones: one for external chairs (e.g., Canada Excellence Research Chair, Canada Research Chair) and one for internal chairs (e.g., Concordia University Research Chair, endowed chairs and professorships). This change aims to clarify the distinctions between these chair types, and their associated rules.

It was also proposed that the eligibility criteria for the Canada Research Chair be modified, allowing positions to be allocated exclusively to external candidates, internal candidates, or open to both. This adjustment aligns with practices at other Canadian institutions, which do not explicitly exclude internal candidates. This change in eligibility criteria also offers the University an additional approach to achieving equity, diversity, and inclusion (EDI) targets for the next EDI program review in 2027, as well as a retention tool for our researchers.

Finally, due to shifts in the available types of chairs, such as the addition of the Canada Excellence Research Chair and the discontinuation of the NSERC Industry Partnership Chair program, the policies have been updated to reflect these changes.

Documentation reflecting the proposed revisions had been distributed to committee members before the meeting, to get feedback and comments before launching the next phase of consultation – with Faculty Councils, the Joint Equity Committee, CUFA, and the community at large.

Following a discussion, the Senate Research Committee approved that the revised (draft) Policy on Research Chairs (and accompanying Procedures) be sent to Faculty Councils for consultation and feedback. Following the consultations, the Policies (and accompanying Procedures) will be brought back to the Senate Research Committee for the December 13, 2024 meeting for final approval, and recommendation to Senate.



SENATE OPEN SESSION Meeting of November 8, 2024

AGENDA ITEM: Committee and Tribunal Pool Appointments

ACTION REQUIRED: For approval

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

Committee	<u>Appointee</u>	<u>Term</u>
Research	Catherine Mulligan (Faculty Senator)	2024-25
Special Graduation Awards	Fabienne Cyrius (Faculty Senator) Ariela Freedman (Faculty Senator)	2024-25 2024-25
Appointments requiring Senate ratification	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Moshe Lander (FAS) Nathalie Rothschild (FAS)	2024-27 2024-27
Student Tribunal Pool	Audrey Beaudoin (CSU) Emma Castelli (CSU) Amy Danks (CSU) Norah Finlay (CSU) Allegra Ghiglione (CSU) Lena Herringer (CSU) Sabrina Mignacca (CSU) Israa Mouaoui (CSU) Rosalie Savard (CSU) Ashley Stepanian (CSU)	2024-26 2024-26 2024-26 2024-26 2024-26 2024-26 2024-26 2024-26 2024-26

DRAFT MOTION:

That the Committee and Tribunal Pool appointments be approved.

PREPARED BY:

Name: Secretary of Senate Date: November 1, 2024



SENATE OPEN SESSION Meeting of November 8, 2024

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

ACTION REQUIRED: For approval

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

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

These changes were recommended for Senate approval by the APC at its meeting of October 15, 2024.

DRAFT MOTION:

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

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

PREPARED BY:

Name: Secretary of Senate Date: October 30, 2024



ACADEMIC PROGRAMS COMMITTEE Sandra Gabriele, PhD October 15, 2024

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

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

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

Office of the Registrar

OOR-OOR-5560; APC-2024-6-D6

• Regulation/Requirements Change

OOTR-OOTR-5681; APC-2024-6-D7

• Regulation/Requirements Change

OOR-OOR-5367; APC-2024-6-D9

• Regulation/Requirements Change

Faculty of Arts and Science

Department of Applied Human Sciences

AS-AHSC-5513; **APC-2024-6-D4**

• Program Title Change from Certificate in Community Service to Certificate in Community and Organizational Leadership

Interdisciplinary Studies

AS-INTE-5555; **APC-2024-6-D2**

 New Program: Minor in Black and African Diaspora Studies in the Canadian Context

Loyola College for Diversity and Sustainability

AS-LOYC-5550; APC-2024-6-D1

• New Program: Microprogram in Sustainability Principles

Graduate Curriculum Proposals (Changes for the Winter 2025 Calendar)

School of Graduate Studies

SGS-SGS-5634; **APC-2024-6-D10**

• Program Title Change from Sustainability Microprogram to Sustainability Perspectives Graduate Microprogram

Sandra Gabriele, PhD

Statricle

Vice-Provost, Innovation in Teaching and Learning

October 15, 2024

Undergraduate Program Regular Curriculum Change - OOR-OOR-5560 - VERSION: 7

Summary and Rationale for Changes

This dossier proposes the addition of administrative notations that are currently in use but not listed in the calendar, and includes revisions to support clarity in administrative processes for two academic procedures; Academic Re-evaluation and Late Completion.

1) Administrative Notations to Add:

This dossier proposes to add a notation that identifies courses with an approved supplemental exam - *INIS*. This notation has been in use and is visible on the student record, but that has not been listed in the administrative notations in the calendar. This dossier corrects the omission.

2) Academic Re-evaluation:

The University Secretariat formed a committee to revise the academic re-evaluation procedures and to formalize the procedures as an official policy. The committee work concluded in the Summer of 2024 and the Secretariat is preparing a dossier for Senate approval. Given that the timing will not coincide with the calendar publication schedule, this dossier is presented in anticipation of the approvals taking effect after calendar publication. The proposed changes will not create new procedures or in any way initiate a change to the existing procedure without complete Senate approval. The change sill ensure that the supporting notations and texts are in place to support implementation once approved.

The first change updates Section 16.3.4, Administrative Notations:

Two new notations are being introduced, REV and APEL. Revisions to the re-evaluation policy include the requirement to add administrative notations to the student record when a grade is under review for academic re-evaluation (REV), or when a re-evaluation decision is under appeal (APEL). These notations will signal to students and staff that the academic re-evaluation process has not concluded. The notations will be added/removed by the Office of the Registrar during the process.

The second change changes the text in Section 16.3.9:

Section 16.3.9 is an exact copy of the academic re-evaluation procedures published by the Secretariat. This dossier proposes to remove the complete text and include only an introduction and a link to the official procedure. This avoids the risk of having two different versions of one regulation in official publications, which could lead to incorrect application of the procedures and potential legal issues that could arise if this were to occur.

3) Late Completion of Courses with "INC" Notations — Procedures and Regulations

A new administrative notation "DNS", which stands for *Did Not Submit*, is being added to Section 16.3.4:

This notation is being created to address a gap in the availability of notations. Currently, when a student does not write a final exam during the official examination period, the notation DNW, which stands for *Did Not Write*, is added in conjunction with the grade to signal that the student did not write the final exam. The DNW is used exclusively for courses with final examinations administered during the official examination period and is required for the examinations office to process student requests for examination deferrals.

There is no equivalent notation for courses that do not have final term papers, projects, or other assigned work in place of a final exam. Often the INC notation is used as it is the closest available notation to signal that the final work was not completed. The use of the INC in this way has created a situation where it is unclear if the INC is a formal request by the student to submit work late (see Section 16.3.5 Late Completion of Courses with INC notations - Procedures and Regulations), or if it was added to indicate that work was not submitted. This creates issues with applying the fees associated with the late completion regulations, confirming if the final grades are recorded at the time of degree conferral, and confirming graduation requirements.

Adding the DNS would change the notations available to instructors when entering final grades in grade rosters. Currently, the available notations are DNW and INC. This would change to DNW and DNS, or DNW/DNS when both elements are missing. This will allow for more effective administration of the late completion regulations and procedures (see Section 16.3.5).

Medical "MED" Notations change:

The current regulations for MED notations stipulate that a DNW or INC must be present. Building on the rationale above for adding the DNS notation, a modification to the MED notation regulations is proposed to allow students to apply for a "MED" notation if they have a DNW or DNS notation on their record. These two notations would signal that the coursework was not completed and that a MED request can be considered.

Communications & Implementation Plan:

A communication plan would follow final approval to ensure that community members are aware of the distinction between the two notations, the impact on SIS grade rosters, and to clarify the late completion procedures. The communication plan will include the following:

- Presentations to Faculty Councils or All Chairs, with supporting documents available to circulate as required.
- Information sessions for instructors.
- Training sessions for staff who work with student records and advise students on late completion procedures.
- Revision of web content, work instructions, and how-to guidelines that require modification (i.e. late completion procedures, medical notation request forms, FAQs, etc.).
- Dedicated time to discuss the notations at new faculty orientation sessions and updated PRESTO training for instructors to explain the distinction between these notations.

 $Undergraduate\ Program\ Regular\ Curriculum\ Change\ -\ OOR-OOR-5560\ -\ VERSION: 7$

Resource Implications

none

Undergraduate Program Regular Curriculum Change - OOR-OOR-5560 - VERSION: 7

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

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

Approved by:

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

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

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

Summary of Committee Discussion: Department approval

For Submission to:

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

Approved by:

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

Undergraduate Program Regular Curriculum Change - OOR-OOR-5560 - VERSION: 7

<u>Summary of Changes (Undergraduate Program Regular Curriculum Change)</u>

Regulation Changes:

- Section 16.3.4 Administrative Notations Change
- II. Medical "MED" Notations Change
- I. General Change
- II. Procedure Delete
- III. Appeals Delete
- IV. Miscellaneous Provisions Delete

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change Dossier Title: Administrative Notations & Medical Notation Adjustments

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 Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change & 16)

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements

Present Text calendar

Section 16.3.4 Administrative Notations

"CODE," "CUC," "DEF," "DISC," "DNE," "DNW," "EREM," "EX," "EXCL," "EXTR," "INC," "INIT," "LATE," "MED," "PEND," "PEX," "PTR," "REPT," "RPT," "SRCR," "SREP," "SUPP," "TRC," "TREM," "VALD," "WRKT"

- "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 indicates credits earned as part of a Complementary University or Faculty certificate program or Independent studies.
- 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 unable to write a final examination due to unforeseeable "DEF" notations and the regulations that govern them, see Section 16.3.8 Deferred "DEF," Medical "MED" Notations and Supplemental Examinations — Procedures and Regulations .
- 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).

Proposed Text

Section 16.3.4 Administrative Notations

"APEL," "CODE," "CUC," "DEF," "DISC," "DNE," "DNS," "DNW," "EREM," "EX," "EXCL," "EXTR," "INC," "INIS," "INIT," "LATE," "MED," "PEND," "PEX," "PTR," "REPT," "REV," "RPT," "SRCR," "SREP," "SUPP," "TRC," "TREM," "VALD," "WRKT"

- "APEL" stands for 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 Credit certificate or individual study skills courses. These credits - "DEF" stands for Deferred and indicates that a student has been 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

- 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 - "DISC" stands for Discontinued and indicates that a student has 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 grade point value and does not count in assessments

Present Text calendar

- "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.
- "DNW" stands for Did Not Write and indicates that a student has not written the final examination for a course. The notation is record. 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.
- excluded from the GPA calculation but may be used in a future
- "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 excluded from the GPA calculation but may be used in a future 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 .
- "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, attempt of a course that was subsequently repeated. see Section 16.3.8 Deferred "DEF," Medical "MED" Notations

Proposed Text

- 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
- "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 - "EXTR" stands for Extra Credits and indicates that the grade is awarded for a course completed at another institution (no credit
 - "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 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
 - "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
 - "LATE" stands for Late Completion Grade Obtained and

Present Text calendar

- "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.
- "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.
- "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 for this course is not retained because it is a repetition of a 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 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.

Proposed Text

- and Supplemental Examinations Procedures and Regulations . 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 .
 - "PEND" stands for Pending, is assigned by the University Registrar, and indicates that the grade is not available at this
 - "PEX" stands for Potential Exemption and indicates a potential exemption for a course still in progress at another institution (no
 - "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 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.
 - "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
 - "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 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.

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Resource Implications:

D4 11 of 24

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change Dossier Title: Administrative Notations & Medical Notation Adjustments

Calendar Section Name: II. Medical "MED" Notations

Calendar Section Type: Regulation

Description of Change: II. Medical "MED" 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 Calendar publication date: 2025/2026/Summer

& 16) Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.8 Deferred "DEF," Medical "MED" Notations and Supplemental Examinations - Procedures and Regulations

Present Text calendar

II. Medical "MED" Notations

A student who has missed a final examination and/or been unable to complete course assignments due to a long - term medical situation can apply to have his or her original grade replaced by a "MED" notation. The original grade must include the "DNW" notation for a missed final examination; "INC" for course assignments not completed; "DNW/INC" when both elements are missing.

A "MED" notation cannot be assigned in a course with an "R," " A "MED" notation cannot be assigned in a course with an "R," " NR," or "NCR" grade, or a "DISC" notation.

using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department, or Faculty, by January 15 for fall courses (term ending in 2), May 10 for fall/winter and winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). The application should be accompanied by a medical certificate on a physician's original letterhead indicating that a long - term medical situation prohibited the student from being able to complete the final examination on the day or days in question. If the required documentation is not available before the application deadline, the student should submit the request form and provide the supporting material as soon as possible.

Proposed Text

II. Medical "MED" Notations

A student who has missed a final examination and/or been unable to complete course assignments due to a long - term medical situation can apply to have his or her original grade replaced by a "MED" notation. The original grade must include the "DNW" notation for a missed final examination; "DNS" notation for assignments not completed; "DNW/DNS" when both elements are missing.

NR," or "NCR" grade, or a "DISC" notation.

Application forms for a "MED" notation can be submitted online Application forms for a "MED" notation can be submitted online using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department, or Faculty, by January 15 for fall courses (term ending in 2), May 10 for fall/winter and winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). The application should be accompanied by a medical certificate on a physician's original letterhead indicating that a long - term medical situation prohibited the student from being able to complete the final examination on the day or days in question. If the required documentation is not available before the application deadline, the student should submit the request form and provide the supporting material as soon as possible.

Present Text calendar

A per-course processing fee will be applied to the student's account for each "MED" notation application. (See the Tuition and Fees website at concordia.ca/students/financial/tuition-fees .)

Proposed Text

A per-course processing fee will be applied to the student's account for each "MED" notation application. (See the Tuition and Fees website at concordia.ca/students/financial/tuition-fees .)

The Registration and Examinations Office is entitled to ask the student to provide additional medical information.

When the Registration and Examinations Office approves the acceptance of a medical certificate, the notation "MED" will replace the student's original grade for the course or courses concerned. For information about "MED" replacement examinations, see Section 16.3.7 Examinations II Deferred, Replacement and Supplemental Examinations – Regulations .

When the replacement examination or missing work has been completed and evaluated, a new grade will replace the "MED" notation. If the student does not write a replacement examination or complete the missing work, the "MED" notation will appear permanently on his or her student record and official transcript (e.g. "MED/DNW" or "MED/INC"). "MED" notations carry no grade point value. Courses with "MED" notations are not included in assessments of academic standing.

The University reserves the right to refer a student to a physician appointed by the University for a recommendation when the student repeatedly submits medical certificates.

The Registration and Examinations Office is entitled to ask the student to provide additional medical information.

When the Registration and Examinations Office approves the acceptance of a medical certificate, the notation "MED" will replace the student's original grade for the course or courses concerned. For information about "MED" replacement examinations, see Section 16.3.7 Examinations II Deferred, Replacement and Supplemental Examinations – Regulations .

When the replacement examination or missing work has been completed and evaluated, a new grade will replace the "MED" notation. If the student does not write a replacement examination or complete the missing work, the "MED" notation will appear permanently on his or her student record and official transcript. "MED" notations carry no grade point value. Courses with "MED" notations are not included in assessments of academic standing.

The University reserves the right to refer a student to a physician appointed by the University for a recommendation when the student repeatedly submits medical certificates.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change Dossier Title: Administrative Notations & Medical Notation Adjustments

Calendar Section Name: I. General
Calendar Section Type: Regulation
Description of Change: I. General 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 Calendar publication date: 2025/2026/Summer

& 16) Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.9 Academic Re-evaluation

Present Text calendar

I. General

-Concordia University affirms the right of students to request the re - evaluation of course work, which includes tests, examinations, essays and other work that has contributed to the grading of a course. It is assumed that initiating a formal re-evaluation ("a re-evaluation request") is a last recourse, taken when prior and sincere attempts to resolve problems and disagreements informally and directly have failed. -Students have the right to see their course work. Students are responsible for the preservation of any material, in its entire and original form, which has been returned to them. A-re-evaluation request may be refused if this material is not available. - Instructors are responsible for the preservation of course work that has not been returned to students as follows: until December 31 of the next calendar year for fall-term courses; until April 30 of the next calendar year for fall/winter and winter-term courses; and until August 31 of the next calendar year for summer-session courses.

In cases where grades are received for activities other than written or artistic course work, such as class participation, oral presentations, oral examinations and performance, no reevaluation is normally possible. However, every attempt shall be made by the instructor concerned and the Chair of the Department to address the concerns raised by the student.

The grounds for a re-evaluation request are restricted to claims

that

i) a miscalculation of the grade occurred; or ii) the evaluation of the work was demonstrably unfair.

- A grade may be maintained, raised or lowered as a result of a re-evaluation request.

Proposed Text

I. General

Concordia University affirms the right of students to request the re - evaluation of course work, which includes tests, examinations, essays and other work that has contributed to the grading of a course. It is assumed that initiating a formal re-evaluation ("a re-evaluation request") is a last recourse, taken when prior and sincere attempts to resolve problems and disagreements informally and directly have failed.

The academic re-evaluation procedures are found at: concordia.ca/content/dam/common/docs/policies/official-policies/Academic_Re-eval_Procedures.pdf

Present	Text	calendar
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Proposed Text

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change Dossier Title: Administrative Notations & Medical Notation Adjustments

Calendar Section Name: II. Procedure Calendar Section Type: Regulation

Description of Change: II. Procedure Delete **Proposed:** Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 Calendar publication date: 2025/2026/Summer

& 16) Type of change: Regulation Deletion

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.9 Academic Re-evaluation

Present Text calendar

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7. Students who are dissatisfied with the grade received on one or more pieces of course work shall first attempt to meet with the instructor and explain their position. If the student remains dissatisfied or is unable to meet with the instructor, he or she may, upon receiving the final grade for the course, make a reevaluation request.

evaluation request.

H. Procedure

8. A re-evaluation request shall be made on an "Academic Re-evaluation Request" form available at the Birks Student Service Centre. The student shall specify the reasons for seeking the re-evaluation and shall indicate what informal attempts towards re-evaluation have been made. A processing fee must accompany the request. (See the Tuition and Fees website at concordia.ca/students/financial/tuition-fees for the current fee.)

9. A re-evaluation request with respect to a fall-term course must be made no later than the following February 1; with respect to a fall/winter or winter-term course, no later than the following June 15 and with respect to a summer session course, no later than the following October 1. These deadlines may be extended by the University Registrar in particular cases if the student can provide evidence that he or she was unable to have acted within the deadlines.

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10. The University Registrar shall forward the re-evaluation request to the Chair of the appropriate Department.

11. The Chair shall decide whether the re-evaluation request conforms to the criteria outlined in articles 4 and 5 above within ten (10) days of receiving the re-evaluation request.

Proposed Text

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12. If the Chair decides that the re-evaluation request does not conform to the criteria outlined in articles 4 and 5 above, he or she shall communicate this decision with reasons, in writing, to the student with a copy to the University Registrar. Should the student disagree with this decision, he or she has the right to appeal the Chair's decision to Re-evaluation Appeals Panel as set out in article 25 below.

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13. Requests for review or other considerations that do not conform with the grounds for a re-evaluation request may fall under the purview of the Chair, the Dean, the Student Request Committee or other mechanisms.

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14. If the Chair decides that the re-evaluation request conforms with the criteria outlined in articles 4 and 5 above, he or she shall appoint a re-evaluator whose name shall be communicated to the student and to the instructor concerned. Normally, the re-evaluator shall not be an instructor in whose course the student is registered at that time.

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15. Before the re-evaluation begins, the instructor shall provide the Chair with information regarding the nature and structure of the course as well as the evaluation criteria and methods used. The Chair shall communicate this information to the re-evaluator.

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16. The entire piece of work identified by the student shall be re-evaluated. The re-evaluator may request additional input from the student or the instructor.

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17. The re-evaluation shall normally be completed within thirty (30) days of the Chair's decision that the re-evaluation shall proceed. If it becomes clear that the thirty (30) day delay cannot be met, the Chair shall immediately communicate this information to the student in order to determine whether any serious difficulties may arise from extending the delay. In the case where the thirty (30) day delay is extended, every effort shall be made to remedy any academic disadvantage that the student may experience as a consequence of the extension of the delay.

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18. Upon completion of the re-evaluation, the re-evaluator shall assign a grade to the work in question and shall forward the re-evaluated material to the Chair along with a reasoned report. The reasoned report shall make mention of the documentation and methodology used.

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The Chair shall communicate the re-evaluation decision, in writing, along with the reasoned report, to the student, the instructor and the University Registrar, as well as whether the final grade for the course will be modified as a result of the re-evaluation decision.

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Present Text calendar

19. In cases where there is a significant discrepancy between the original grade assigned and the grade assigned by the reevaluator, the Chair may convene a meeting with the instructor and the re-evaluator in order to discuss the issue before

Proposed Text

communicating the decision to the parties concerned. If

disagreement as to the discrepancy remains after the meeting, the

re-evaluator's grade shall stand.

20. In cases where the re – evaluation decision reveals a generalized flaw in the original evaluation process, the Chair shall take appropriate steps to ensure that the grades of other students in the course are reviewed and modified if appropriate.

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21. A final grade that is modified as a result of the reevaluation shall be entered onto the student record and official transcript. If no appeal is filed, the modified grade shall permanently replace the original grade on the student record and official transcript. If an appeal is filed, an interim notation to the effect that the grade is "under appeal" shall accompany the grade until the final disposition of the case.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change Dossier Title: Administrative Notations & Medical Notation Adjustments

Calendar Section Name: III. Appeals
Calendar Section Type: Regulation
Description of Change: III. Appeals Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 Calendar publication date: 2025/2026/Summer

& 16) **Type of change:** Regulation Deletion

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.9 Academic Re-evaluation

Present Text calendar

III. Appeals

22. A permanent Secretary of the Re-evaluation Appeals Panel (RAP) (the Secretary) shall be appointed by the Secretary-General. The Secretary shall be responsible for the administrative functioning of the RAP and shall maintain the

confidential files of the RAP.

of the re - evaluation decision.

23. A RAP of three (3) members, as well as a non-voting Chair, shall be selected by the Secretary for a given appeal. The RAP shall be composed of two (2) faculty members drawn from the Faculty Tribunal Pool and one (1) student drawn from the Student Tribunal Pool as provided for under the Policy for the Establishment of Tribunal Hearing Pools. Every attempt will be made to select the student member from the student's constituency (undergraduate or graduate status).

24. A student or instructor may appeal a re-evaluation decision based on either substantive grounds or on the presence of serious and prejudicial procedural defects. In the case of an appeal from an instructor, "prejudicial" shall be limited to the effect that the alleged procedural defect has on other students in the course or on the academic standards of the University. The appeal must state in clear and precise terms the grounds on which the appeal is based. Such an appeal must be made, in writing, to the Secretary within fifteen (15) days after the date of transmission

25. A student may appeal a Chair's decision that the reevaluation request did not conform to the criteria outlined in articles 4 and 5 above. This appeal may be based on either substantive grounds or on the presence of serious and prejudicial

Proposed Text

D12

Present Text calendar

procedural defects in the Chair's consideration of the reevaluation request. The appeal must state in clear and precise terms the grounds on which the appeal is based. Such an appeal must be made, in writing, to the Secretary within fifteen (15) days after the date of transmission of the Chair's decision.

26. Upon receipt of an appeal from a student, the Secretary shall send a copy to the University Registrar, the Chair, the instructor and the re-evaluator, if appropriate, soliciting their input within ten (10) days. Any input received within the ten (10) day period shall be forwarded to all parties, soliciting their comments on the input within a further ten (10) days. All input and comments received within the twenty (20) day period shall form part of the dossier submitted to the RAP.

Upon receipt of an appeal from an instructor, the Secretary shall send a copy to the University Registrar, the Chair, the student and the re-evaluator, if appropriate, soliciting their input within ten (10) days. Any input received within the ten (10) day period shall be forwarded to all parties, soliciting their comments on the input within a further ten (10) days. All input and comments received within the twenty (20) day period shall form part of the dossier submitted to the RAP.

27. The RAP shall render a decision, based on the written record only, normally within thirty (30) days of the filing of an appeal.

The RAP shall meet at least once in person before rendering its reasoned decision.

28. In the case of an appeal of a re-evaluation decision, should the RAP determine that serious and prejudicial procedural defects were present in the re-evaluation process or that there are substantive grounds necessitating a new re-evaluation, it shall instruct the Chair to arrange for a new re-evaluation.

29. Should the RAP decide that an appeal be upheld in the case of an appeal of a Chair's decision that the re-evaluation request did not conform to the criteria outlined in articles 4 and 5 above, it shall instruct the Dean to arrange for a re-evaluation independent of the relevant Chair.

30. The RAP shall communicate its signed, dated and reasoned decision to the student, the instructor, the re-evaluator (if appropriate), the Chair and the University Registrar and shall include copies of all documentation considered.

31. The decision of the RAP is final.

Rationale:

Resource Implications:

Proposed Text

D14

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Undergraduate Program Regular Curriculum Change - OOR-OOR-5560 - VERSION: 7

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change Dossier Title: Administrative Notations & Medical Notation Adjustments

Calendar Section Name: IV. Miscellaneous Provisions

Calendar Section Type: Regulation

Description of Change: IV. Miscellaneous Provisions Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 Calendar publication date: 2025/2026/Summer

& 16) **Type of change:** Regulation Deletion

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.9 Academic Re-evaluation

Present Text calendar

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IV. Miscellaneous Provisions

32. The word "days" is defined as working days, which excludes weekends, holidays and other days during which the University has reduced operations.

In the calculation of any delay set out in these procedures, the months of July and August shall not be taken into account. In the ease of an appeal submitted to the RAP before July 1, the regular delays set out in these procedures shall apply.

33. Any written notice addressed to a student pursuant to Section III—Appeals under these procedures shall be sent by courier to the last address provided by the student to the University and shall be deemed to be received one (1) day after delivery.

34. If the course in question was taught by the Chair, the Dean shall assume all of the duties imposed on the Chair in these procedures. If the course in question does not form part of a department, the re-evaluation request shall be forwarded to the appropriate administrator responsible for the course.

35. The overall responsibility for the implementation and recommended amendments to these procedures shall rest with the Provost and Vice-President, Academic.

Rationale:

Resource Implications:

Proposed Text

D16

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Undergraduate Program Regular Curriculum Change - OOR-OOR-5560 - VERSION: 7

Impact Report

Regulations

Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements
Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16
Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations
Source of Impact

• Section 16.3.4 Administrative Notations

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-5681 - VERSION: 1

Summary and Rationale for Changes

This dossier proposes to change the admissions regulations on demonstrating English language proficiency.

The first change is to update the text around acceptable options within the French Baccalauréat curriculum.

The second change is to remove the text around the Concordia Continuing Education Intensive English Language Proficiency program (IELP). This program was discontinued and no longer applicable for future applicants.

 $Undergraduate\ Program\ Regular\ Curriculum\ Change\ -\ OOTR-OOTR-5681\ -\ VERSION: 1$

Resource Implications

n/a

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-5681 - VERSION: 1

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

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

Approved by:

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

Summary of Committee Discussion: Department approval

For Submission to:

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

Approved by:

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-5681 - VERSION: 1

<u>Summary of Changes (Undergraduate Program Regular Curriculum Change)</u>

Regulation Changes:

• Language Proficiency Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change Dossier Title: English Language Proficiency - Regulation Change

Calendar Section Name: Language Proficiency

Calendar Section Type: Regulation

Description of Change: Language Proficiency 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 Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change & 14)

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.4 Language Proficiency

Present Text calendar

Language Proficiency

While the language of instruction at Concordia is English, most assignments and examinations may be submitted in French. Students whose first language is not English must demonstrate language proficiency prior to their admission to Concordia. They will ordinarily be exempt from pre-admission English tests if they have completed any of the following criteria:

- The last four years of high school studies in Quebec and the DES (Secondary V);
- in Quebec;
- The Diploma of Collegial Studies (DEC) at an English Cegep in Quebec;
- A minimum of three full years of study in an institution where the sole language of instruction is English;
- Four full years of study in Canada in French at the secondaryschool level immediately prior to graduating;
- The course Group 1 English (Language A: Literature, Language A: Language & Literature, or Literature & Performance) (Higher or Standard level) in the International Baccalaureate (IB);
- The European Baccalaureat English as language 1 or language 2;
- The American or British Option internationale du baccalauréat The American, Australian or British Option internationale du (OIB) of the French Baccalauréat;
- GCE/GCSE/IGSCE/O-level English Language, English as a Second Language or First Language English with a grade of "C" or better;
- The Advanced 2 level of the Intensive English Language Program (IELP) at Concordia University's Continuing Education Language Institute (CELI) with a final grade of 70% or higher.

Proposed Text

Language Proficiency

While the language of instruction at Concordia is English, most assignments and examinations may be submitted in French. Students whose first language is not English must demonstrate language proficiency prior to their admission to Concordia. They will ordinarily be exempt from pre-admission English tests if they have completed any of the following criteria:

- The last four years of high school studies in Quebec and the DES (Secondary V);
- Both Secondary V and the Diploma of Collegial Studies (DEC) Both Secondary V and the Diploma of Collegial Studies (DEC) in Quebec;
 - The Diploma of Collegial Studies (DEC) at an English Cegep in Quebec;
 - A minimum of three full years of study in an institution where the sole language of instruction is English;
 - Four full years of study in Canada in French at the secondaryschool level immediately prior to graduating;
 - The course Group 1 English (Language A: Literature, Language A: Language & Literature, or Literature & Performance) (Higher or Standard level) in the International Baccalaureate (IB);
 - The European Baccalaureat English as language 1 or language
 - baccalauréat (OIB) of the French Baccalauréat or the baccalauréat français international (BFI);
 - GCE/GCSE/IGSCE/O-level English Language, English as a Second Language or First Language English with a grade of "C"

If none of these criteria fits, a student whose first language is other than English must write a pre - admission English test.

Present Text calendar

If none of these criteria fits, a student whose first language is other than English must write a pre - admission English test. Proof of proficiency in English must be provided by achieving the appropriate score on one of the following:

- Test of English as a Foreign Language (TOEFL);
- International English Language Testing System (IELTS);
- Canadian Academic English Language Assessment (CAEL);
- Cambridge Certificate of Proficiency in English (CPE) and Certificate in Advanced English (CAE);
- Pearson English Proficiency Test;
- Duolingo English Test.

For information on the minimum scores required please consult the Concordia website.

Test results must be reported directly to the Admissions Application Centre by the test centre. Results more than two years old will not be accepted as proof of language proficiency. In all cases, the University reserves the right to require a proficiency test if it is deemed necessary.

Rationale:

Resource Implications:

Proposed Text

Proof of proficiency in English must be provided by achieving the appropriate score on one of the following:

- Test of English as a Foreign Language (TOEFL);
- International English Language Testing System (IELTS);
- Canadian Academic English Language Assessment (CAEL);
- Cambridge Certificate of Proficiency in English (CPE) and Certificate in Advanced English (CAE);
- Pearson English Proficiency Test;
- Duolingo English Test.

For information on the minimum scores required please consult the Concordia website.

Test results must be reported directly to the Admissions
Application Centre by the test centre. Results more than two
years old will not be accepted as proof of language proficiency.
In all cases, the University reserves the right to require a
proficiency test if it is deemed necessary.

 $Undergraduate\ Program\ Regular\ Curriculum\ Change\ -\ OOTR-OOTR-5681\ -\ VERSION: 1$

Impact Report

Undergraduate Program Regular Curriculum Change - OOR-OOR-5367 - VERSION: 13

Summary and Rationale for Changes

The School of Graduate Studies is developing integrated pathways to graduate studies as an initiative to present advantages for both the student and the institution. Integrated pathways enable Concordia to attract and cultivate our talented students, thereby broadening the pool of prospective students who may choose to pursue their academic journey with us. This approach not only serves to retain and promote our own high-achieving students but also enhances the overall appeal of Concordia to a wider audience of potential candidates.

An integrated path enables students to engage in coursework for an advanced degree level, offering a pathway to expedite the achievement of a higher degree should they choose to pursue it. Recognizing that the duration of a graduate degree can pose a challenge for prospective candidates; this approach serves as a strategic solution to mitigate potential barriers. By extending this option to high-performing students, we not only enhance their academic journey but also increase the appeal of graduate studies.

Given that the integrated path is available to undergraduate students, the proposed regulation outlines the criteria required to request approval for pursuing the option, as well as how the graduate level coursework completed during the undergraduate degree is considered within the current regulations.

Undergraduate Program Regular Curriculum Change - OOR-OOR-5367 - VERSION : 13

Resource Implications

n/a

Undergraduate Program Regular Curriculum Change - OOR-OOR-5367 - VERSION: 13

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

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

Approved by:

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

Summary of Committee Discussion: Department approval

For Submission to:

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

Approved by:

Section 16.2 Curriculum Regulations

Section 16.2.1 Modifications to Academic Programs and Regulations

Section 16.2.2 Residence Requirements

Section 16.2.3 Degree Regulations

Section 16.2.4 Concentration Requirements

Section 16.2.5 Writing Skills Requirements

Section 16.2.6 Repetition of Courses

Section 16.2.1 Modifications to Academic Programs and Regulations

With the exception of the following conditions, the curriculum requirements in effect at the time students are admitted or readmitted to a program (e.g. BA, BFA, Certificate in Business Studies) and/or concentration (e.g. major, specialization), are the requirements that apply to them until they complete their program.

- 1. The University reserves the right to modify academic program requirements in the light of (a) changing trends in academic and professional fields, and (b) the availability of resources. In the exceptional event that a program is substantially altered by the University Senate, the University recognizes its responsibility to offer suitable transition arrangements for students. The new program requirements should become effective for all students no later than five years after the effective date of change for newly admitted students.
- 2. When a program is discontinued, the University recognizes its responsibility to offer courses in the program while phasing it out according to a schedule appropriate to the needs of the affected students. Students will be informed of the schedule when the decision is made to phase the program out.
 When students in a discontinued program have not been registered for three years, it may not be possible to enable them to complete that program. They may, however, transfer into another program in the University for which they meet the admission requirements.
- 3. Where students acquire credit towards a degree or certificate in a discontinuous manner and over a protracted time, the University reserves the right, at any time, to require them to take further credits or fulfill additional requirements to obtain that degree, certificate, or microprogram.
- 4. Modifications to the academic regulations in <u>Section 16.1 General Information</u> and <u>Section 16.3 Evaluation</u>, <u>Administrative Notations</u>, <u>Examinations</u>, and <u>Performance Requirements</u> become effective for all students on a given date regardless of the student's date of admission to a program, with the following exceptions:
 - o Section 16.1.9 High Academic Achievement
 - o Section 16.2.2 Residence Requirements
 - o Section 16.3.10 Academic Performance

Modifications to these three regulations apply only to students admitted or readmitted to a program on or after the effective date of such modifications.

- 5. In the event a student is readmitted after failing an academic year, the University reserves the right to require the student to take additional credits or to repeat certain courses. The student is also subject to changes in academic regulations or program requirements in effect at the time of the student's readmission.
- 6. Notwithstanding the above, 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. For further information, see Section 71.10.7 Curriculum Requirements and Course Sequences.

Section 16.2.2 Residence Requirements

Residence requirements define the number of credits that students working towards a Concordia University degree must take at the University itself.

- 1. Of the total number of credits required for an undergraduate degree, students must take a minimum of 45 credits, normally the last 45, at Concordia University. The BEng, BA Specialization in Early Childhood and Elementary Education, BEd Specialization in Teaching English as a Second Language, Athletic Therapy (BScAT), and BFA Specialization in Art Education Visual Arts require 60 credits, normally the last 60, at Concordia.
- 2. At least 50 per cent of the credits for honours, specializations, majors, minors, certificates or other concentrations must be taken at Concordia. The BComm and BAdmin programs also require that at least 50 per cent of the core courses be taken at Concordia. In the case of microprograms, 100% of the credits must be taken at Concordia.
- 3. Concordia University students who wish to include courses taken at another university within their residence requirements must obtain permission **in advance** from their Faculty Student Request Committee. Those wishing to engage in interuniversity exchanges in Quebec or student exchange programs must obtain authorization to cross-register from his or her academic advisor, the appropriate Associate Dean or delegate of the student's Faculty, and the University Registrar. For participation in the Concordia Student Exchange Program, the student must comply with the specific Faculty requirements outlined at <u>concordia.ca/students/exchanges/csep</u>.
- 4. Students who already have an undergraduate degree may undertake a second undergraduate degree, subject to the conditions below. Before registering, such students should consider whether their purpose might be better served by enrolling in a graduate degree, diploma, or certificate program. To obtain a second undergraduate degree, students must:
- a) Apply and register in a program with a higher concentration than a minor, and
- b) Complete at least two-thirds of the credits normally required for the second degree in courses other than those credited to the first degree for example, a minimum of 60 credits must be complete when the normal requirement is 90 credits, and
- c) Complete at least 36 credits in the new field of concentration.
- 5. An exception to 4b) above, is the <u>BEd Specialization in Teaching English as a Second Language</u>, for which students must complete at least half of the 120 credits required for the second degree in courses other than those credited to the first degree.
- 6. Any student who is accepted at Concordia University after failing or compiling an unsatisfactory record at another university, will generally be required to complete at least 60 credits at Concordia.

Section 16.2.3 Degree Regulations

The regulations relating to degree requirements are located in the Faculty sections:

- Section 31 Faculty of Arts and Science
- Section 61 John Molson School of Business
- Section 71 Gina Cody School of Engineering and Computer Science
- Section 81 Faculty of Fine Arts

Section 16.2.4 Concentration Requirements

Every undergraduate program requires a cohesive sequence of courses. To graduate in a degree program, a student must complete one of the following concentrations: honours, specialization, major. Under certain conditions, a student may be eligible to obtain a baccalaureate degree through the accumulation of certificates. In the Gina Cody School of Engineering and Computer Science, concentrations are referred to as programs. Most of these programs have options, where students take a number of related courses in a chosen area. Honours is a highly concentrated program with a required performance level; the specialization and the major require varying degrees of concentration, normally without a performance requirement. An honours, specialization, or major can be combined with a minor. In some circumstances, a double major is also possible.

I. Honours Programs

The University offers programs leading to an honours degree in certain disciplines. The honours program consists of 60 or more credits in a discipline, with superior performance required to enter and remain in the program. In their first year, students may register in honours program courses, but their acceptance as honours **students** will depend on their performance. Students who do not meet requirements for honours standing may proceed in either a specialization or a major program.

There are minimum academic standards for honours programs. The honours student must:

- 1. meet general degree requirements and the specific requirements for an honours program.
- 2. maintain a grade point average (GPA) of 3.00 in all honours courses; the minimum acceptable grade in any honours course is "C."
- 3. have a minimum GPA of 2.70 for honours courses taken each year. For part-time students this is calculated in 18-credit blocks.
- 4. have a GPA of no less than 2.00 in non-honours courses.

Honours students who do not meet these standards will be withdrawn from the honours program and will proceed in the major or specialization program. Reinstatement in the honours program is possible only with the permission of the Faculty Honours Committee.

The programs and particular Faculty regulations are listed in the Faculty sections under "Honours Programs."

2. Specialization Programs

A specialization is a sequence of courses totalling 60 or more credits. In a few cases it includes a performance requirement. In addition to courses in a particular discipline, the specialization may include courses in other closely related fields.

3. Major Programs

A major is a sequence of courses totalling 36 or more credits, except in the <u>John Molson School of Business</u> where the major consists of at least 24 credits in a particular discipline in addition to the required 48-credit <u>JMSB Core</u>. The major may include certain courses in other closely related fields.

4. Minor Programs

A minor is a sequence of courses totalling 24 or more credits, except in the <u>John Molson School of Business</u> where the minor consists of at least 12 credits in the chosen discipline in addition to the required 48-credit <u>JMSB Core</u>.

5. Combined Programs

An honours, specialization, or major program may be combined with a minor. In some circumstances, a major program may also be combined with another major program.

10. Integrated Path

An integrated path from a bachelor's degree to a master's degree allows undergraduate students to start master's-level coursework while still completing their undergraduate studies. This enables undergraduate students who are interested in pursuing a graduate degree to earn credit towards their undergraduate degree and accelerate the completion of their graduate program if they choose to continue.

Under certain conditions, students may declare their intention to pursue an available integrated path during their undergraduate studies. Graduate courses that are successfully completed will be credited towards the program requirements of the bachelor's degree, and may be credited at the master's level if the students are admitted to a graduate program that includes these courses, and if the students have obtained a minimum grade of B.

Please see the Integrated Path website for more information about submission processes: concordia.ca/integratedpath.

Students must satisfy the following conditions in order to qualify for an integrated path:

- 1. Submit a declaration of intention to pursue graduate studies through an integrated path.
- Be in acceptable academic standing.
- 3. Have a minimum of 60 credits completed at the undergraduate level, with relevant courses completed in the discipline.
- 4. Have a minimum cumulative grade point average (CGPA) of 3.0/4.3.

The Departments under which the integrated path is offered may determine additional eligibility criteria.

The following conditions apply to undergraduate students who enrol in graduate-level courses during their undergraduate program:

- 1. A maximum of 16 credits of graduate-level courses may be attempted while in an undergraduate degree program.
- 2. Normally, students pursuing an integrated path can enrol in a maximum of two graduate-level courses per term.
- 3. Each graduate-level course is subject to the evaluation and grading system defined in the Graduate Calendar.
- 4. Undergraduate students are not permitted to write supplemental examinations for graduate-level courses.
- 5. The grade obtained in the graduate-level course will contribute to the cumulative grade point average (CGPA), final graduation grade point average (FGGPA), term grade point average (TGPA), and assessment grade point average (AGPA) of the undergraduate program, and will be considered when assessing academic performance. See Section 16.3.10 Academic Performance for complete details.

Undergraduate students who pursue an integrated path are required to submit an application for a graduate-level program and are subject to the established graduate admission criteria at the time of application. Pursuing an integrated path during an undergraduate program does not guarantee admission to a graduate program.

6. Certificate Programs

An undergraduate certificate is a coherent program, usually of 30 credits, made up of regular undergraduate courses. Courses taken as part of a certificate program are normally applicable to the appropriate undergraduate degree. There is no guarantee that a certificate program can be completed in one academic year.

7. Microprograms

An undergraduate microprogram is a coherent program, usually of 9-15 credits, made up of regular undergraduate courses. A microprogram is normally completed within one or two academic terms.

8. Baccalaureate by Accumulation

Under certain conditions, a student may earn a baccalaureate degree through the accumulation of a minimum of three certificates in eligible disciplines. The Faculties and Schools under which the baccalaureate degree is offered shall determine criteria for specific certificate programs eligible for application towards the degree.

Students must satisfy the following conditions in order to qualify for a Baccalaureate by Accumulation:

- 1. A declaration of intention to complete a Baccalaureate by Accumulation must be submitted at the time of admission to the third certificate.
- 2. A minimum of 90 credits must be obtained through the accumulation of a minimum of three certificates in order to qualify for the degree. Students admitted to the Extended Credit Program (ECP) and the Mature Entry Program (MEP) are required to take additional credits. See Section 14 Alternative Entry of the Calendar for regulations pertaining to the Mature Entry Program (MEP). See Section 13.3.2 Applicants from Other Canadian Provinces of the Calendar for regulations pertaining to the Extended Credit Program (ECP).
- 3. The credits obtained for any course may not be used to satisfy the requirements of more than one program of study, including certificate, minor, major, specialization, and honours programs.
- 4. Under certain conditions, where admission requirements permit, students may apply a certificate completed at an institution other than Concordia towards the Baccalaureate by Accumulation. The following conditions must be met:
 - a) At least 50 per cent of the credits for the Baccalaureate by Accumulation must be taken at Concordia.
 - b) The final certificate must be completed at Concordia.
- 5. Students who already have a baccalaureate degree and wish to pursue a second degree through the Baccalaureate by Accumulation program are subject to the conditions below. Before registering, such students should consider whether their purpose might be better served by enrolling in a graduate degree, diploma, or certificate program. To obtain a second undergraduate degree, students must:
 - a) Apply, register and successfully complete two additional certificates (a minimum of 60 credits total) eligible to be applied towards a Baccalaureate by Accumulation.
 - b) At least two thirds of the credits applied towards the second degree must be in courses other than those credited to the first degree for example, a minimum of 60 credits must be completed when the normal requirement is 90 credits.
- Students who already have a Baccalaureate by Accumulation who wish to undertake a second Baccalaureate degree through the traditional structure are subject to the Residence Requirements outlined in <u>Section 16.2.2 Residence Requirements</u>.
- 6. Only specific certificates may be deemed as eligible for application towards a Baccalaureate by Accumulation by the granting Faculty or School. All baccalaureate degrees are subject to the admission and graduation criteria established by the Faculties and Schools under which they are offered.
- 7. All candidates must satisfy the admission criteria for each certificate; admission into one certificate does not guarantee admission into other certificates. The specific admission requirements are listed on the Concordia website.
- 8. Students are eligible for graduation only once they have satisfied all of the above criteria. Eligibility for graduation is normally assessed following the successful completion of a minimum of three certificates deemed eligible for application towards a Baccalaureate by Accumulation by the granting Faculty or School.

9. Bridging Program

An undergraduate bridging program is a coherent program, usually of 18-30 credits, that may be made up of both academic undergraduate and university skills courses. A bridging program is designed for students who are required to upgrade their academic background and acquire the prerequisites necessary to gain entry to an undergraduate degree program. Courses taken as part of a bridging program are normally applicable to a specific undergraduate degree. A bridging program does not lead to the awarding of a credential.

Section 16.2.5 Writing Skills Requirements

Students admitted into the Gina Cody School of Engineering and Computer Science must meet a writing skills requirement. (See Section 71.20.7 Writing Skills Requirement.)

Section 16.2.6 Repetition of Courses

- 1. Students may repeat a failed course or a course awarded an "NC" notation only once. Nevertheless, a student who fails a required course twice may appeal to the appropriate Student Request Committee for permission to take the course a third time. If permission is not granted, the student may not be allowed to continue in the University towards that program and/or degree.
- Students who have received a failing grade for a course may not request the CR/NC grading basis if they repeat the course.
- 3. Students who have received a passing grade or a "CR" notation for a course may repeat the course for personal reasons (e.g. to meet an external requirement) only once. The student record and official transcript will include all grades, but grades with the "REPT" notation will carry no credit value.
- 4. Students who want or need to repeat a course that is a prerequisite to other courses must do so before taking any following course in the sequence. If a specific letter grade is required to progress to more advanced courses, students are responsible for verifying the prerequisite requirements before requesting the CR/NC grading basis.
- 5. The grade corresponding to the latest attempt of the course will be used for calculating the cumulative grade point average (CGPA: see Section <u>Section 16.3.10</u> <u>Academic Performance</u> II.b Cumulative Grade Point Average) and the final graduation grade point average (FGGPA: see <u>Section 16.3.10 Academic Performance</u> II.c Final Graduation Grade Point Average).
- 6. In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the assessment grade point average (AGPA: see Section 16.3.10 Academic Performance II.a Assessment Grade Point Average).
- 7. A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the AGPA, the CGPA, and the FGGPA whether or not the course has been repeated.

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<u>Summary of Changes (Undergraduate Program Regular Curriculum Change)</u>

Regulation Changes:

• 10. Integrated Path New

Undergraduate Program Regular Curriculum Change - OOR-OOR-5367 - VERSION: 13

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Integrated Path

Calendar Section Name: 10. Integrated Path

Calendar Section Type: Regulation

Description of Change: 10. Integrated Path New **Proposed:** Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 Calendar publication date: 2025/2026/Summer

& 16) Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.2 Curriculum Regulations > Section 16.2.4 Concentration Requirements

Present Text calendar

Proposed Text

10. Integrated Path

An integrated path from a bachelor's degree to a master's degree allows undergraduate students to start master's-level coursework while still completing their undergraduate studies. This enables und ergraduate students who are interested in pursuing a graduate degree to earn credit towards their undergraduate degree and accelerate the completion of their graduate program if they choose to continue.

Under certain conditions, students may declare their intention to p u rs u e an available integrated path during their undergraduate studies. Graduate courses that are successfully completed will be credited towards the program requirements of the bachelor's degree, and may be credited at the master's level if the students are admitted to a graduate program that includes these courses, and if the students have obtained a minimum grade of B .

Please see the Integrated Path website for more information about submission processes: concordia.ca/integratedpath.

Students must satisfy the following conditions in order to qualify for an integrated path:

- 1. Submit a declaration of intention to pursue graduate studies through an integrated path.
- 2. B e in acceptable academic standing .
- 3. Have a minimum of 60 credits completed at the undergraduate level, with relevant courses completed in the discipline.

Proposed Text

4. Have a minimum cumulative grade point average (CGPA) of 3.0/4.3.

The D epartments under which the integrated path is offered may determine additional eligibility criteria.

The following conditions apply to undergraduate student s who enrol in graduate-level courses during their undergraduate program:

- 1. A maximum of 16 credits of graduate-level courses may be attempted while in an undergraduate degree program .
- 2. Normally, students pursuing an integrated path can enrol in a maximum of two graduate-level courses per term.
- 3. Each graduate-level course is subject to the evaluation and grading system defined in the Graduate Calendar .
- 4. Undergraduate s tudents are not permitted to write supplemental examinations for graduate-level courses.
- 5. The grade obtained in the graduate-level course will contribute to the cumulative grade point average (CGPA), final graduation grade point average (FGGPA), term grade point average (TGPA), and assessment grade point average (AGPA) of the undergraduate program , and will be considered when assessing academic performance. See Section 16.3.10 Academic Perform a nce for complete details.

Undergraduate students who pursue an integrated path are required to submit an application for a graduate-level program and are subject to the established graduate admission criteria at the time of application . Pursuing an integrated path during an undergraduate program does not guarantee admission to a graduate program .

Rationale:

A new vanity URL has been approved by UCS for the Integrated Path website: concordia.ca/integratedpath

Resource Implications:

Impact Report



Dr. Pascale Sicotte
Dean, Faculty of Arts and Science
Concordia University

September 18, 2024

Dr. Effrosyni Diamantoudi Dean, School of Graduate Studies Concordia University

Ms. Stéphanie de Celles University Registrar Concordia University

Re: Introduction of integrated pathways regulation in the 2025-2026 Undergraduate Calendar

Dear Faye, Dear Stéphanie,

The Faculty of Arts and Science supports the integrated pathways initiative developed by the School of Graduate Studies to allow undergraduate students to begin graduate coursework while completing their undergraduate studies, and subsequently receive credit in their graduate program if they pursue one. This letter supports the introduction of the integrated pathways regulation to the 2025-2026 Undergraduate Calendar, as detailed in the document attached.

The integrated pathways initiative has been developed in collaboration with the Office of the Registrar and it follows consultations with the Office of the Provost and the four Faculties that started in Fall 2023. This initiative will offer new opportunities to our most talented undergraduate students and will be a positive contribution to our institution.

Please receive my kind regards,

Pascale Sicotte

Dr. Pascale Sicotte
Dean, Faculty of Arts and Science
Concordia University



Dr. Annie Gérin Dean, Faculty of Fine Arts Concordia University

September 18, 2024

Dr. Effrosyni Diamantoudi Dean, School of Graduate Studies Concordia University

Ms. Stéphanie de Celles University Registrar Concordia University

Re: Introduction of integrated pathways regulation in the 2025-2026 Undergraduate Calendar

Dear Faye, Dear Stéphanie,

The Faculty of Fine Arts supports the integrated pathways initiative developed by the School of Graduate Studies to allow undergraduate students to begin graduate coursework while completing their undergraduate studies, and subsequently receive credit in their graduate program if they pursue one. This letter supports the introduction of the integrated pathways regulation to the 2025-2026 Undergraduate Calendar, as detailed in the document attached.

The integrated pathways initiative has been developed in collaboration with the Office of the Registrar and it follows consultations with the Office of the Provost and the four Faculties that started in Fall 2023. This initiative will offer new opportunities to our most talented undergraduate students and will be a positive contribution to our institution.

Please receive my kind regards,

Dr. Annie Gérin Dean, Faculty of Fine Arts Concordia University



Dr. Mourad Debbabi Dean, Gina Cody School of Engineering Concordia University

September 18, 2024

Dr. Effrosyni Diamantoudi Dean, School of Graduate Studies Concordia University

Ms. Stéphanie de Celles University Registrar Concordia University

Re: Introduction of integrated pathways regulation in the 2025-2026 Undergraduate Calendar

Dear Faye, Dear Stéphanie,

The Gina Cody School of Engineering supports the integrated pathways initiative developed by the School of Graduate Studies to allow undergraduate students to begin graduate coursework while completing their undergraduate studies, and subsequently receive credit in their graduate program if they pursue one. This letter supports the introduction of the integrated pathways regulation to the 2025-2026 Undergraduate Calendar, as detailed in the document attached.

The integrated pathways initiative has been developed in collaboration with the Office of the Registrar and it follows consultations with the Office of the Provost and the four Faculties that started in Fall 2023. This initiative will offer new opportunities to our most talented undergraduate students and will be a positive contribution to our institution.

Please receive my kind regards,

— DocuSigned by:

Mourad Delbabi
— 96CE3C42BBB14E7

Dr. Mourad Debbabi Dean, Gina Cody School of Engineering Concordia University



Dr. Anne-Marie Croteau Dean, John Molson School of Business Concordia University

September 18, 2024

Dr. Effrosyni Diamantoudi Dean, School of Graduate Studies Concordia University

Ms. Stéphanie de Celles University Registrar Concordia University

Re: Introduction of integrated pathways regulation in the 2025-2026 Undergraduate Calendar

Dear Faye, Dear Stéphanie,

The John Molson School of Business supports the integrated pathways initiative developed by the School of Graduate Studies to allow undergraduate students to begin graduate coursework while completing their undergraduate studies, and subsequently receive credit in their graduate program if they pursue one. This letter supports the introduction of the integrated pathways regulation to the 2025-2026 Undergraduate Calendar, as detailed in the document attached.

The integrated pathways initiative has been developed in collaboration with the Office of the Registrar and it follows consultations with the Office of the Provost and the four Faculties that started in Fall 2023. This initiative will offer new opportunities to our most talented undergraduate students and will be a positive contribution to our institution.

Please receive my kind regards,

Docusigned by:

Annie Crotian

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Dr. Anne-Marie Croteau Dean, John Molson School of Business Concordia University



SENATE OPEN SESSION Meeting of November 8, 2024

AGENDA ITEM: Academic Programs Committee (APC) recommendation: Program title changes

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed program title changes for approval:

- 1. Faculty of Arts and Science (AS-AHSC-5513) Program Title Change from Certificate in Community Service to Certificate in Community and Organizational Leadership
- 2. School of Graduate Studies (SGS-SGS-5634) Program Title Change from Sustainability Microprogram to Sustainability Perspectives Graduate Microprogram

These changes were recommended for Senate approval by the APC at its meeting of October 15, 2024.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the program title changes as detailed in the attached document:

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

PREPARED BY:

Name: Secretary of Senate Date: October 30, 2024



ACADEMIC PROGRAMS COMMITTEE Sandra Gabriele, PhD October 15, 2024

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

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

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

Office of the Registrar

OOR-OOR-5560; APC-2024-6-D6

• Regulation/Requirements Change

OOTR-OOTR-5681; APC-2024-6-D7

• Regulation/Requirements Change

OOR-OOR-5367; APC-2024-6-D9

• Regulation/Requirements Change

Faculty of Arts and Science

Department of Applied Human Sciences

AS-AHSC-5513; **APC-2024-6-D4**

• Program Title Change from Certificate in Community Service to Certificate in Community and Organizational Leadership

Interdisciplinary Studies

AS-INTE-5555; **APC-2024-6-D2**

 New Program: Minor in Black and African Diaspora Studies in the Canadian Context

Loyola College for Diversity and Sustainability

AS-LOYC-5550; APC-2024-6-D1

• New Program: Microprogram in Sustainability Principles

Graduate Curriculum Proposals (Changes for the Winter 2025 Calendar)

School of Graduate Studies

SGS-SGS-5634; **APC-2024-6-D10**

• Program Title Change from Sustainability Microprogram to Sustainability Perspectives Graduate Microprogram

Sandra Gabriele, PhD

Statricle

Vice-Provost, Innovation in Teaching and Learning

October 15, 2024

Summary and Rationale for Changes

The Department of Applied Human Sciences is modifying the credit value and therefore renumbering three courses and removing one course, that impact the structure of Human Relations programs and two certificates. Three courses are reduced from six credits to three; the required course, AHSC 330 *Leadership and Facilitation in Small Groups* (renumbered to AHSC 331), and two elective courses, AHSC 451 *Counselling Skills and Concepts* (renumbered to AHSC 452) and AHSC 460 *Health Promotion* (renumbered to AHSC 461). These 6-credit full-year courses will now be offered as 3-credit courses over one term. These changes aim to provide more flexibility in course scheduling, better student accessibility, and potential growth in course capacities (more information provided below).

Concomitantly, we are:

- 1. increasing the number of electives in the various programs affected by this reduction.
- 2. eliminating AHSC 456 *Advanced Family Life Education* from the Specialization in Human Relations: Family Science and Youth Concentration and adding two 3-credit courses, AHSC 343 and 445 (*Community Development I & II*) to the list of elective options.
- 3. changing prerequisites in our 400-level classes to ensure that students are better prepared for advanced material.

Finally, we are streamlining our certificate programs, renaming one ("Certificate in Community Service" to "Certificate in Community and Organizational Leadership") to better reflect the field, and tightening the focus of each certificate. The Certificate in Community and Organizational Leadership and the Certificate in Family Life in Education (see changes in calendar presentation) will be structurally changed to eliminate the Phases I, II, and III. The list of required courses and program electives is adjusted to build in prerequisite courses that were previously omitted. Courses are removed or added to strengthen fundamental competencies in each certificate (see table and certificate pages).

Courses reduced from 6 credits to 3 (and renumbered due to credit value change):

AHSC 330 Leadership and Facilitation in Small Groups is reduced from 6 credits to 3 and is renumbered to AHSC 331. The 6-credit version of the course is a holdover from the old curriculum, which includes some outdated approaches and does not take advantage of more current up-to-date course delivery modalities (e.g., a flipped classroom) creating more time in class for skill development. Due to the redevelopment of concentrations: Community Development, Organization Development and Change, Family Science and Youth, and Individual and Small Groups, some of the content from the 6-credit course has become redundant. We have two courses in the program that provide a coherent progression from the new 3-credit AHSC 331. The contemporary use of facilitation in the field and its practical application is covered in AHSC 400 Advanced Facilitation and Ethics. In addition, AHSC 475 Organization and Community Leadership: A Systems Approach provides a contextual and specific understanding of leadership, rather than a more generic one as evidenced in AHSC 330. Reducing the credit load from 6 credits to 3 credits helps to modernize the curriculum by redistributing relevant material to other courses. This opens space in the programs for students to increase their understanding in electives selected to meet their particular needs and interests.

In response to the elimination of 3 required credits from all of the Human Relations concentrations, we propose shifting those credits to the program electives in order to 1) give more flexibility to students in order to complete their degrees in a timely manner, and 2) allow students more choice to align their course of study to their career aspirations. This means that:

• for the Specialization in Human Relations, the elective credits will increase to 33 credits chosen from one of the concentrations.

- for the Major in Human Relations, the elective credits will increase to 18 credits chosen from one of the concentrations.
- for the Minor in Human Relations, the elective credits will increase to 15 credits.
- We propose to add AHSC 475 *Organization and Community Leadership: A Systems Approach* (3 credits) to the list of electives in the Individual and Small Group Processes Concentration for the Major and the Specialization.
- for the certificates, please see changes below.

AHSC 451 *Counselling Skills and Concepts* is reduced from 6 credits to 3 and is renumbered to ASHC 452. This course was initially maintained as a 6-credit elective offering so that students could take advantage of a partnership agreement with the Department of Educational and Counselling Psychology at McGill University. Students in the Winter term were "clients" for students in the MA program in Counselling Psychology. Since the program has been suspended indefinitely, this rationale is no longer valid. Reducing the number of credits makes this course more accessible to students who may not otherwise have room in their schedule (e.g., students in the Graduate Diploma in Youth Work). Secondly, this change increases access to a practice-based course for students both in and outside of the program who require it to qualify for certain graduate programs and/or for licensing purposes.

AHSC 460 *Health Promotion* is reduced from 6 credits to 3 and is renumbered to AHSC 461. Reducing the credit load of this course also makes this elective course more accessible to students. Students in the Graduate Diploma in Youth Work or Therapeutic Recreation typically require fewer numbers of electives because of the time demands for their internships. While minor adjustments to the course description are required, students will still be exposed to health behavior change theories and frameworks that can be applied in practical settings. The renumbering of this course is also reflected in the changes to the Recreation and Leisure programs.

Course deletion:

AHSC 456 Advanced Family Life Education course was initially included in our program so that it would meet the requirements of certification with Family Services Canada (and later Family Resource Canada), as well as position the program for special consideration with the National Council of Family Relations (NCFR), a US-based certifying body. However, since that time, the Canadian certifying body folded; its American counterpart requires that for students to even qualify for special consideration (which is not guaranteed) a faculty member be certified by their body. With the loss of this designation in the department due to faculty retirement, we no longer fulfill that stipulation. However, more importantly, a major part of the certification process with NCFR involves the mastery of US government policies and laws. Therefore, we no longer see the value in pursuing this. It is important to note that the two Canadian institutions who were certified by NCFR have decided to allow this certification to lapse. We in AHSC are pursuing recognition from other Canadian and Quebec bodies which are more relevant to the career aspirations of our graduates.

Program changes:

In order to adapt this discipline to the Canadian context, we are proposing to add AHSC 343 *Community Development I* (3 credits) and AHSC 445 *Community Development II* (3 credits) to the list of electives in the Specialization in Human Relations: Family Science and Youth Concentration. These are already existing courses and do not have resources implications. They have space to accommodate an increase in enrollment. These additions would add to student workplace knowledge and skills since many youth and family initiatives occur in the context of community development.

Certificate in Family Life Education: Changes in the field prompts changes to the certificate.

Historically, the certificate provided a bridge for professionals in the field to attain academic qualifications, and it was aligned to the requirements for certification by the Association of Family Life Educators of Quebec (AFLEQ) and Family Services Canada (FSC). In an effort to comply with these requirements, 3

courses were added as prerequisites to the program, essentially making this a 39-credit certificate. This became an unwieldy pathway for students, who more recently opted to pursue the Human Relations BA with a concentration in Family Science and Youth instead.

As stated above, AFLEQ and FSC no longer provide certification. However, this does not minimize the need to provide knowledge and skills for those who want to pursue a career trajectory of working with families in the social services, education, and health, many of whom already have a BA degree in an allied field (e.g., Psychology). In addition, we see a number of students not interested in entering a 90-credit program, opting to enroll in certificate programs. It is a less daunting entry into university education in a field specific to their future work interests. For these individuals who have a positive experience during the certificate, the option exists to transfer credits into a BA program.

It is for these reasons that we propose the following changes to tighten the focus of the certificate to core competencies for working with families and youth (NCFR, 2020) and to create a smoother educational pathway. We propose: to remove the admission requirements of the prerequisites to the program, AHSC 220 *Life Span Growth and Development for Practitioners*, AHSC 230 *Interpersonal Communication and Relationships*, and AHSC 232 *Working in Task Groups*, and include these courses as part of the certificate's 30 credits; to eliminate the phases in favor of a more straightforward pathway; and to provide a tighter focus with greater local relevancy to the list of electives. In order to cover the requisite knowledge areas and maintain a 30-credit certificate, we have reduced the number of electives. For ease of reference, please refer to the publication preview.

Our other certificate in Community Service shares the same historic tradition as the certificate in Family Life Education. However, this certificate was developed at a time when the emphasis was on community service. Since then, the workplace has evolved to include more emphasis on leadership in the context of organizations and communities.

Certificate in Community Service name change: Changing the name to Certificate in Community and Organizational Leadership, more accurately reflects the current needs within the workplace and includes content that supports this expanded role within communities and organizations. This certificate provides the knowledge and skills for those who want to pursue a career trajectory of leadership in the for-profit, not-for-profit, education, social services and health sectors, many of whom already have a BA degree in an allied field (e.g., Psychology, Sustainability, Education). In addition, we see a number of students not interested in entering a 90-credit program, opting to enroll in a certificate program. It is a less daunting entry into university education in a field specific to their future work interests. For these individuals who have a positive experience during the certificate, the option exists to transfer credits into a BA program.

It is for these reasons that we propose the following changes: 1) rename the certificate to Certificate in Community and Organizational Leadership; 2) remove the admission requirements of the prerequisites, AHSC 230 *Interpersonal Communication and Relationships*, AHSC 232 *Working in Task Groups*, and AHSC 270 *Introduction to Human Relations Theory and Research*, and include these courses as part of the certificate's 30-credits; 3) tighten the focus of the certificate electives to leadership with greater local relevancy; and 4) create a more straightforward educational pathway. In order to cover the requisite knowledge areas and maintain a 30-credit certificate, we have reduced the number of electives. For ease of reference, please refer to the publication preview.

Prerequisite changes to 400-level classes: The department has been monitoring the learning objectives achieved by our students when they enter our 400-level courses. We have observed that in an effort to complete their degree as quickly as possible, they are registering for 400-level classes without an adequate conceptual foundation. In order to better prepare them for the advanced material and content, without impeding their progression through the program, we are more clearly aligning the prerequisites for the following two courses: AHSC 425 *Organization Development II* and AHSC 445 *Community Development II*. Requiring students to complete the prerequisites ensures that they have a solid knowledge foundation to succeed at the 400 level. The department is also proposing to reduce the number of required completed

credits, from 45 to 30, for AHSC 415 *Organizational and Community Sustainability Change* to make this program elective course more accessible and available to students.

Comparison charts are provided further below in this dossier to better demonstrate these program changes.

Resource Implications

These courses are part of the regular course allotment and have no resource implications.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

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

Approved by:

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

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

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

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs, Faculty Curriculum Committee, 03 Jun 2024

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

The Department of Applied Human Sciences is proposing changes to their Human Relations (HR) Specialization, Major, and Minor. Course changes include reducing three 6-credit courses to 3 credits, which will offer students an updated approach to the Human Relations curriculum, as well as more flexibility in course scheduling. To offset the reduction in credits to these three courses, each list of program electives will be increased in credits: from 30 to 33 in the Specialization, 15 to 18 in the Major, and from 12 to 15 in the Minor.

The department is also proposing changes to the Certificates in Community Service and Family Life Education. The Certificate in Community Service will change name to the Certificate in Community and Organizational Leadership and include previous prerequisites for admission to increase student access. The Certificate in Family Life Education will keep its name but change the program to include the prerequisites, streamline the Certificate by removing phases, and increase the relevancy of electives for students.

For multiple certificates, defined groups are removed and changed to a more comprehensive list of courses. Prerequisites for 400-level courses are adjusted to ensure students are better prepared for higher level course content.

Finally, reference to mature entry in the Admission Requirements is removed to align with the Admissions sections of the calendar. FCC acknowledges that there are no resource implications related to this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs, Faculty Curriculum Committee, 03 Jun 2024

Approved by:

Rosemary Reilly, Chair, Applied Human Sciences, AHSC Department Council, 23 May 2024

Course changes

Unde	ergraduate	Gra	duate	Programs listed and reason for change
AS-AH	ISC-5513	AS-AHSC-5519		
AHSC 330 (6 cr)	AHSC 331 (3 cr)			Human Relations (Specialization, Major, Minor); Certificate in Family Life Education; Certificate in Community and Organizational Leadership; - "Leadership and Facilitation in Small Groups" course renumbered due to change in course credit value
AHSC 415				Human Relations (Specialization, Major) - <i>prerequisite change</i>
AHSC 425				Human Relations (Specialization, Major) - prerequisite change
AHSC 445				Human Relations (Specialization, Major) - existing course added to program electives; prerequisite change
AHSC 451 (6 cr)	AHSC 452 (3 cr)	AHSC 551 (6 cr)	AHSC 552 (3 cr)	Human Relations (Specialization, Major, Minor) Youth Work Graduate Diploma - "Counselling Skills and Concepts" course renumbered due to change in course credit value
AHSC 456				Human Relations (Specialization) - course deletion
AHSC 460 (6 cr)	AHSC 461 (3 cr)	AHSC 560 (6 cr)	AHSC 561 (3 cr)	Human Relations (Specialization, Major, Minor); Certificate in Family Life Education; Certificate in Community and Organizational Leadership; Recreation and Leisure Studies (Specialization & Major); Youth Work Graduate Diploma - "Health Promotion" course renumbered due to change in course credit value



		Specialization Hum	an Relations (60 cr)		
Current Program Requirements	Current Required	Current Electives	Revised Required	Revised Electives	Proposed Program Requirements
	220 (3 cr)		220 (3 cr)		
	230 (3 cr)		230 (3 cr)		
	232 (3 cr)		232 (3 cr)		
	260 (3 cr)		260 (3 cr)		
Core: 30 credits	270 (3 cr)		270 (3 cr)		Core: <u>27</u> credits
	311 (3 cr)		311 (3 cr)		
	330 (6 cr)		331 (3 cr)		
	380 (3 cr)		380 (3 cr)		
	382 (3 cr)		382 (3 cr)		
		9 cr from Individual Focus		9 cr from Individual Focus	
		312 (3 cr)		312 (3 cr)	
		314 (3 cr)		314 (3 cr)	
		315 (3 cr)		315 (3 cr)	
		316 (3 cr)		316 (3 cr)	
		319 (3 cr)		319 (3 cr)	
Concentration:		451 (6 cr)		452 (3 cr)	Concentration:
Individual and Small	12 cr	9 cr from Group Focus	12 cr	12 cr from Group Focus	Individual and Small
Group Processes	225 (3 cr)	313 (3 cr)	225 (3 cr)	313 (3 cr)	Group Processes
(30 cr)	400 (3 cr)	322 (3 cr)	400 (3 cr)	322 (3 cr)	(<u>33</u> cr)
	436 or 439 (6cr)	335 (3 cr)	436 or 439 (6cr)	335 (3 cr)	
		355 (3 cr)		355 (3 cr)	
		403 (3 cr)		403 (3 cr)	
		460 (6 cr)		461 (3 cr)	
		470 (3 cr)		470 (3 cr)	
	24 cr:	6 cr:	21 cr	12 cr	
	312 (3 cr)	314 (3 cr)	312 (3 cr)	314 (3 cr)	
	313 (3 cr)	316 (3 cr)	313 (3 cr)	316 (3 cr)	
Concentration:	320 (3 cr)	319 (3 cr)	320 (3 cr)	319 (3 cr)	Concentration:
Family Science and Youth	355 (3 cr)	322 (3 cr)	355 (3 cr)	322 (3 cr)	Family Science and Youth
(30 cr)	456 (3 cr)	398 (3 cr)	465 (3 cr)	343 (3 cr)	(<u>33</u> cr)
	465 (3 cr)	400 (3 cr)	436 (6 cr)	398 (3 cr)	
	436 (6 cr)			400 (3 cr)	
				445 (3 cr)	

10 of 113

		18 cr		21 cr				
	343 (3 cr)	225 (3 cr)	343 (3 cr)	225 (3 cr)				
	445 (3 cr)	335 (3 cr)	445 (3 cr)	335 (3 cr)				
Concentration:	439 (6cr)	400 (3 cr)	439 (6cr)	400 (3 cr)	Concentration:			
Community Development		403 (3 cr)		403 (3 cr)	Community Development			
(30 cr)		411 (3 cr)		411 (3 cr)	(<u>33</u> cr)			
		415 (3 cr)		415 (3 cr)				
		460 (6 cr)		461 (3 cr)				
		475 (3 cr)		475 (3 cr)				
		18 cr		21 cr				
	332 (3 cr)	315 (3 cr)	332 (3 cr)	315 (3 cr)				
	425 (3 cr)	335 (3 cr)	425 (3 cr)	335 (3 cr)				
O a ma a matura ti a ma	439 (6 cr)	370 (3 cr)	439 (6 cr)	370 (3 cr)	Oo woo antwation.			
Concentration:		400 (3 cr)		400 (3 cr)	Concentration:			
Organization —		403 (3 cr)		403 (3 cr)	Organization			
Development and Change		411 (3 cr)		411 (3 cr)	Development and Change			
(30 cr)		415 (3 cr)		415 (3 cr)	(<u>33</u> cr)			
		460 (6 cr)		461 (3 cr)				
		470 (3 cr)		470 (3 cr)				
		475 (3 cr)		475 (3 cr)				

		Major Human Re	elations (42 cr)		
Current Program Requirements	Current Required	Current Electives		Revised Electives	Proposed Program Requirements
	220 (3 cr)		220 (3 cr)		
	230 (3 cr)		230 (3 cr)		
	232 (3 cr)		232 (3 cr)		
9 9 7 dit-	260 (3 cr)		260 (3 cr)		0 0 4
Core: 27 credits	270 (3 cr)		270 (3 cr)		Core: <u>24</u> credits
	311 (3 cr)		311 (3 cr)		
	330 (6 cr)		331 (3 cr)		
	434 (3 cr)		434 (3 cr)		
		3 cr from Individual Focus		3 cr from Individual Focus	
		312 (3 cr)		312 (3 cr)	
		314 (3 cr)		314 (3 cr)	
		315 (3 cr)		315 (3 cr)	
		316 (3 cr)		316 (3 cr)	
		319 (3 cr)		319 (3 cr)	
Concentration:		451 (6 cr)		452 (3 cr)	Concentration:
	6 cr	3 cr from Group Focus	6 cr	6 cr from Group Focus	
ndividual and Small Group Processes	225 (3 cr)	313 (3 cr)	225 (3 cr)	313 (3 cr)	Individual and Small Group Processe
(15 cr)	400 (3 cr)	322 (3 cr)	400 (3 cr)	322 (3 cr)	(<u>18</u> cr)
		335 (3 cr)		335 (3 cr)	
		355 (3 cr)		355 (3 cr)	
		403 (3 cr)		403 (3 cr)	
		460 (6 cr)		461 (3 cr)	
		470 (3 cr)		470 (3 cr)	
		plus 3 cr from Indiv or Group		plus 3 cr from Indiv or Group	
		9 cr		12 cr	
	6 cr	225 (3 cr)	6 cr	225 (3 cr)	
Concentration:	343 (3 cr)	335 (3 cr)	343 (3 cr)	335 (3 cr)	Concentration:
	445 (3 cr)	400 (3 cr)	445 (3 cr)	400 (3 cr)	
Community Development		411 (3 cr)		411 (3 cr)	Community Development
(15 cr)		415 (3 cr)		415 (3 cr)	(<u>18</u> cr)
		460 (6 cr)		461 (3 cr)	
		475 (3 cr)		475 (3 cr)	
		9 cr		12 cr	
	6 cr	315 (3 cr)	6 cr	315 (3 cr)	
	332 (3 cr)	335 (3 cr)	332 (3 cr)	335 (3 cr)	
Concentration:	425 (3 cr)	370 (3 cr)	425 (3 cr)	370 (3 cr)	Concentration:
rganization Development and Change		403 (3 cr)		403 (3 cr)	Organization Development and Chang
(15 cr)		411 (3 cr)		411 (3 cr)	(<u>18</u> cr)
		415 (3 cr)		415 (3 cr)	
		470 (3 cr)		470 (3 cr)	
		475 (3 cr)		475 (3 cr)	

indicates credit value change or eliminated course colour highlight indicates change

	Minor Human Relations (30 cr)								
Current Program Requirements	Current Required	Current Electives		Revised Electives	Proposed Program Requirements				
	220 (3 cr)	12 cr	220 (3 cr)	15 cr					
	230 (3 cr)	225 (3 cr)	230 (3 cr)	225 (3 cr)					
	232 (3 cr)	270 (3 cr)	232 (3 cr)	270 (3 cr)					
	260 (3 cr)	311 (3 cr)	260 (3 cr)	311 (3 cr)					
	330 (6 cr)	312 (3 cr)	331 (3 cr)	312 (3 cr)					
		313 (3 cr)		313 (3 cr)					
		314 (3 cr)		314 (3 cr)					
Core: 18 credits		315 (3 cr)		315 (3 cr)	Caro 1E aradita				
Core. 10 credits		316 (3 cr)		316 (3 cr)	Core: 15 credits				
		319 (3 cr)		319 (3 cr)					
		322 (3 cr)		322 (3 cr)					
		335 (3 cr)		335 (3 cr)					
		451 (6 cr)		452 (3 cr)					
		460 (6 cr)		461 (3 cr)					
		470 (3 cr)		470 (3 cr)					
		475 (3 cr)		475 (3 cr)					

	Certificate in Family Life Education (30 cr)									
	рі	rerequisites 220, 230, and 2		no prerequisites						
Current Program Requirements	Phase 1	Phase II	Phase III	Electives	Proposed Program Requirements		Revised Electives			
	260 (3 cr)	330 (6 cr)	434 (3 cr)	9 cr		220 (3 cr)	3 cr			
	312 (3 cr)			225 (3 cr)		230 (3 cr)	311 (3 cr)			
	313 (3 cr)			270 (3 cr)		232 (3 cr)	314 (3 cr)			
40 au fuana Dhaga I	355 (3 cr)			311 (3 cr)		260 (3 cr)	316 (3 cr)			
12 cr from Phase I				314 (3 cr)		312 (3 cr)	319 (3 cr)			
6 Credits from Phase II 12 cr from Phase 3				315 (3 cr)	Core: <u>27</u> credits	313 (3 cr)	322(3 cr)			
(including electives)				316 (3 cr)		331 (3 cr)	461 (3 cr)			
(illictuallig electives)				319 (3 cr)		355 (3 cr)				
				335 (3 cr)		434 (3 cr)				
				360 (3 cr)						
				460 (6 cr)						

	Certificate in	Community Se	rvice (30 cr)		Certificate in Community and Organizational Leadership (30 cr)					
	prerequ	iisites <mark>230, 232</mark> , and	d 270							
Current Program Requirements	Phase 1	Phase II	Phase III	Electives	Proposed Program Requirements		Options	Revised Electives		
	260 (3 cr)	315 (3 cr)	6 cr chosen from one option	9 cr		230 (3 cr)	6 cr chosen from one option	6 cr		
	370 (3 cr)	330 (6 cr)		220 (3 cr)		232(3 cr)		225 (3 cr)		
		Organization Development	225 (3 cr)		260 (3 cr)	Organization <u>Development</u> and Change	311(3 cr)			
			332 (3 cr)	311 (3 cr)		270 (3 cr)	332 (3 cr)	335 (3 cr)		
Confron Dhoo I			425 (3 cr)	314 (3 cr)		315 (3 cr)	425 (3 cr)	370 (3 cr)		
6 cr from Phase I				316 (3 cr)	Cara: 10 aradita	331 (3 cr)	or	461 (3 cr)		
9 Credits from Phase II 15 cr from Phase 3			Community Development	319 (3 cr)	Core: 18 credits		Community Development	475 (3 cr)		
15 CI II OIII PIIdSE 5			343 (3 cr)	335 (3 cr)			343 (3 cr)			
			445 (3 cr)				445 (3 cr)			
			Health Promotion							
			460 (6 cr)							

<u>Summary of Changes (Undergraduate Program Regular Curriculum Change)</u>

Course Changes:

	Subject Code Change	gue Number		Description Code Change	Prerequi- site Change	to any	Credit Value Change	Component Change	Mode of Instruct- ion Change	Cross- listed Course Change
AHSC 330 Leadership and Facilitation in Small Groups Delete	X	X	X	X	X		X	X	X	
AHSC 331 Leadership and Facilitation in Small Groups New	X	X	X	X	X		X	X	X	
AHSC 415 Organizational and Community Sustainability Change					X					
AHSC 425 Organization Development II Change					X			X		
AHSC 434 Human Relations Capstone Experience Change					X					
AHSC 445 Community Development II Change					X					
AHSC 451 Counselling Skills and Concepts Delete	X	X	X	X	X		X	X	X	
AHSC 452	X	X	X	X	X	X	X	X	X	

Counselling Skills and Concepts New									
AHSC 456 Advanced Family Life Education Delete	X	X	X	X	X	X	X	X	
AHSC 460 Health Promotion Delete	X	X	X	X	X	X	X	X	
AHSC 461 Health Promotion New	X	X	X	X	X	X	X	X	X
AHSC 470 Basic Human Relations Laboratory Change					X				
AHSC 475 Organizational and Community Leadership: A Systems Approach Change					X				

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require- ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Certificate in Community Service Change			X	X			
Certificate in Family Life Education Change				X			
Specialization in Human Relations Change				X			
Major in Human Relations Change				X			
Minor in Human Relations Change				X			
Specialization in				X			

Recreation and Leisure Studies Change				
Major in Recreation and Leisure Studies Change		X		

Defined Group Changes:

Defined Groups

Defined Groups	1		
	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Organization Development and Change Change	X	X	
Phase I Certificate in Community Service Delete	X	X	X
Phase II Certificate in Community Service Delete	X	X	X
Phase III: Certificate in Community Service Change		X	
Health Promotion Delete	X	X	
Phase I: Certificate in Family Life Education Delete	X	X	X
Phase II: Certificate in Family Life Education Delete	X	X	X
Phase III: Certificate in Family Life Education Delete	X	X	X
Individual and Small Group Processes Concentration: Specialization in Human Relations Change		X	X
Family Science and Youth Concentration: Specialization in Human Relations Change		X	X
Community Development Concentration: Specialization in Human Relations Change		X	X
Organization Development and Change Concentration: Specialization in Human Relations Change		X	X
Individual and Small Group Processes Concentration: Major in Human Relations Change		X	X
Community Development Concentration: Major in Human Relations Change		X	X
Organization Development and Change Concentration: Major in Human Relations Change		X	X
Recreation Programming Group Change		X	

Regulation Changes:

- Certificate in Community Service Notes Change
- Certificate in Family Life Education Notes Change

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Certificate in Community and

Organizational Leadership **Calendar Section Type:** Program

Description of Change: Certificate in Community Service Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

Program Name: Certificate in Community ServicePlanning and Promotion: 01 Jan 0001Program Type: CertificateEffective/Push to SIS date: 01 Jan 0001

Degree: Non-degree program (certificate or minor)

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Community Service > Certificate in Community Service > Program Requirements

Type of Change: Program Change

Present Text calendar

30

credits

Certificate in Community Service

6 credits from Phase I Certificate in Community

Service

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9-credits from Phase II Certificate in Community

Service

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15 credits from Phase III: Certificate in Community

Service-

.

Proposed Text

30

credits

Certificate in Community and Organizational Leadership

18 credits:

AHSC 230 Interpersonal Communication and

Relationships (3)

AHSC 232 Working in Task Groups (3)

AHSC 260 Program Planning, Design and Evaluation

(3)

AHSC 270 Introduction to Human Relations Theory

and Research (3)

AHSC 315 Interviewing (3)

AHSC 331 Leadership and Facilitation in Small

Groups (3)

6 credits chosen from one of the following groups:

Organization Development and Change

Community Development

6 credits chosen from:

AHSC 225 Principles of Experiential and Action

Learning and the Reflective Practitioner (3)

AHSC 311 Respecting Diversity in Human Relations

(3)

AHSC 335 Power and Conflict Resolution in Human

Systems (3)

AHSC 370 Organizational Development and Change:

Models and Methods (3)

AHSC 461 Health Promotion (3)
AHSC 475 Organizational and Community Leadership:
A Systems Approach (3)

Note: Students enrolled in the Certificate in Community and Organizational Leadership may request permission of the Department to register for AHSC 311, AHSC 335 and AHSC 461

Rationale:

The Certificate name is changed to more clearly reflect the current needs within the workplace and to include content that supports this expanded role within organizations and communities.

The defined groups (Phases I, II, II) are eliminated and courses are listed for clarity. AHSC 220, 314, 316, 319 are removed from the program electives list.

AHSC 370 has been changed from a required course to a program elective. This change was to allow students more flexibility in tailoring this certificate to their needs and career aspirations. The emphasis in this course is on large systems which may not be the interest of those students opting for this certificate. They might be more interested working at the small group or team level making classes like AHSC 225 more relevant. Given the limited number of electives, this will give students as much freedom as possible.

Program note: Retaining this note is important. These courses have as their prerequisite either 24 or 30 credits. Certificate students can apply to take these with special permission, especially those with a previous BA. This note serves to not discourage students from inquiring about special permission.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Organization Development and Change

Calendar Section Type: Defined group

Description of Change: Organization Development and Change

Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Proposed Text

Path: Undergraduate > 2024-2025 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 > Community Service > Certificate in Community Service > Program Requirements > Certificate in Community Service

Type of Change: Defined Group Change

Present Text calendar

Organization Development and Change

6 credits: 6 credits:

AHSC 332 Organization Development I (3)

AHSC 332 Organization Development I (3)

AHSC 425 Organization Development II (3)

AHSC 425 Organization Development II (3)

Rationale:

The defined group is renamed and better aligns with similar groups across other HR programs.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Phase I Certificate in Community Service

Calendar Section Type: Defined group

Description of Change: Phase I Certificate in Community Service

Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Community Service > Certificate in Community Service > Program Requirements > Certificate in Community Service

Type of Change: Defined Group Deletion

Present Text calendar

Proposed Text

6 credits Phase I Certificate in Community Service

6 credits:

AHSC 260 Program Planning, Design and

Evaluation (3)

AHSC 370 Organizational Development and

Change: Models and Methods (3)

Rationale:

Calendar layout is revised and defined groups ("phases") are removed.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Phase II Certificate in Community Service

Calendar Section Type: Defined group

Description of Change: Phase II Certificate in Community Service

Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Community Service > Certificate in Community Service > Program Requirements > Certificate in Community Service

Type of Change: Defined Group Deletion

Present Text calendar

Proposed Text

9 credits Phase II Certificate in Community Service

9 credits:

AHSC 315 Interviewing (3)

AHSC 330 Leadership and Facilitation in Small

Groups (6)

Rationale:

Calendar layout is revised and defined groups ("phases") are removed.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Phase III: Certificate in Community Service

Calendar Section Type: Defined group

Description of Change: Phase III: Certificate in Community Service

Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Community Service > Certificate in Community Service > Program Requirements > Certificate in Community Service

Type of Change: Defined Group Change

Present Text calendar

15 credits

Phase III: Certificate in Community Service

Proposed Text

15 Phase III: Certificate in Community Service credits

6 credits chosen from one of the following

options:

Organization Development

Community Development

Health Promotion

9 credits of elective courses chosen from:

AHSC 220 Lifespan Growth and Development for

Practitioners (3)

AHSC 225 Principles of Experiential and Action

Learning and the Reflective Practitioner (3)

AHSC 311 Respecting Diversity in Human

Relations (3)

AHSC 314 Adolescence: Issues and Intervention

(3)

AHSC 316 Adulthood: Patterns and Transitions

(3)-

AHSC 319 Older Adulthood: Issues and

Intervention (3)

AHSC 335 Power and Conflict Resolution in

Human Systems (3)

Rationale:

Calendar layout is revised and defined groups ("phases") are removed.

Comment from Curriculum Coordinator (AC): System limitations prevent the deletion of the "Phase III: Certificate in Community

Service" heading until this dossier has received final approval.

(NF: Removed manually from publication preview support document.)

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Health Promotion Calendar Section Type: Defined group

Description of Change: Health Promotion Delete
Proposed: Undergraduate Curriculum Changes
Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Community Service > Certificate in Community Service > Phase III: Certificate in Community Service

Type of Change: Defined Group Deletion

Present Text calendar

Proposed Text

Health Promotion

6 credits:

AHSC 460 Health Promotion (6)

Rationale:

The defined group is removed as phases are removed from the programs. AHSC 460 (6 credits) is replaced by AHSC 461 (3 credits) and is listed under the Community Development defined group in the Certificate in Community and Organizational Leadership.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Notes
Calendar Section Type: Regulation

Description of Change: Certificate in Community Service Notes

Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Community Service > Certificate in Community Service

Present Text calendar

Notes

- The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Community Service. Students may transfer into the certificate program credits earned in an incomplete degree or certificate program or as an Independent student, as approved by a departmental undergraduate advisor, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.
- **Admission Requirements:** Students are required to complete the 0.00G entrance profile to enter the certificate. Mature Entry students require the prerequisite: ENGL 212.
- -AHSC 230 , AHSC 232 , and AHSC 270 are prerequisites for courses included in this certificate.
- 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 another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.
- -Students are responsible for satisfying their particular program requirements.

Proposed Text

Notes

- The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Community and Organizational Leadership. Students may transfer into the certificate program credits earned in an incomplete degree or certificate program or as an Independent student, as approved by a departmental undergraduate advisor, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.
- **Admission Requirements:** Students are required to complete the 0.00G entrance profile to enter the certificate.
- 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 another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.
- Students are responsible for satisfying their particular program requirements.

Rationale:

References to mature entry are removed and now align with the removal of this reference in other sections of the calendar (no longer linked to certificates).

Reference to AHSC 230, 232, 270 is removed as these courses are now listed directly in the program layout.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes Calendar Section Name: Certificate in Family Life Education

Calendar Section Type: Program

Description of Change: Certificate in Family Life Education Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences **Calendar publication date:** 2025/2026/Summer

Program Name: Certificate in Family Life EducationPlanning and Promotion: 01 Jan 0001Program Type: CertificateEffective/Push to SIS date: 01 Jan 0001

Degree: Non-degree program (certificate or minor) Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Family Life Education > Certificate in Family Life Education > Program Requirements

Type of Change: Program Change

Present Text calendar

30

Certificate in Family Life Education credits

12 credits from Phase I: Certificate in Family Life
Education

Education

6-credits from Phase II: Certificate in Family Life

Education

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12 credits from Phase III: Certificate in Family Life

Education

.

Proposed Text

30

Certificate in Family Life Education

27 credits:

AHSC 220 Lifespan Growth and Development for

Practitioners (3)

AHSC 230 Interpersonal Communication and

Relationships (3)

AHSC 232 Working in Task Groups (3)

AHSC 260 Program Planning, Design and Evaluation

(3)

AHSC 312 Sexuality in Human Relations (3)

AHSC 313 Family Communication (3)

AHSC 331 Leadership and Facilitation in Small

Groups (3)

AHSC 355 Foundations of Family Life Education (3)

AHSC 434 Human Relations Capstone Experience (3)

3 credits chosen from:

AHSC 311 Respecting Diversity in Human Relations

(3)

AHSC 314 Adolescence: Issues and Intervention (3)

AHSC 316 Adulthood: Patterns and Transitions (3)

AHSC 319 Older Adulthood: Issues and Intervention

(3)

AHSC 322 Fundamentals of Child- and Youth-Care

Work (3)

AHSC 461 Health Promotion (3)

Note: Students enrolled in the Certificate in Family

Life Education may request permission of the Department to register for AHSC 311 , AHSC 312 , AHSC 434 , and AHSC 461

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Rationale:

The defined groups (Phases I, II, II) are eliminated and courses are listed for clarity.

- 1. AHSC 220 Life Span Growth and Development for Practitioners, AHSC 230 Interpersonal Communication and Relationships, and AHSC 232 Working in Task Groups, are included as these courses are part of the certificate's 30 credits. These additional 9 credits are fundamental to the practice of Family Life Education and should be key components of the certificate.
- 2. The following courses are removed from the electives list. While these courses may enhance the students' development, these courses are not fundamental competencies identified as core to Family Life Education practice.
 - AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3.00)
 - AHSC 270 Introduction to Human Relations Theory and Research (3.00)
 - AHSC 315 Interviewing (3.00)
 - AHSC 335 Power and Conflict Resolution in Human Systems (3.00)
 - AHSC 360 Play, Adult Learning and Development (3.00)
- 3. AHSC 322 Fundamentals of Child and Youth Care Work is added to the program electives. In the field of Child and Youth Care work there is an increasing emphasis on working with families, and therefore, this course has content that would inform Family Life Education practice.

Re. program note: Retaining this note is important. These courses have as their prerequisite either 24 or 30 credits. Certificate students can apply to take these with special permission, especially those with a previous BA. This note serves to not discourage students from inquiring about special permission.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes Calendar Section Name: Phase I: Certificate in Family Life

Education

Calendar Section Type: Defined group

Description of Change: Phase I: Certificate in Family Life Education

Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Family Life Education > Certificate in Family Life Education > Program Requirements > Certificate in Family Life Education

Type of Change: Defined Group Deletion

Present Text calendar

Proposed Text

12 credits

Phase I: Certificate in Family Life Education

12 credits:

AHSC 260 Program Planning, Design and

Evaluation (3)

AHSC 312 Sexuality in Human Relations (3)

AHSC 313 Family Communication (3)

AHSC 355 Foundations of Family Life Education

(3)-

Rationale

Calendar layout is revised and defined groups ("phases") are removed.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes Calendar Section Name: Phase II: Certificate in Family Life

Education

Calendar Section Type: Defined group

Description of Change: Phase II: Certificate in Family Life Education

Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Family Life Education > Certificate in Family Life Education > Program Requirements > Certificate in Family Life Education

Type of Change: Defined Group Deletion

Present Text calendar

Proposed Text

6 credits Phase II: Certificate in Family Life Education

6 credits:

AHSC 330 Leadership and Facilitation in Small

Groups (6)

Rationale:

Calendar layout is revised and defined groups ("phases") are removed.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes Calendar Section Name: Phase III: Certificate in Family Life

Education

Calendar Section Type: Defined group

Description of Change: Phase III: Certificate in Family Life

Education Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Family Life Education > Certificate in Family Life Education > Program Requirements > Certificate in Family Life Education

Type of Change: Defined Group Deletion

Present Text calendar

Proposed Text

12 credits

Phase III: Certificate in Family Life Education

3 credits:

AHSC 434 Human Relations Capstone Experience

(3)-

9 credits of elective courses chosen from:

AHSC 225 Principles of Experiential and Action

Learning and the Reflective Practitioner (3)

AHSC 270 Introduction to Human Relations

Theory and Research (3)

AHSC 311 Respecting Diversity in Human

Relations (3)

AHSC 314 Adolescence: Issues and Intervention

(3)-

AHSC 315 Interviewing (3)

AHSC 316 Adulthood: Patterns and Transitions

(3)

AHSC 319 Older Adulthood: Issues and

Intervention (3)

AHSC 335 Power and Conflict Resolution in

Human Systems (3)

AHSC 360 Play, Adult Learning and Development

(3)

AHSC 460 Health Promotion (6)

Rationale:

Calendar layout is revised and defined groups ("phases") are removed.

Resource Implications:

None.

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REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Notes Calendar Section Type: Regulation

Description of Change: Certificate in Family Life Education Notes

Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Family Life Education > Certificate in Family Life Education

Present Text calendar

Notes

- The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in program credits earned in an incomplete degree or certificate program or as an Independent student, as approved by a departmental undergraduate advisor, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.
- Admission Requirements: Students are required to complete the 0.00G entrance profile to enter the certificate. Mature Entry students require the prerequisite: ENGL 212.
- -AHSC 220, AHSC 230, and AHSC 232 are prerequisites for courses included in this certificate.
- 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 another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.
- -Students are responsible for satisfying their particular program requirements.

Proposed Text

- The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Family Life Education. Students may transfer into the certificate Family Life Education. Students may transfer into the certificate program credits earned in an incomplete degree or certificate program or as an Independent student, as approved by a departmental undergraduate advisor, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.
 - Admission Requirements: Students are required to complete the 0.00G entrance profile to enter the certificate.
 - 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 another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.
 - Students are responsible for satisfying their particular program requirements.

Rationale:

References to mature entry are removed and now align with the removal of this reference in other sections of the calendar (no longer linked to certificates).

Reference to AHSC 220, 230, 232 is removed as these courses are now listed directly in the program layout.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes Calendar Section Name: Specialization in Human Relations

Calendar Section Type: Program

Description of Change: Specialization in Human Relations Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

Program Name: Specialization in Human RelationsPlanning and Promotion: 01 Jan 0001Program Type: SpecializationEffective/Push to SIS date: 01 Jan 0001Degree: Bachelor/Baccalaureate of Arts (BA)Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Human Relations > BA Specialization in Human Relations > Program Requirements

Type of Change: Program Change

Present Text calendar

60

credits

Specialization in Human Relations

15 credits:

AHSC 220 Lifespan Growth and Development for

Practitioners (3)

AHSC 230 Interpersonal Communication and

Relationships (3)

AHSC 232 Working in Task Groups (3)

AHSC 260 Program Planning, Design and Evaluation

(3)

AHSC 270 Introduction to Human Relations Theory

and Research (3)

15-credits:

AHSC 311 Respecting Diversity in Human Relations

(3)

AHSC 330-Leadership and Facilitation in Small

Groups (6)

AHSC 380 Quantitative Research Methods for

Practitioners (3)

AHSC 382 Qualitative Research Methods for

Practitioners (3)

30 credits chosen from one of the following

concentrations:

Individual and Small Group Processes Concentration:

Specialization in Human Relations

Family Science and Youth Concentration:

Proposed Text

60

Specialization in Human Relations credits

15 credits:

AHSC 220 Lifespan Growth and Development for

Practitioners (3)

AHSC 230 Interpersonal Communication and

Relationships (3)

AHSC 232 Working in Task Groups (3)

AHSC 260 Program Planning, Design and Evaluation

(3)

AHSC 270 Introduction to Human Relations Theory

and Research (3)

12 credits:

AHSC 311 Respecting Diversity in Human Relations

(3)

AHSC 331 Leadership and Facilitation in Small

Groups (3)

AHSC 380 Quantitative Research Methods for

Practitioners (3)

AHSC 382 Qualitative Research Methods for

Practitioners (3)

33 credits chosen from one of the following

concentrations:

Individual and Small Group Processes Concentration:

Specialization in Human Relations

Family Science and Youth Concentration:

Specialization in Human Relations Specialization in Human Relations

Community Development Concentration: Community Development Concentration:

Specialization in Hymnon Polations

Specialization in Hymnon Polations

Specialization in Human Relations Specialization in Human Relations

Organization Development and Change Concentration: Organization Development and Change Concentration:

Specialization in Human Relations Specialization in Human Relations

Rationale:

The program structure shifts slightly to accommodate the following changes:

- 1) AHSC 330 is reduced from 6 credits to 3 and is renumbered to AHSC 331 impacting the credit value for the 15 credit segment, now reduced to 12.
- 2) the elective credits are increased from 30 to 33 credits in order to a) give more flexibility to students in order to complete their degrees in a timely manner, and b) allow students more choice to align their course of study to their career aspirations.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes Calendar Section Name: Individual and Small Group Processes

Concentration: Specialization in Human Relations

Calendar Section Type: Defined group

Description of Change: Individual and Small Group Processes Concentration: Specialization in Human Relations Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Human Relations > BA Specialization in Human Relations > Program Requirements > Specialization in Human Relations

Type of Change: Defined Group Change

(6)

Present Text calendar Proposed Text

30	Individual and Small Group Processes Concentration:	33 Individual and Small Group Processes Concentration		
credits	Specialization in Human Relations	credits	Specialization in Human Relations	
	6 credits:		6 credits:	

AHSC 225 Principles of Experiential and Action AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3) Learning and the Reflective Practitioner (3) AHSC 400 Advanced Facilitation and Ethics (3) AHSC 400 Advanced Facilitation and Ethics (3)

6 credits chosen from: 6 credits chosen from:

AHSC 436 Internship in Youth and Family Work AHSC 436 Internship in Youth and Family Work

(6)

AHSC 439 Internship in Human Relations (6)

AHSC 319 Older Adulthood: Issues and

Youth-Care Work (3)

AHSC 439 Internship in Human Relations (6)

9 credits of elective courses chosen from the 9 credits of elective courses chosen from the

Individual focus list courses below: Individual focus list courses below:

AHSC 312 Sexuality in Human Relations (3) AHSC 312 Sexuality in Human Relations (3)

AHSC 314 Adolescence: Issues and Intervention AHSC 314 Adolescence: Issues and Intervention

AHSC 315 Interviewing (3) AHSC 315 Interviewing (3)

AHSC 316 Adulthood: Patterns and Transitions AHSC 316 Adulthood: Patterns and Transitions

AHSC 319 Older Adulthood: Issues and

Youth-Care Work (3)

Intervention (3) Intervention (3)

AHSC 451-Counselling Skills and Concepts (6)-AHSC 452 Counselling Skills and Concepts (3)

9-credits of elective courses chosen from the

12 credits of elective courses chosen from the Group focus list courses below: Group focus list courses below:

AHSC 313 Family Communication (3) AHSC 313 Family Communication (3)

AHSC 322 Fundamentals of Child- and AHSC 322 Fundamentals of Child- and

AHSC 335 Power and Conflict Resolution in AHSC 335 Power and Conflict Resolution in

Human Systems (3) Human Systems (3)

Present Text calendar

AHSC 355 Foundations of Family Life Education

(3)

AHSC 403 Cultivating Creativity and Social

Innovation (3)

AHSC 460-Health Promotion (6)-

AHSC 470 Basic Human Relations Laboratory (3)

Note: Three of the 18 credits of elective courses must be chosen at the 400 level.

Proposed Text

 $AHSC\ 355\ Foundations\ of\ Family\ Life\ Education$

(3)

AHSC 403 Cultivating Creativity and Social

Innovation (3)

AHSC 461 Health Promotion (3)

AHSC 470 Basic Human Relations Laboratory (3)

Note: Three of the 21 credits of elective courses must be chosen at the 400 level.

Rationale:

With the change of curriculum in recent compulsory courses, students will require 3 additional credits to complete the Human Relations Specialization.

The elective course credits (Group focus list) are increased from 9 to 12 credits in order to 1) give more flexibility to students in order to complete their degrees in a timely manner, and 2) allow students more choice to align their course of study to their career aspirations.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Family Science and Youth Concentration:

Specialization in Human Relations Calendar Section Type: Defined group

Description of Change: Family Science and Youth Concentration:

Specialization in Human Relations Change Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Human Relations > BA Specialization in Human Relations > Program Requirements > Specialization in Human Relations

Type of Change: Defined Group Change

Family Science and Youth Concentration: Specialization in Family Science and Youth Concentration: Specialization in

credits Human Relations	
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Present Text calendar

18-credits: AHSC 312 Sexuality in Human Relations (3)

AHSC 313 Family Communication (3) AHSC 320 Family and Youth Legislation (3)

AHSC 355 Foundations of Family Life Education

30

AHSC 465 Parent-Child Relations (3)

AHSC 456 Advanced Family Life Education (3)

6 credits:

AHSC 436 Internship in Youth and Family Work

(6)

6-credits of elective courses chosen from:

AHSC 314 Adolescence: Issues and Intervention

AHSC 316 Adulthood: Patterns and Transitions

AHSC 319 Older Adulthood: Issues and

Intervention (3)

AHSC 322 Fundamentals of Child- and

Youth-Care Work (3)

AHSC 398 Selected Topics in Applied Human

Sciences (3)

AHSC 400 Advanced Facilitation and Ethics (3)

Proposed Text

Human Relations credits

15 credits:

AHSC 312 Sexuality in Human Relations (3) AHSC 313 Family Communication (3)

AHSC 320 Family and Youth Legislation (3)

AHSC 355 Foundations of Family Life Education

AHSC 465 Parent-Child Relations (3)

6 credits:

AHSC 436 Internship in Youth and Family Work

(6)

12 credits of elective courses with at least three

credits at the 400 level, chosen from:

AHSC 314 Adolescence: Issues and Intervention

AHSC 316 Adulthood: Patterns and Transitions

AHSC 319 Older Adulthood: Issues and

Intervention (3)

AHSC 322 Fundamentals of Child- and

Youth-Care Work (3)

AHSC 343 Community Development I (3)

AHSC 398 Selected Topics in Applied Human

Sciences (3)

AHSC 400 Advanced Facilitation and Ethics (3)

AHSC 445 Community Development II (3)

Rationale:

With the change of curriculum in recent compulsory courses, students will require 3 additional credits to complete the Human Relations Specialization.

AHSC 456 Advanced Family Life Education was only added to the curriculum in order to fulfill certification requirements from organizations that no longer exist or are not relevant to the Canadian context. The content often replicated material from another course. Eliminating it opens space for students to add electives that position them better in the field. Adding AHSC 343 and 445 (Community Development I & II) to the list of elective options would add to student workplace knowledge and skills since many youth and family initiatives occur in the context of community development.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Community Development Concentration:

Specialization in Human Relations

Calendar Section Type: Defined group

Description of Change: Community Development Concentration:

Specialization in Human Relations Change **Proposed:** Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Leadership: A Systems Approach (3)

Path: Undergraduate > 2024-2025 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 > Human Relations > BA Specialization in Human Relations > Program Requirements > Specialization in Human Relations

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
30	Community Development Concentration: Specialization in	33	Community Development Concentration: Specialization in
credits	Human Relations	credits	Human Relations
	6 credits:		6 credits:
	AHSC 343 Community Development I (3)		AHSC 343 Community Development I (3)
	AHSC 445 Community Development II (3)		AHSC 445 Community Development II (3)
	6 credits:		6 credits:
	AHSC 439 Internship in Human Relations (6)		AHSC 439 Internship in Human Relations (6)
	18-credits of elective courses with at least three		21 credits of elective courses with at least three
	credits at the 400 level, chosen from:		credits at the 400 level, chosen from:
	AHSC 225 Principles of Experiential and Action		AHSC 225 Principles of Experiential and Action
	Learning and the Reflective Practitioner (3)		Learning and the Reflective Practitioner (3)
	AHSC 335 Power and Conflict Resolution in		AHSC 335 Power and Conflict Resolution in
	Human Systems (3)		Human Systems (3)
	AHSC 400 Advanced Facilitation and Ethics (3)		AHSC 400 Advanced Facilitation and Ethics (3)
	AHSC 403 Cultivating Creativity and Social		AHSC 403 Cultivating Creativity and Social
	Innovation (3)		Innovation (3)
	AHSC 411 Social Change and Analysis Methods		AHSC 411 Social Change and Analysis Methods
	(3)		(3)
	AHSC 415 Organizational and Community		AHSC 415 Organizational and Community
	Sustainability (3)		Sustainability (3)
	AHSC 460-Health Promotion (6)		AHSC 461 Health Promotion (3)
	AHSC 475 Organizational and Community		AHSC 475 Organizational and Community

Rationale:

Leadership: A Systems Approach (3)

With the change of curriculum in recent compulsory courses, students will require 3 additional credits to complete the Human Relations Specialization.

The elective credits are increased from 18 to 21 credits in order to 1) give more flexibility to students in order to complete their degrees in a timely manner, and 2) allow students more choice to align their course of study to their career aspirations.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Organization Development and Change

Concentration: Specialization in Human Relations

Calendar Section Type: Defined group

Description of Change: Organization Development and Change Concentration: Specialization in Human Relations Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Human Relations > BA Specialization in Human Relations > Program Requirements > Specialization in Human Relations

Type of Change: Defined Group Change

Leadership: A Systems Approach (3)

	Present Text calendar		Proposed Text
30	Organization Development and Change Concentration:	33	Organization Development and Change Concentration:
credits	Specialization in Human Relations	credits	Specialization in Human Relations
	6 credits:		6 credits:
	AHSC 332 Organization Development I (3)		AHSC 332 Organization Development I (3)
	AHSC 425 Organization Development II (3)		AHSC 425 Organization Development II (3)
	6 credits:		6 credits:
	AHSC 439 Internship in Human Relations (6)		AHSC 439 Internship in Human Relations (6)
	18-credits of elective courses with at least three		21 credits of elective courses with at least three
	credits at the 400 level, chosen from:		credits at the 400 level, chosen from:
	AHSC 315 Interviewing (3)		AHSC 315 Interviewing (3)
	AHSC 335 Power and Conflict Resolution in		AHSC 335 Power and Conflict Resolution in
	Human Systems (3)		Human Systems (3)
	AHSC 370 Organizational Development and		AHSC 370 Organizational Development and
	Change: Models and Methods (3)		Change: Models and Methods (3)
	AHSC 400 Advanced Facilitation and Ethics (3)		AHSC 400 Advanced Facilitation and Ethics (3)
	AHSC 403 Cultivating Creativity and Social		AHSC 403 Cultivating Creativity and Social
	Innovation (3)		Innovation (3)
	AHSC 411 Social Change and Analysis Methods		AHSC 411 Social Change and Analysis Methods
	(3)		(3)
	AHSC 415 Organizational and Community		AHSC 415 Organizational and Community
	Sustainability (3)		Sustainability (3)
	AHSC 460-Health Promotion (6)		AHSC 461 Health Promotion (3)
	AHSC 470 Basic Human Relations Laboratory (3)		AHSC 470 Basic Human Relations Laboratory (3)
	AHSC 475 Organizational and Community		AHSC 475 Organizational and Community

Leadership: A Systems Approach (3)

Rationale:

With the change of curriculum in recent compulsory courses, students will require 3 additional credits to complete the Human Relations Specialization.

The elective credits are increased from 18 to 21 credits in order to 1) give more flexibility to students in order to complete their degrees in a timely manner, and 2) allow students more choice to align their course of study to their career aspirations.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Major in Human Relations

Calendar Section Type: Program

Description of Change: Major in Human Relations Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences **Calendar publication date:** 2025/2026/Summer

Program Name: Major in Human RelationsPlanning and Promotion: 01 Jan 0001Program Type: MajorEffective/Push to SIS date: 01 Jan 0001Degree: Bachelor/Baccalaureate of Arts (BA)Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Human Relations > BA Major in Human

Relations > Program Requirements **Type of Change:** Program Change

Present Text calendar

42 Major in Human Relations

15 credits:

AHSC 220 Lifespan Growth and Development for

Practitioners (3)

AHSC 230 Interpersonal Communication and

Relationships (3)

AHSC 232 Working in Task Groups (3)

AHSC 260 Program Planning, Design and Evaluation

(3)

AHSC 270 Introduction to Human Relations Theory

and Research (3)

9-credits:

AHSC 311 Respecting Diversity in Human Relations

(3)

AHSC 330-Leadership and Facilitation in Small

Groups (6)

3 credits:

concentrations:

AHSC 434 Human Relations Capstone Experience (3)

15 credits chosen from one of the following

Individual and Small Group Processes Concentration:

Major in Human Relations

Community Development Concentration: Major in

Proposed Text

42 credits

Major in Human Relations

15 credits:

AHSC 220 Lifespan Growth and Development for

Practitioners (3)

AHSC 230 Interpersonal Communication and

Relationships (3)

AHSC 232 Working in Task Groups (3)

AHSC 260 Program Planning, Design and Evaluation

(3)

AHSC 270 Introduction to Human Relations Theory

and Research (3)

6 credits:

AHSC 311 Respecting Diversity in Human Relations

(3)

AHSC 331 Leadership and Facilitation in Small

Groups (3)

3 credits:

AHSC 434 Human Relations Capstone Experience (3)

18 credits chosen from one of the following

concentrations:

Individual and Small Group Processes Concentration:

Major in Human Relations

Community Development Concentration: Major in

Human Relations

Human Relations

Organization Development and Change Concentration: Major in Human Relations

Organization Development and Change Concentration: Major in Human Relations

Rationale:

The change of curriculum in recent compulsory courses, will require students to complete 3 additional credits to complete the Human Relations Major. Reducing the number of prerequisite credits creates more accessibility for students. AHSC 330 is reduced from 6 credits to 3 and is renumbered to AHSC 331 impacting the credit value for the 15 credit segment, now reduced to 12.

The elective credits are increased from 12 to 15 credits in order to 1) give more flexibility to students in order to complete their degrees in a timely manner, and 2) allow students more choice to align their course of study to their career aspirations.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Individual and Small Group Processes

Concentration: Major in Human Relations Calendar Section Type: Defined group

Description of Change: Individual and Small Group Processes

Concentration: Major in Human Relations Change **Proposed:** Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Human Relations > BA Major in Human Relations > Program Requirements > Major in Human Relations

Type of Change: Defined Group Change

AHSC 460-Health Promotion (6)

Present Text calendar Proposed Text

	Present Text calendar		Proposed Text
15	Individual and Small Group Processes Concentration: Major	18	Individual and Small Group Processes Concentration: Major
credits	in Human Relations	credits	in Human Relations
	6 credits:		6 credits:
	AHSC 225 Principles of Experiential and Action		AHSC 225 Principles of Experiential and Action
	Learning and the Reflective Practitioner (3)		Learning and the Reflective Practitioner (3)
	AHSC 400 Advanced Facilitation and Ethics (3)		AHSC 400 Advanced Facilitation and Ethics (3)
	3 credits of elective courses chosen from the		3 credits of elective courses chosen from the
	Individual focus list:		Individual focus list:
	AHSC 312 Sexuality in Human Relations (3)		AHSC 312 Sexuality in Human Relations (3)
	AHSC 314 Adolescence: Issues and Intervention		AHSC 314 Adolescence: Issues and Intervention
	(3)		(3)
	AHSC 315 Interviewing (3)		AHSC 315 Interviewing (3)
	AHSC 316 Adulthood: Patterns and Transitions		AHSC 316 Adulthood: Patterns and Transitions
	(3)		(3)
	AHSC 319 Older Adulthood: Issues and		AHSC 319 Older Adulthood: Issues and
	Intervention (3)		Intervention (3)
	AHSC 451-Counselling Skills and Concepts (6)-		AHSC 452 Counselling Skills and Concepts (3)
	3-credits of elective courses chosen from the		6 credits of elective courses chosen from the
	Group focus list:		Group focus list:
	AHSC 313 Family Communication (3)		AHSC 313 Family Communication (3)
	AHSC 322 Fundamentals of Child- and		AHSC 322 Fundamentals of Child- and
	Youth-Care Work (3)		Youth-Care Work (3)
	AHSC 335 Power and Conflict Resolution in		AHSC 335 Power and Conflict Resolution in
	Human Systems (3)		Human Systems (3)
	AHSC 355 Foundations of Family Life Education		AHSC 355 Foundations of Family Life Education
	(3)		(3)
	AHSC 403 Cultivating Creativity and Social		AHSC 403 Cultivating Creativity and Social
	Innovation (3)		Innovation (3)

AHSC 461 Health Promotion (3)

Present Text calendar

AHSC 470 Basic Human Relations Laboratory (3)

3 credits of elective courses at the 400 level chosen from the Individual focus list or the Group focus list

Proposed Text

AHSC 470 Basic Human Relations Laboratory (3)

3 credits of elective courses at the 400 level chosen from the Individual focus list or the Group focus list

Rationale:

With the change of curriculum in recent compulsory courses, students will require 3 additional credits to complete the Human Relations Major.

The elective course credits (Group focus list) are increased from 3 to 6 credits in order to 1) give more flexibility to students in order to complete their degrees in a timely manner, and 2) allow students more choice to align their course of study to their career aspirations.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Community Development Concentration:

Major in Human Relations

Calendar Section Type: Defined group

Description of Change: Community Development Concentration:

Present Text calendar

Major in Human Relations Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

> > 6 credits:

Proposed Text

AHSC 415 Organizational and Community

Sustainability (3)

Path: Undergraduate > 2024-2025 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 > Human Relations > BA Major in Human Relations > Program Requirements > Major in Human Relations

Type of Change: Defined Group Change

6 credits:

45	Community Development Concentration: Major in Human	18	Community Development Concentration: Major in Human
credits	Relations	credits	Relations

Relations credits Relations

AHSC 343 Community Development I (3) AHSC 343 Community Development I (3) AHSC 445 Community Development II (3) AHSC 445 Community Development II (3)

9-credits of elective courses with at least three 12 credits of elective courses with at least three credits at the 400 level, chosen from: credits at the 400 level, chosen from:

AHSC 225 Principles of Experiential and Action AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3) Learning and the Reflective Practitioner (3) AHSC 335 Power and Conflict Resolution in AHSC 335 Power and Conflict Resolution in

Human Systems (3) Human Systems (3)

AHSC 400 Advanced Facilitation and Ethics (3) AHSC 400 Advanced Facilitation and Ethics (3) AHSC 411 Social Change and Analysis Methods AHSC 411 Social Change and Analysis Methods

AHSC 415 Organizational and Community Sustainability (3)

AHSC 460-Health Promotion (6)

AHSC 461 Health Promotion (3) AHSC 475 Organizational and Community AHSC 475 Organizational and Community

Leadership: A Systems Approach (3) Leadership: A Systems Approach (3)

Rationale:

With the change of curriculum in recent compulsory courses, students will require 3 additional credits to complete the Human Relations Major.

The elective credits are increased from 9 to 12 credits in order to 1) give more flexibility to students in order to complete their degrees in a timely manner, and 2) allow students more choice to align their course of study to their career aspirations.

Resource Implications:

None.

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DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Organization Development and Change

Concentration: Major in Human Relations Calendar Section Type: Defined group

Description of Change: Organization Development and Change

Present Text calendar

Concentration: Major in Human Relations Change **Proposed:** Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Proposed Text

Path: Undergraduate > 2024-2025 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 > Human Relations > BA Major in Human Relations > Program Requirements > Major in Human Relations

Type of Change: Defined Group Change

	Trescut Text calculat		Troposcu Text		
45 credits	Organization Development and Change Concentration: Major in Human Relations	18 credits	Organization Development and Change Concentration: Major in Human Relations		
	6 credits:		6 credits:		
	AHSC 332 Organization Development I (3)		AHSC 332 Organization Development I (3)		
	AHSC 425 Organization Development II (3)		AHSC 425 Organization Development II (3)		
	9-credits of elective courses with at least three		12 credits of elective courses with at least three		
	credits at the 400 level, chosen from:		credits at the 400 level, chosen from:		
	AHSC 315 Interviewing (3)		AHSC 315 Interviewing (3)		
	AHSC 335 Power and Conflict Resolution in		AHSC 335 Power and Conflict Resolution in		
	Human Systems (3)		Human Systems (3)		
	AHSC 370 Organizational Development and		AHSC 370 Organizational Development and		
	Change: Models and Methods (3)		Change: Models and Methods (3)		
	AHSC 403 Cultivating Creativity and Social		AHSC 403 Cultivating Creativity and Social		
	Innovation (3)		Innovation (3)		
	AHSC 411 Social Change and Analysis Methods		AHSC 411 Social Change and Analysis Methods		
	(3)		(3)		
	AHSC 415 Organizational and Community		AHSC 415 Organizational and Community		
	Sustainability (3)		Sustainability (3)		
	AHSC 470 Basic Human Relations Laboratory (3)		AHSC 470 Basic Human Relations Laboratory (3)		
	AHSC 475 Organizational and Community		AHSC 475 Organizational and Community		
	Leadership: A Systems Approach (3)		Leadership: A Systems Approach (3)		

Rationale:

With the change of curriculum in recent compulsory courses, students will require 3 additional credits to complete the Human Relations Major.

The elective credits are increased from 9 to 12 credits in order to 1) give more flexibility to students in order to complete their degrees in a timely manner, and 2) allow students more choice to align their course of study to their career aspirations.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Minor in Human Relations

Calendar Section Type: Program

Description of Change: Minor in Human Relations Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

Program Name: Minor in Human Relations Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Program Type: Minor Degree: Non-degree program (certificate or minor) Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Human Relations > Minor in Human Relations > Program Requirements

Type of Change: Program Change

Present Text calendar

Minor in Human Relations credits

12 credits:

AHSC 220 Lifespan Growth and Development for

Practitioners (3)

AHSC 230 Interpersonal Communication and

Relationships (3)

AHSC 232 Working in Task Groups (3)

AHSC 260 Program Planning, Design and Evaluation

(3)

6-credits:

AHSC 330-Leadership and Facilitation in Small

Groups (6)

12-credits of elective courses chosen from:

AHSC 225 Principles of Experiential and Action

Learning and the Reflective Practitioner (3)

AHSC 270 Introduction to Human Relations Theory

and Research (3)

AHSC 311 Respecting Diversity in Human Relations

AHSC 312 Sexuality in Human Relations (3)

AHSC 313 Family Communication (3)

AHSC 314 Adolescence: Issues and Intervention (3)

AHSC 315 Interviewing (3)

AHSC 316 Adulthood: Patterns and Transitions (3)

AHSC 319 Older Adulthood: Issues and Intervention

(3)

Proposed Text

credits

Minor in Human Relations

12 credits:

AHSC 220 Lifespan Growth and Development for

Practitioners (3)

AHSC 230 Interpersonal Communication and

Relationships (3)

AHSC 232 Working in Task Groups (3)

AHSC 260 Program Planning, Design and Evaluation

(3)

3 credits:

AHSC 331 Leadership and Facilitation in Small

Groups (3)

15 credits of elective courses chosen from:

AHSC 225 Principles of Experiential and Action

Learning and the Reflective Practitioner (3)

AHSC 270 Introduction to Human Relations Theory

and Research (3)

AHSC 311 Respecting Diversity in Human Relations

AHSC 312 Sexuality in Human Relations (3)

AHSC 313 Family Communication (3)

AHSC 314 Adolescence: Issues and Intervention (3)

AHSC 315 Interviewing (3)

AHSC 316 Adulthood: Patterns and Transitions (3)

AHSC 319 Older Adulthood: Issues and Intervention

(3)

AHSC 322 Fundamentals of Child- and Youth-Care Work (3)
AHSC 335 Power and Conflict Resolution in Human Systems (3)

AHSC 451-Counselling Skills and Concepts (6)

AHSC 460-Health Promotion (6)-

AHSC 470 Basic Human Relations Laboratory (3)

AHSC 475 Organizational and Community Leadership:

A Systems Approach (3)

AHSC 322 Fundamentals of Child- and Youth-Care Work (3)

AHSC 335 Power and Conflict Resolution in Human

Systems (3)

AHSC 452 Counselling Skills and Concepts (3)

AHSC 461 Health Promotion (3)

AHSC 470 Basic Human Relations Laboratory (3) AHSC 475 Organizational and Community Leadership:

A Systems Approach (3)

Rationale:

The program structure shifts slightly to accommodate the following changes:

- 1) The following courses see their credit value reduced from 6 credits to 3 and are renumbered: AHSC 330 (AHSC 331), AHSC 451 (AHSC 452), and AHSC 460 (AHSC 461).
- 2) the program elective credits increase from 12 to 15 credits to offset the changes in the program requirement grouping. As well, this affords students the opportunity align their course of study to their career aspirations.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: Specialization in Recreation and Leisure

Studies

Calendar Section Type: Program

Description of Change: Specialization in Recreation and Leisure

Studies Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

Program Name: Specialization in Recreation and Leisure Studies

Program Type: Specialization

Degree: Bachelor/Baccalaureate of Arts (BA)

Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

Planning and Promotion: 01 Jan 0001

Path: Undergraduate > 2024-2025 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

Type of Change: Program Change

Present Text calendar

credits

Specialization 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

AHSC 260 Program Planning, Design and Evaluation

(3)

21 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 380 Quantitative Research Methods for

Practitioners (3)

AHSC 382 Qualitative Research Methods for

Practitioners (3)

AHSC 385 Social Psychology of Leisure (3)

9 credits:

AHSC 427 Administration of Therapeutic Recreation

Proposed Text

60

credits

Specialization 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)

21 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 380 Quantitative Research Methods for

Practitioners (3)

AHSC 382 Qualitative Research Methods for

Practitioners (3)

AHSC 385 Social Psychology of Leisure (3)

9 credits:

AHSC 427 Administration of Therapeutic Recreation

and Leisure Services (3) and Leisure Services (3)

AHSC 431 Recreation and Leisure Studies Seminar (3)

AHSC 431 Recreation and Leisure Studies Seminar (3)

AHSC 442 Community Development and Leisure (3)

AHSC 442 Community Development and Leisure (3)

6 credits: 6 credits:

AHSC 437 Internship in Recreation and Leisure AHSC 437 Internship in Recreation and Leisure

Studies (6) Studies (6)

12 credits of elective courses chosen from either 12 credits of elective courses chosen from either

Recreation Programming Group
or Recreation Administration Group
or Recreation Administration Group

Rationale:

This page is generated to allow for a publication preview of the program in the support documents, as AHSC 460 is now renumbered to AHSC 461 in the Recreation and Leisure defined group.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes 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: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 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		12 credits, with at least three credits at the 400
	level, chosen from:		level, chosen from:
	AHSC 281 Introduction to Therapeutic Recreation		AHSC 281 Introduction to Therapeutic Recreation
	(3)		(3)
	AHSC 300 Supporting Inclusion through Leisure		AHSC 300 Supporting Inclusion through Leisure
	and Therapeutic Recreation (3)		and Therapeutic Recreation (3)
	AHSC 310 Tourism in Canada (3)		AHSC 310 Tourism in Canada (3)
	AHSC 311 Respecting Diversity in Human		AHSC 311 Respecting Diversity in Human
	Relations (3)		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		AHSC 360 Play, Adult Learning and Development
	(3)		(3)
	AHSC 403 Cultivating Creativity and Social		AHSC 403 Cultivating Creativity and Social
	Innovation (3)		Innovation (3)
	AHSC 421 Political and Legal Aspects of Leisure		AHSC 421 Political and Legal Aspects of Leisure
	Services (3)		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 460-Health Promotion (6)		AHSC 461 Health Promotion (3)
	AHSC 490 Independent Study I (3)		AHSC 490 Independent Study I (3)
	AHSC 491 Independent Study II (3)		AHSC 491 Independent Study II (3)

Rationale:

AHSC 460 (6 credits) is replaced by the revised 3-credit version of the course, AHSC 461.

Resource Implications:

None.

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PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

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 **Calendar publication date:** 2025/2026/Summer

Program Name: Major in Recreation and Leisure StudiesPlanning and Promotion: 01 Jan 0001Program Type: MajorEffective/Push to SIS date: 01 Jan 0001Degree: Bachelor/Baccalaureate of Arts (BA)Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 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	

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)

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)

9 credits of elective courses with at least three credits at the 400 level, chosen from: **Proposed Text**

42

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)

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)

9 credits of elective courses 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 460-Health Promotion (6)

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)

Rationale:

AHSC 460 (6 credits) is replaced by the revised 3-credit version of the course, AHSC 461.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 330 Calendar Section Type: Course

Description of Change: AHSC 330 Leadership and Facilitation in

Small Groups Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Deletion

Present Text calendar		Proposed Text
AHSC 330 Leadership and Facilitation in Small Groups (6 credits)		
Prerequisites:	Prerequisites:	
The following courses must be completed previously: AHSC 232,		
AHSC 260.		
Description:	Description:	
This course develops facilitative skills and approaches to leadership in		
small groups. Students learn effective ways to observe and to interpret		

small groups. Students learn effective ways to observe and to interprete the significance of group behaviour for the purpose of intervening effectively. It introduces students to program design theory for human and social service organizations and program design principles and practices relevant to small group learning. The course highlights factors optimizing participation, patterns of communication and influence, decision making, problem solving, collaborative planning, conflict management, and effects of gender and other identity related differences. Students identify their leadership styles and group facilitation skills to develop flexibility in adapting to diverse group situations.

Component(s): Component(s):

Lecture ; Laboratory ((Human Relations))

Notes: Notes:

Rationale:

This course is reduced from 6 credits to 3 and requires a new number. Due to the redevelopment of concentrations: Community Development, Organization Development and Change, Family Science and Youth, and Individual and Small Groups, some of the content from the 6 credit course has become redundant. Material will be developed in a different format or absorbed into AHSC 400 or 475.

Resource Implications:

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COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 331 Calendar Section Type: Course

Description of Change: AHSC 331 Leadership and Facilitation in

Small Groups New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text calendar **Proposed Text** AHSC 331 Leadership and Facilitation in Small Groups (3 credits) Prerequisites: Prerequisites: The following courses must be completed previously: AHSC 232, AHSC 260. Description: Description: This experiential course develops facilitative approaches and skills for leadership in small groups. Students learn to distinguish between traditional concepts of leadership and more contemporary facilitative styles. Frameworks and skills integrating group process observation, effective intervention, and design for human and social service organizations relevant to purposeful small group learning are explored. Students identify their own leadership strengths and cultivate facilitation skills to develop flexibility in adapting to diverse group situations. Component(s): Component(s): Lecture ; Laboratory (Human Relations) Notes: Notes: **Equivalent Courses:** Equivalent Courses: Students who have received credit for AHSC 330 may not take this course for credit.

Rationale:

This course replaces AHSC 330 that was originally offered as a 6-credit course. Due to the redevelopment of concentrations: Community Development, Organization Development and Change, Family Science and Youth, and Individual and Small Groups, some of the content from the 6 credit course has become redundant. Material removed from the AHSC 330 and no longer offered under the new AHSC 331, will be developed in a different format or absorbed into AHSC 400 or 475.

Resource Implications:

This course is part of the regular course allotment and has no resource implication. It replaces a 6-credit course.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 415 Calendar Section Type: Course

Description of Change: AHSC 415 Organizational and Community

Sustainability Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text calendar

AHSC 415 Organizational and Community Sustainability (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 270 or LOYC 320 . Students must have completed 45-credits prior to enrolling.

Description:

This course addresses the requirements and processes necessary to build organizational and community sustainable goals in co-operation with surrounding communities. It provides an introduction to the development of integrated social sustainability and sustainable organizational practices, including sustainability evaluations, the assessment of organizational sustainability status and goals, goal setting, and change processes within a broader, sustainable community context. It acknowledges an integration of multiple layers of organizational (private and public organizations) and community sustainability including industries and logistics, biodiversity, human diversity and social innovation in the context of sustainable development of communities and organizations.

Component(s):

Lecture; Fieldwork

Notes:

Proposed Text

AHSC 415 Organizational and Community Sustainability (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 270 or LOYC 320 . Students must have completed 30 credits prior to enrolling.

Description:

This course addresses the requirements and processes necessary to build organizational and community sustainable goals in co-operation with surrounding communities. It provides an introduction to the development of integrated social sustainability and sustainable organizational practices, including sustainability evaluations, the assessment of organizational sustainability status and goals, goal setting, and change processes within a broader, sustainable community context. It acknowledges an integration of multiple layers of organizational (private and public organizations) and community sustainability including recycling and waste awareness, best sustainable practices in recycling and waste awareness, best sustainable practices in industries and logistics, biodiversity, human diversity and social innovation in the context of sustainable development of communities and organizations.

Component(s):

Lecture; Fieldwork

Notes:

Rationale:

Requiring 30 credits allows for the timely completion of degree program, but maintains that a student is adequately prepared for the advanced material. Also, with the change of curriculum in recent compulsory courses, students will require 3 additional credits to complete the Human Relations Major or the Human Relations Specialization. Reducing the number of prerequisite credits creates more accessibility for students.

Resource Implications:

None.

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COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 425 **Calendar Section Type:** Course

Description of Change: AHSC 425 Organization Development II

Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text calendar

AHSC 425 Organization Development II (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 332. The The following courses must be completed previously: AHSC 331, following course-must be-completed previously or concurrently: AHSC 332. Students must have completed 30 credits prior to 330

Description:

This course provides students with the opportunity to apply organization development concepts and strategies to effect change in of organization development. Concepts covered include entry and contracting, identifying organizational issues and goals for change, collecting and analyzing pertinent organizational data, and diagnosis and feedback to the client. Opportunities for the development of change-agent skills are provided through the emphasis on in-class applications.

Component(s):

Lecture; Laboratory ((Human Relations))

Notes:

Equivalent Courses: Students who have received credit for AHSC 420 may not take this course for credit.

Rationale:

AHSC 425 Organization Development II (3 credits)

Prerequisites:

enrolling.

Proposed Text

Description:

This course provides students with the opportunity to apply organization development concepts and strategies to effect change in organizations. Using theoretical, case, and experiential approaches, the organizations. Using theoretical, case, and experiential approaches, the focus of instruction progressively guides the student through the stages focus of instruction progressively guides the student through the stages of organization development. Concepts covered include entry and contracting, identifying organizational issues and goals for change, collecting and analyzing pertinent organizational data, and diagnosis and feedback to the client. Opportunities for the development of change-agent skills are provided through the emphasis on in-class applications.

Component(s):

Lecture; Laboratory (Human Relations)

Notes:

Equivalent Courses: Students who have received credit for AHSC 420 may not take this course for credit.

The addition of completion of AHSC 331 Leadership and Facilitation in Small Groups, AHSC 332 Organization Development I and 30 credits as a prerequisite will ensure that students are adequately prepared for this level of study and the advanced material.

Resource Implications:

None.

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COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 434 **Calendar Section Type:** Course

Description of Change: AHSC 434 Human Relations Capstone

Experience Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text calendar

AHSC 434 Human Relations Capstone Experience (3 credits)

Prerequisites:

Students-must complete 60 university credits including the following course prior to enrolling: AHSC 400 ; AHSC 425 or AHSC 445. Permission of the department is required for students enrolled in the Certificate in Family Life Education.

Description:

The course provides students with an opportunity to apply skills a project with a client organization in the community. The course includes classroom sessions, tutorials, coordination and planning with a team of peers, and a field-based group project.

Component(s):

Lecture; Fieldwork; Field Studies

Notes:

Equivalent Courses: Students who have received credit for AHSC 435 may not take this course for credit.

Proposed Text

AHSC 434 Human Relations Capstone Experience (3 credits)

Prerequisites:

The following course must be completed previously: AHSC 331. The following courses must be completed previously or concurrently: AHSC 400 or AHSC 425 or AHSC 445. Students must complete 60 university credits prior to enrolling. Permission of the Department is required for students enrolled in the Certificate in Family Life Education.

Description:

The course provides students with an opportunity to apply skills acquired through their coursework in Human Relations by carrying out acquired through their coursework in Human Relations by carrying out a project with a client organization in the community. The course includes classroom sessions, tutorials, coordination and planning with a team of peers, and a field-based group project.

Component(s):

Lecture; Fieldwork; Field Studies

Notes:

Equivalent Courses: Students who have received credit for AHSC 435 may not take this course for credit.

Rationale:

Adding AHSC 331 completed as a prerequisite ensure that students are adequately prepared and have the foundational knowledge needed to be successful in the course. Allowing students to complete 400, 425 or 445 previously or concurrently allows students to utilize knowledge taught in both courses; enhancing their understanding and ability to apply such learnings in practical settings.

Resource Implications:

None.

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COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 445 **Calendar Section Type:** Course

Description of Change: AHSC 445 Community Development II

Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text calendar

AHSC 445 Community Development II (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 343. The The following courses must be completed previously: AHSC 331, following course-must be-completed previously or concurrently: AHSC 343. Students must have completed 30 credits prior to 330 .

Description:

This course focuses on how to intervene in community contexts; identify community structures and inter-group dynamics relevant to intervention planning; gather and organize data for use by communities; develop intervention plans that involve the community each step of the way and that foster leadership within its ranks; and evaluate an intervention. Attention is given to cultural diversity and value differences.

Component(s):

Lecture; Fieldwork

Notes:

Equivalent Courses: Students who have received credit for AHSC 440 may not take this course for credit.

Proposed Text

AHSC 445 Community Development II (3 credits)

Prerequisites:

enrolling.

Description:

This course focuses on how to intervene in community contexts; identify community structures and inter-group dynamics relevant to intervention planning; gather and organize data for use by communities; develop intervention plans that involve the community each step of the way and that foster leadership within its ranks; and evaluate an intervention. Attention is given to cultural diversity and value differences.

Component(s):

Lecture; Fieldwork

Notes:

Equivalent Courses: Students who have received credit for AHSC 440 may not take this course for credit.

Rationale:

The addition of completion of AHSC 331 Leadership and Facilitation in Small Groups, AHSC 343 Community Development I and 30 credits as a prerequisite will ensure that students are adequately prepared for this level of study and the advanced material.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 451 Calendar Section Type: Course

Description of Change: AHSC 451 Counselling Skills and Concepts

Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text

AHSC 451 Counselling Skills and Concepts (6 credits)

Prerequisites: Prerequisites:

The following courses must be completed previously: AHSC 220, AHSC 230. Students must have completed 45 university credits prior to enrolling.

Description: Description:

This course advances students' understanding of core counselling theories and develops an understanding for theoretical and value frameworks of the helping relationship. It fosters the application of essential helping relationship skills applicable in everyday relationships in work and social settings. Skill areas include attending skills, such as attending to non-verbal behaviour, reflection of content, reflection of feeling, paraphrasing and summarizing; and influencing skills, such as interpretation and analysis. Also highlighted are ethical issues and attention to cultural differences.

Component(s): Component(s):

Lecture : Fieldwork

Notes: Notes:

351 may not take this course for credit.

Rationale:

AHSC 451 *Counselling Skills and Concepts* is currently a 6-credit elective offering so that students could take advantage of a partnership agreement with the Department of Educational and Counselling Psychology at McGill University. Students in the Winter term were "clients" for students in the MA program in Counselling Psychology. However, since the program has been suspended indefinitely, the original rationale for keeping it as a 6-credit course in no longer valid. This course is replaced by the 3-credit value AHSC 452 *Counselling Skills and Concepts*.

In the new AHSC 452 students will receive a basic orientation to counseling and to a variety of counseling skills with a focus on the acquisition of practical skills. As compared to AHSC 451, less class time will be spent on different therapeutic modalities and guest lectures given the

change in purpose for the course and the reduced credit value.

Note to calendar coordinator: The credit values of these courses are also changed at the graduate level under dossier #AS-AHSC-5519 (AHSC 551/552; AHSC 560/561).

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 452 Calendar Section Type: Course

Description of Change: AHSC 452 Counselling Skills and Concepts

New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text calendar **Proposed Text** AHSC 452 Counselling Skills and Concepts (3 credits) Prerequisites: Prerequisites: The following courses must be completed previously: AHSC 220, AHSC 230. Students must have completed 45 credits prior to enrolling. Description: Description: This course introduces students to a common-factors approach to counselling and promotes an understanding of other theoretical and value frameworks for helping relationships with individuals. It fosters the application of essential helping relationship skills and provides an overview of the stages in the helping process. In this course, students practise relevant skills, including attending to non-verbal behaviour, reflection of content, reflection of feeling, and paraphrasing and summarizing. Also highlighted are ethical issues and attention to cultural differences. Component(s): Component(s): Lecture; Laboratory (Human Relations) Notes: Other note: Other note: Students who have received credit for AHSC 351 or AHSC 451 may not take this course for credit.

Rationale:

AHSC 452 Counselling Skills and Concepts (3 credits), replaces the 6-credit version of this course (AHSC 451). It reflects the indefinite suspension of the agreement with the Department of Educational and Counselling Psychology at McGill University. This change also increases access to an elective course and a practice-based course for students who require it to qualify for certain graduate programs and/or for licensing purposes.

Components: Laboratory (Human Relations) means that there is significant experiential learning and simulations in the classroom (vs Fieldwork that would mean that work is done outside the classroom).

Note to calendar coordinator: The credit values of these courses are also changed at the graduate level under dossier #AS-AHSC-5519 (AHSC 551/552; AHSC 560/561).

Resource Implications:

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

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 456 **Calendar Section Type:** Course

Description of Change: AHSC 456 Advanced Family Life Education

Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Proposed Text

Path: Undergraduate > 2024-2025 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 Courses

Type of Change: Course Deletion

Present	Text	calendar		

AHSC 456 Advanced Family Life Education (3 credits)

Prerequisites: Prerequisites:

The following course must be completed previously: AHSC 355.

Description: Description:

This course covers families' decision making processes related to the utilization of financial, personal, environmental, and social resources, including time, money, material assets, energy, friends, neighbours, and space, to meet their goals. In particular, this course focuses on how families develop, exchange, and allocate resources throughout the lifespan with the expectation that effective resource management decisions are made from positions of knowledge and understanding.

Component(s): Component(s):

Lecture; Laboratory ((Human Relations))

Notes: Notes:

Rationale:

AHSC 456 Advanced Family Life Education is eliminated from the Specialization in Human Relations: Family Science and Youth Concentration and replaced by 3-credit courses. AHSC 343 Community Development I (3 credits) and AHSC 445 Community Development II (3 credits) would add to student workplace knowledge and skills since many youth and family initiatives occur in the context of community development.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 460 Calendar Section Type: Course

Description of Change: AHSC 460 Health Promotion Delete

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

Proposed Text

Path: Undergraduate > 2024-2025 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 Courses

Type of Change: Course Deletion

Present Text calendar	
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AHSC 460 Health Promotion (6 credits)

Prerequisites: Prerequisites:

The following course must be completed previously: AHSC 230. Students must have completed 30 university credits prior to enrolling.

Description: Description:

In this course, students learn to develop theoretical understanding and practical skills in the area of health promotion. Applying a holistic definition of health, this course critically examines health and its social determinants from ecological and intersectional perspectives. Topics include health literacy and health communication, mental health and life promotion, population health, community wellness, and healthy workplace practices. Designing, implementing, evaluating and sustaining health behaviour change with individuals, groups, communities and populations are emphasized.

Component(s): Component(s):

Lecture

Notes: Notes:

Rationale:

Reducing the credit load of AHSC 460 *Health Promotion*, from 6 to 3 credits, benefits students by making this elective course more accessible to students who may not have room in their schedule for a 6-credit course. While adjustments to the course content are required (under AHSC 461), students will still be exposed to health behavior change theories and frameworks that can be applied in practical settings.

Note to calendar editor:

- 1. AHSC 460 (6 credits) is replaced by AHSC 461 (3 credits) in the Human Relations and Recreation and Leisure programs.
- 2. The credit values of these courses are also changed at the graduate level under dossier #AS-AHSC-5519 (AHSC 551/552; AHSC 560/561).

Resource Implications:

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

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 461 **Calendar Section Type:** Course

Description of Change: AHSC 461 Health Promotion New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

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

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text calendar	Proposed Text			
	AHSC 461 Health Promotion (3 credits)			
Prerequisites:	Prerequisites:			
	The following course must be completed previously: AHSC 230 . Students must have completed 30 university credits prior to enrolling.			
Description:	Description:			
	In this course, students learn to develop theoretical understanding and practical skills in the area of health promotion. Applying a holistic definition of health, this course critically examines health and its social			
	determinants from ecological and intersectional perspectives. Topics may include theories of health behaviour change, health literacy and health communication, mental health and life promotion, population health, community wellness, and healthy workplace practices.			
Component(s):	Component(s):			
	Lecture			
Notes:	Notes:			

Rationale:

Reducing the credit load of AHSC 461 *Health Promotion*, from 6 to 3 credits, benefits students by making this elective course more accessible to students who may not have room in their schedule for a 6-credit course. While adjustments to the course content are required (transitioning from the 6-credit AHSC 460), students will still be exposed to health behavior change theories and frameworks that can be applied in practical settings.

Resource Implications:

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

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 470 **Calendar Section Type:** Course

Description of Change: AHSC 470 Basic Human Relations

Laboratory Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text calendar

AHSC 470 Basic Human Relations Laboratory (3 credits)

Prerequisites:

The following course must be completed previously: AHSC 330-. Students must have completed 60 university credits prior to enrolling.

Description:

This is an intensive format six-day learning session through which students may expect to increase their awareness of how their behaviour affects others, increase their skill and to and exchanging feedback with others, increase their understanding of leadership and authority relations, and deepen their understanding of group dynamics.

Component(s):

Laboratory ((Human Relations))

Notes:

Rationale:

Prerequisites are updated as AHSC 331 is replacing deleted course AHSC 330.

Resource Implications:

None.

Proposed Text

AHSC 470 Basic Human Relations Laboratory (3 credits)

Prerequisites:

The following course must be completed previously: AHSC 331. Students must have completed 60 university credits prior to enrolling.

Description:

This is an intensive format six-day learning session through which students may expect to increase their awareness of how their behaviour affects others, increase their skill and understanding of effectively and responsibly communicating understanding of effectively and responsibly communicating to and exchanging feedback with others, increase their understanding of leadership and authority relations, and deepen their understanding of group dynamics.

Component(s):

Laboratory ((Human Relations))

Notes:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 HR program and certificate changes

Calendar Section Name: AHSC 475 Calendar Section Type: Course

Description of Change: AHSC 475 Organizational and Community

Leadership: A Systems Approach Change Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

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

> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text calendar

AHSC 475 Organizational and Community Leadership: A Systems Approach (3 credits)

Prerequisites:

The following course must be completed previously: AHSC 330.

Description:

This course is an introduction to the practice of leadership in organizations and communities with a human systems approach and perspective. It examines a range of theoretical concepts current in organizational leadership practice including systems thinking, team-based leadership, transformational models of leadership, and strategy formulation from a leadership perspective. It provides an opportunity for students to examine ethics, values, and abilities required in organizational leadership today.

Component(s):

Lecture

Notes:

Equivalent Courses: Students who have received credit for AHSC 375 may not take this course for credit.

Rationale:

Prerequisites are updated as AHSC 331 is replacing deleted course AHSC 330.

Resource Implications:

None.

Proposed Text

AHSC 475 Organizational and Community Leadership: A Systems Approach (3 credits)

Prerequisites:

The following course must be completed previously: AHSC 331.

Description:

This course is an introduction to the practice of leadership in organizations and communities with a human systems approach and perspective. It examines a range of theoretical concepts current in organizational leadership practice including systems thinking, team-based leadership, transformational models of leadership, and strategy formulation from a leadership perspective. It provides an opportunity for students to examine ethics, values, and abilities required in organizational leadership today.

Component(s):

Lecture

Notes:

Equivalent Courses: Students who have received credit for AHSC 375 may not take this course for credit.

Impact Report

Programs

Certificate in Community Service

Undergraduate -> 2024-2025 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 -> Community Service -> Certificate in Community Service -> Program Requirements Source of Impact

- AHSC 475
- Organization Development
- Phase I: Certificate in Community Service
- Phase II: Certificate in Community Service
- Phase III: Certificate in Community Service

Certificate in Family Life Education

Undergraduate -> 2024-2025 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 -> Family Life Education -> Certificate in Family Life Education -> Program Requirements Source of Impact

- AHSC 434
- Phase I: Certificate in Family Life Education
- Phase II: Certificate in Family Life Education
- Phase III: Certificate in Family Life Education

Major in Human Relations

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Major in Human Relations -> Program Requirements

Source of Impact

- AHSC 330
- AHSC 434
- Community Development Concentration: Major in Human Relations
- Individual and Small Group Processes Concentration: Major in Human Relations
- Organization Development and Change Concentration: Major in Human Relations

Major in Recreation and Leisure Studies

Undergraduate -> 2024-2025 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 460

Minor in Human Relations

Undergraduate -> 2024-2025 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 -> Human Relations -> Minor in Human Relations -> Program Requirements Source of Impact

- AHSC 330
- AHSC 451
- AHSC 460
- AHSC 470
- AHSC 475

Specialization in Human Relations

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Specialization in Human Relations -> Program Requirements Source of Impact

- AHSC 330
- Community Development Concentration: Specialization in Human Relations
- Family Science and Youth Concentration: Specialization in Human Relations
- Individual and Small Group Processes Concentration: Specialization in Human Relations
- Organization Development and Change Concentration: Specialization in Human Relations

Specialization in Recreation and Leisure Studies

Undergraduate -> 2024-2025 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

Defined Groups

Community Development

Undergraduate -> 2024-2025 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 -> Community Service -> Certificate in Community Service -> Program Requirements -> Certificate in Community Service -> Phase III: Certificate in Community Service Source of Impact

AHSC 445

Community Development Concentration: Major in Human Relations

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Major in Human Relations -> Program Requirements -> Major in Human Relations

Source of Impact

- AHSC 415
- AHSC 445
- AHSC 460
- AHSC 475

Community Development Concentration: Specialization in Human Relations

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Specialization in Human Relations -> Program Requirements -> Specialization in Human Relations

Source of Impact

- AHSC 415
- AHSC 445
- AHSC 460
- AHSC 470
- AHSC 475

Family Science and Youth Concentration: Specialization in Human Relations

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Specialization in Human Relations -> Program Requirements -> Specialization in Human Relations

Source of Impact

- AHSC 445
- AHSC 456

Health Promotion

Undergraduate -> 2024-2025 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 -> Community Service -> Certificate in Community Service -> Program Requirements -> Certificate in Community Service of Impact

AHSC 460

IP Notations

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

Source of Impact

AHSC 434

<u>Individual and Small Group Processes Concentration: Major in Human Relations</u>

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Major in Human Relations -> Program Requirements -> Major in Human Relations

Source of Impact

- AHSC 451
- AHSC 460
- AHSC 470

<u>Individual and Small Group Processes Concentration: Specialization in Human Relations</u>

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Specialization in Human Relations -> Program Requirements -> Specialization in Human Relations

Source of Impact

- AHSC 451
- AHSC 460
- AHSC 470

Organization Development

Undergraduate -> 2024-2025 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 -> Community Service -> Certificate in Community Service -> Program Requirements -> Certificate in Community Service Source of Impact

AHSC 425

Organization Development and Change Concentration: Major in Human Relations

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Major in Human Relations -> Program Requirements -> Major in Human Relations

Source of Impact

- AHSC 415
- AHSC 425
- AHSC 470
- AHSC 475

Organization Development and Change Concentration: Specialization in Human Relations

Undergraduate -> 2024-2025 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 -> Human Relations -> BA Specialization in Human Relations -> Program Requirements -> Specialization in Human Relations

Source of Impact

- AHSC 415
- AHSC 425
- AHSC 460
- AHSC 470
- AHSC 475

Phase II: Certificate in Community Service

Undergraduate -> 2024-2025 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 -> Community Service -> Certificate in Community Service -> Program Requirements -> Certificate in Community Service

Source of Impact

AHSC 330

Phase II: Certificate in Family Life Education

Undergraduate -> 2024-2025 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 -> Family Life Education -> Certificate in Family Life Education -> Program Requirements -> Certificate in Family Life Education

Source of Impact

AHSC 330

Phase III: Certificate in Community Service

Undergraduate -> 2024-2025 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 -> Community Service -> Certificate in Community Service -> Program Requirements -> Certificate in Community Service

Source of Impact

- · Health Promotion
- Organization Development

Phase III: Certificate in Family Life Education

Undergraduate -> 2024-2025 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 -> Family Life Education -> Certificate in Family Life Education -> Program Requirements -> Certificate in Family Life Education

Source of Impact

- AHSC 434
- AHSC 460

Recreation Programming Group

Undergraduate -> 2024-2025 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 460

Courses

AHSC 331 Leadership and Facilitation in Small Groups New

Undergraduate -> 2024-2025 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 Courses

Source of Impact

AHSC 400

Undergraduate -> 2024-2025 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 Courses

Source of Impact

• AHSC 330

AHSC 425

Undergraduate -> 2024-2025 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 Courses

Source of Impact

AHSC 330

AHSC 434

Undergraduate -> 2024-2025 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 Courses

Source of Impact

- AHSC 330
- AHSC 425
- AHSC 445

AHSC 436

Undergraduate -> 2024-2025 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 Courses

Source of Impact

AHSC 330

AHSC 445

Undergraduate -> 2024-2025 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 Courses

Source of Impact

• AHSC 330

AHSC 452 Counselling Skills and Concepts New

Undergraduate -> 2024-2025 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 Courses

Source of Impact

AHSC 461 Health Promotion New

Undergraduate -> 2024-2025 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 Courses

Source of Impact

AHSC 470

Undergraduate -> 2024-2025 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 Courses

Source of Impact

AHSC 330

AHSC 475

Undergraduate -> 2024-2025 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 Courses

Source of Impact

AHSC 330

AHSC 331 FACILITATIVE LEADERSHIP IN SMALL GROUPS (3 CREDITS) SAMPLE COURSE OUTLINE

PREREQUISITE/COREQUISITE

The following courses must be completed previously: AHSC 232, AHSC 260.

COURSE DESCRIPTION

This experiential course develops facilitative approaches and skills to leadership in small groups. Students learn to distinguish between traditional concepts of leadership and more contemporary facilitative styles. Frameworks and skills integrating group process observation, effective intervention, and design for human and social service organizations relevant to purposeful small group learning are explored. Students identify their own leadership strengths and cultivate facilitation skills to develop flexibility in adapting to diverse group situations.

COURSE LEARNING OUTCOMES

The goal of this course is to familiarize you with the basic theories of counselling and the fundamental skills of helping. The course is not designed to train professional counsellors, but rather to provide a basic orientation to counselling and to a variety of counselling skills. This course will provide opportunities to:

- Gain an understanding of concepts of the different types of leadership behavior, including facilitative leadership that enhances group/team development
- Practice the use theories to inform practitioner behavior
- Enhance skills in facilitative leadership and process observation
- Connect process observation, group diagnosis, and intervention, from a leadership perspective
- Critically reflect on your leadership experiences and styles
- Cultivate personal leadership characteristics and values through the exploration of the qualities of effective leaders
- Develop skills in communicating and relating to others across differences.

REQUIRED TEXT

Bens, I. (2017). Facilitating with ease! Core skills for facilitators, team leaders and members, managers, consultants, and trainers (4th ed.). Jossey-Bass.

RECOMMNEDED TEXT

brown, a.m. (2021). Holding change: The way of emergent strategy facilitation and mediation. AK Press

ASSESSMENTS

Description	% of Final Grade		
Leader Reflection Paper #1 and #2	20%		
Facilitation of a Learning Activity:			
1. Session Design	10%		
2. Session Implementation	10%		
Workshop			
1. Initial Case and System Analysis			
2. Needs validation			
3. Design	25 %		
4. Delivery	20 %		
Skills Self-Assessment and Reflection	15 %		
	100 %		

AHSC 452 COUNSELLING SKILLS AND CONCEPTS (3 CREDITS) SAMPLE COURSE OUTLINE

PREREQUISITE/COREQUISITE

The following courses must be completed previously: AHSC 220, AHSC 230. Students must have completed 45 university credits prior to enrolling.

COURSE DESCRIPTION

This course introduces students to a common-factors approach to counselling and promotes an understanding of other theoretical and value frameworks for helping relationships with individuals. It fosters the application of essential helping relationship skills and provides an overview of the stages in the helping process. In this course, students practice relevant skills, including attending to non-verbal behaviour, reflection of content, reflection of feeling, and paraphrasing and summarizing. Also highlighted are ethical issues and attention to cultural differences.

COURSE LEARNING OUTCOMES

The goal of this course is to familiarize you with the basic theories of counselling and the fundamental skills of helping. The course is not designed to train professional counsellors, but rather to provide a basic orientation to counselling and to a variety of counselling skills. This course will provide opportunities to:

- Expand your understanding of, and critical perspective on the field of counselling: basic concepts, main schools of thought, the range of settings for practice, the possibilities and limitations of counselling, the roles that gender and culture play;
- Increase awareness of yourself in relation with others, specifically in the role of helper: the role of your values and beliefs, your personal history and your worldview;
- Elaborate your own approach to helping relationships considering your understanding of the processes of being in relationship, of change, intervention, power relations, and ethics; and
- Learn basic microskills.

REQUIRED TEXT

Young, M. E. (2021). Learning the art of helping: Building blocks and techniques. Pearson.

RECOMMENDED READING

Goodman, R. D. (2015). A liberatory approach to trauma counseling: Decolonizing our trauma-informed practices. In R. D. Goodman & P. C. Gorski (Eds.), *Decolonizing "multicultural" counseling through social justice* (pp. 55–72). Springer Science + Business Media. https://doi.org/10.1007/978-1-4939-1283-4

Additional assigned/recommended readings, videos and resources are available on Reserve.

ASSESSMENTS

Description	% of Final Grade
Quiz 1 and 2	20%
3 In class Practice Logs	30%
Group Poster Presentation: Current Issues and Trends in Counselling	30 %
Skills Self-Assessment and Reflection	20 %
	100 %

AHSC 461 HEALTH PROMOTION (3 CREDITS) SAMPLE COURSE OUTLINE

PREREQUISITE/COREQUISITE

The following course must be completed previously: AHSC 230. Students must have completed 30 university credits prior to enrolling.

COURSE DESCRIPTION

In this course, students learn to develop theoretical understanding and practical skills in the area of health promotion. Applying a holistic definition of health, this course critically examines health and its social determinants from ecological and intersectional perspectives. Topics may include theories of health behaviour change, health literacy and health communication, mental health and life promotion, population health, community wellness, and healthy workplace practices.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Articulate a holistic definition of health and wellness.
- Identify and analyze theories relevant to health education and promotion.
- Demonstrate knowledge of key concepts of health promotion including empowerment, health literacy, quality of life, determinants of health, capacity building, collaboration and advocacy.
- Develop practical skills to promote health (e.g. health literacy).

SELECTED TEXTS/READINGS

Readings will be drawn from the following sources:

Cottrell, R., Girvan, J., Seabert, D., Spear, C., & McKenzie, J. (2017). *Principles and foundations of health promotion and education*. Pearson

Fertman, C., & Grim, M. (2022). *Health promotion programs: From theory to practice* (3rd ed.). Jossey-Bass.

McKenzie, J., Neiger, B., Thackeray, R. (2022). *Planning, implementing, and evaluating health promotion programs* (8th ed.). Jones & Bartlett Publishers.

Rootman, I., & Pederson, A. (Eds.). (2017). *Health promotion in Canada: New perspectives on theory, practice, policy, and research* (4th ed.). Canadian Scholars.

Additional assigned/recommended readings, videos and resources are available on Reserve.

ASSESSMENTS

Description	% of Final Grade		
Discussion groups and Moodle reflection journals	20%		
Assignment #1: Health and Wellness Reflection Paper	25%		
Assignment #2: Health Literacy Project	35 %		
Assignment #3: Determinants of Health Case Study Group Project	20 %		
	100 %		

Certificate in Community and Organizational Leadership

Program Requirements

Certificate in Community and Organizational Leadership (30 credits)

18.0 credits:

- AHSC 230 Interpersonal Communication and Relationships (3.00)
- AHSC 232 Working in Task Groups (3.00)
- AHSC 260 Program Planning, Design and Evaluation (3.00)
- AHSC 270 Introduction to Human Relations Theory and Research (3.00)
- AHSC 315 Interviewing (3.00)
- · AHSC 331 Leadership and Facilitation in Small Groups (3.00)

6.0 credits chosen from one of the following groups:

Organization Development and Change

Community Development

6.0 chosen from:

- · AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3.00)
- AHSC 311 Respecting Diversity in Human Relations (3.00)
- AHSC 335 Power and Conflict Resolution in Human Systems (3.00)
- AHSC 370 Organizational Development and Change: Models and Methods (3.00)
- AHSC 461 Health Promotion (3.00)
- AHSC 475 Organizational and Community Leadership: A Systems Approach (3.00)

Note: Students enrolled in the Certificate in Community and Organizational Leadership program may request permission of the Department to register for AHSC 311, AHSC 335 and AHSC 461.

Organization Development and Change

6.0 credits:

- AHSC 332 Organization Development I (3.00)
- AHSC 425 Organization Development II (3.00)

Community Development

6 credits:

- AHSC 343 Community Development I (3.00)
- AHSC 445 Community Development II (3.00)

Notes

- The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Community and Organizational Leadership. Students may transfer into the certificate program credits earned in an incomplete degree or certificate program or as an Independent student, as approved by a departmental undergraduate advisor, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.
- Admission Requirements: Students are required to complete the 0.00G entrance profile to enter the certificate.
- 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 another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.
- Students are responsible for satisfying their particular program requirements.

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Certificate in Family Life Education

Program Requirements

Certificate in Family Life Education (30 credits)

27.0 credits:

- AHSC 220 Lifespan Growth and Development for Practitioners (3.00)
- AHSC 230 Interpersonal Communication and Relationships (3.00)
- AHSC 232 Working in Task Groups (3.00)
- AHSC 260 Program Planning, Design and Evaluation (3.00)
- · AHSC 312 Sexuality in Human Relations (3.00)
- AHSC 313 Family Communication (3.00)
- AHSC 331 Leadership and Facilitation in Small Groups (3.00)
- AHSC 355 Foundations of Family Life Education (3.00)
- AHSC 434 Human Relations Capstone Experience (3.00)

3.0 credits chosen from:

- · AHSC 311 Respecting Diversity in Human Relations (3.00)
- AHSC 314 Adolescence: Issues and Intervention (3.00)
- · AHSC 316 Adulthood: Patterns and Transitions (3.00)
- AHSC 319 Older Adulthood: Issues and Intervention (3.00)
- · AHSC 322 Fundamentals of Child- and Youth-Care Work (3.00)
- AHSC 461 Health Promotion (3.00)

Note: Students enrolled in the Certificate in Family Life Education program may request permission of the Department to register for AHSC 311, AHSC 312, and AHSC 461.

Notes

- The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Family Life Education. Students may transfer into the certificate program credits earned in an incomplete degree or certificate program or as an Independent student, as approved by a departmental undergraduate advisor, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.
- Admission Requirements: Students are required to complete the 0.00G entrance profile to enter the certificate.
- 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 another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.

• Students are responsible for satisfying their particular program requirements.

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BA Major in Human Relations

Program Requirements

15.0 credits:

- AHSC 220 Lifespan Growth and Development for Practitioners (3.00)
- AHSC 230 Interpersonal Communication and Relationships (3.00)
- AHSC 232 Working in Task Groups (3.00)
- AHSC 260 Program Planning, Design and Evaluation (3.00)
- AHSC 270 Introduction to Human Relations Theory and Research (3.00)
- 6.0 credits:
 - AHSC 311 Respecting Diversity in Human Relations (3.00)
 - AHSC 331 Leadership and Facilitation in Small Groups (3.00)
- 3.0 credits:
 - AHSC 434 Human Relations Capstone Experience (3.00)
- 18.0 credits chosen from one of the following concentrations:

Individual and Small Group Processes Concentration: Major in Human Relations

Community Development Concentration: Major in Human Relations

Organization Development and Change Concentration: Major in Human Relations

Individual and Small Group Processes Concentration: Major in Human Relations (18 credits)

6.0 credits:

· AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3.00)

- · AHSC 400 Advanced Facilitation and Ethics (3.00)
- 3.0 credits of elective courses chosen from the Individual focus list:
 - AHSC 312 Sexuality in Human Relations (3.00)
 - AHSC 314 Adolescence: Issues and Intervention (3.00)
 - AHSC 315 Interviewing (3.00)
 - AHSC 316 Adulthood: Patterns and Transitions (3.00)
 - AHSC 319 Older Adulthood: Issues and Intervention (3.00)
 - AHSC 452 Counselling Skills and Concepts (3.00)
- 6.0 credits of elective courses chosen from the Group focus list:
 - AHSC 313 Family Communication (3.00)
 - AHSC 322 Fundamentals of Child- and Youth-Care Work (3.00)
 - AHSC 335 Power and Conflict Resolution in Human Systems (3.00)
 - AHSC 355 Foundations of Family Life Education (3.00)
 - AHSC 403 Cultivating Creativity and Social Innovation (3.00)
 - AHSC 461 Health Promotion (3.00)
 - AHSC 470 Basic Human Relations Laboratory (3.00)
- 3.0 credits of elective courses at the 400 level chosen from the Individual focus list or the Group focus list

Community Development Concentration: Major in Human Relations (18 credits)

- 6.0 credits:
 - AHSC 343 Community Development I (3.00)
 - · AHSC 445 Community Development II (3.00)

12.0 credits of elective courses with at least three credits at the 400 level, chosen from:

- · AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3.00)
- AHSC 335 Power and Conflict Resolution in Human Systems (3.00)
- AHSC 400 Advanced Facilitation and Ethics (3.00)
- AHSC 411 Social Change and Analysis Methods (3.00)
- AHSC 415 Organizational and Community Sustainability (3.00)
- AHSC 461 Health Promotion (3.00)
- · AHSC 475 Organizational and Community Leadership: A Systems Approach (3.00)

Organization Development and Change Concentration: Major in Human Relations (18 credits)

- 6.0 credits:
 - AHSC 332 Organization Development I (3.00)
 - AHSC 425 Organization Development II (3.00)
- 12.0 credits of elective courses with at least three credits at the 400 level, chosen from:
 - AHSC 315 Interviewing (3.00)
 - AHSC 335 Power and Conflict Resolution in Human Systems (3.00)
 - AHSC 370 Organizational Development and Change: Models and Methods (3.00)
 - · AHSC 403 Cultivating Creativity and Social Innovation (3.00)
 - AHSC 411 Social Change and Analysis Methods (3.00)
 - AHSC 415 Organizational and Community Sustainability (3.00)
 - AHSC 470 Basic Human Relations Laboratory (3.00)
 - · AHSC 475 Organizational and Community Leadership: A Systems Approach (3.00)

Notes

• Students in Human Relations are required to complete the appropriate entrance profile. The entrance profile is 0.00G for Human Relations (see Section 31.002 Programs and Admission Requirements).

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• Students are responsible for satisfying their particular degree requirements.

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Minor in Human Relations

Program Requirements

Minor in Human Relations (30 credits)

12.0 credits:

- AHSC 220 Lifespan Growth and Development for Practitioners (3.00)
- AHSC 230 Interpersonal Communication and Relationships (3.00)
- AHSC 232 Working in Task Groups (3.00)
- AHSC 260 Program Planning, Design and Evaluation (3.00)

3.0 credits:

AHSC 331 Leadership and Facilitation in Small Groups (3.00)

15.0 credits of elective courses chosen from:

- AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3.00)
- AHSC 270 Introduction to Human Relations Theory and Research (3.00)
- AHSC 311 Respecting Diversity in Human Relations (3.00)
- AHSC 312 Sexuality in Human Relations (3.00)
- AHSC 313 Family Communication (3.00)
- · AHSC 314 Adolescence: Issues and Intervention (3.00)
- AHSC 315 Interviewing (3.00)
- AHSC 316 Adulthood: Patterns and Transitions (3.00)
- AHSC 319 Older Adulthood: Issues and Intervention (3.00)
- AHSC 322 Fundamentals of Child- and Youth-Care Work (3.00)
- · AHSC 335 Power and Conflict Resolution in Human Systems (3.00)
- AHSC 451 Counselling Skills and Concepts (6.00)
- AHSC 461 Health Promotion (3.00)
- AHSC 470 Basic Human Relations Laboratory (3.00)

• AHSC 475 Organizational and Community Leadership: A Systems Approach (3.00)

Notes

- Students in Human Relations are required to complete the appropriate entrance profile. The entrance profile is 0.00G for Human Relations (see section Section 31.002 Programs and Admission Requirements).
- Students are responsible for satisfying their particular degree requirements.

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BA Specialization in Recreation and Leisure Studies

Program Requirements

Specialization in Recreation and Leisure Studies (60 credits)

12 credits:

- · AHSC 220 Lifespan Growth and Development for Practitioners (3.00)
- AHSC 230 Interpersonal Communication and Relationships (3.00)
- AHSC 241 Recreation and Leisure in Contemporary Society (3.00)
- AHSC 260 Program Planning, Design and Evaluation (3.00)

21 credits:

- AHSC 321 Historical Foundations of Leisure and Recreation (3.00)
- AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3.00)
- AHSC 361 Leisure Services Leadership (3.00)
- AHSC 371 Community Recreation Planning (3.00)
- AHSC 380 Quantitative Research Methods for Practitioners (3.00)
- AHSC 382 Qualitative Research Methods for Practitioners (3.00)
- AHSC 385 Social Psychology of Leisure (3.00)

9 credits:

- AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3.00)
- · AHSC 431 Recreation and Leisure Studies Seminar (3.00)
- AHSC 442 Community Development and Leisure (3.00)

6 credits:

- AHSC 437 Internship in Recreation and Leisure Studies (6.00)
- 12 credits of elective courses chosen from either Recreation Programming Group or Recreation Administration Group

Recreation Programming Group (12 credits)

12.0 credits, with at least three credits at the 400 level, chosen from:

- AHSC 281 Introduction to Therapeutic Recreation (3.00)
- AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3.00)
- · AHSC 310 Tourism in Canada (3.00)
- AHSC 311 Respecting Diversity in Human Relations (3.00)
- AHSC 323 Gender and Leisure (3.00)
- AHSC 333 Leisure and the Environment (3.00)
- AHSC 360 Play, Adult Learning and Development (3.00)
- AHSC 403 Cultivating Creativity and Social Innovation (3.00)
- AHSC 421 Political and Legal Aspects of Leisure Services (3.00)
- · AHSC 422 Youth and Leisure (3.00)
- AHSC 444 The Older Adult and Leisure (3.00)
- · AHSC 461 Health Promotion (3.00)
- AHSC 490 Independent Study I (3.00)
- AHSC 491 Independent Study II (3.00)

Recreation Administration Group (12 credits)

- 12 credits, with at least three credits at the 300 level, chosen from:
 - COMM 229 Managing People in Organizations (3.00)
 - MANA 201 Introduction to Business and Management (3.00)
 - MANA 202 Human Behaviour in Organizations (3.00)
 - MANA 298 Business Law (3.00)
 - MANA 300 Entrepreneurship: Launching Your Business (3.00)
 - MANA 343 Communication and Negotiation (3.00)
 - MANA 374 Sustainable Management (3.00)

Notes

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- Students in Recreation and Leisure Studies are required to complete the appropriate entrance profile. The entrance
 profile is 0.00G for Recreation and Leisure Studies.
- Students are responsible for satisfying their particular degree requirements.

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BA Major in Recreation and Leisure Studies

Program Requirements

Major in Recreation and Leisure Studies (42 credits)

12.0 credits:

- AHSC 220 Lifespan Growth and Development for Practitioners (3.00)
- AHSC 230 Interpersonal Communication and Relationships (3.00)
- AHSC 241 Recreation and Leisure in Contemporary Society (3.00)
- AHSC 260 Program Planning, Design and Evaluation (3.00)

15.0 credits:

- AHSC 321 Historical Foundations of Leisure and Recreation (3.00)
- AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3.00)
- AHSC 361 Leisure Services Leadership (3.00)
- AHSC 371 Community Recreation Planning (3.00)
- AHSC 385 Social Psychology of Leisure (3.00)

6.0 credits:

- AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3.00)
- AHSC 442 Community Development and Leisure (3.00)
- 9.0 credits of elective courses with at least three credits at the 400 level, chosen from:
 - AHSC 281 Introduction to Therapeutic Recreation (3.00)
 - AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3.00)
 - AHSC 310 Tourism in Canada (3.00)
 - AHSC 311 Respecting Diversity in Human Relations (3.00)
 - AHSC 323 Gender and Leisure (3.00)

- AHSC 333 Leisure and the Environment (3.00)
- AHSC 360 Play, Adult Learning and Development (3.00)
- AHSC 403 Cultivating Creativity and Social Innovation (3.00)
- AHSC 421 Political and Legal Aspects of Leisure Services (3.00)
- AHSC 422 Youth and Leisure (3.00)
- AHSC 444 The Older Adult and Leisure (3.00)
- AHSC 461 Health Promotion (3.00)

Notes

- Students in Recreation and Leisure Studies are required to complete the appropriate entrance profile. The entrance profile is 0.00G for Recreation and Leisure Studies.
- Students are responsible for satisfying their particular degree requirements.

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BA Specialization in Human Relations

Program Requirements

Specialization in Human Relations (60 credits)

15.0 credits:

- AHSC 220 Lifespan Growth and Development for Practitioners (3.00)
- AHSC 230 Interpersonal Communication and Relationships (3.00)
- AHSC 232 Working in Task Groups (3.00)
- · AHSC 260 Program Planning, Design and Evaluation (3.00)
- AHSC 270 Introduction to Human Relations Theory and Research (3.00)

12.0 credits:

- AHSC 311 Respecting Diversity in Human Relations (3.00)
- AHSC 331 Leadership and Facilitation in Small Groups (3.00)
- AHSC 380 Quantitative Research Methods for Practitioners (3.00)
- AHSC 382 Qualitative Research Methods for Practitioners (3.00)

33.0 credits chosen from one of the following concentrations:

Individual and Small Group Processes Concentration: Specialization in Human Relations

Family Science and Youth Concentration: Specialization in Human Relations

Community Development Concentration: Specialization in Human Relations

Organization Development and Change Concentration: Specialization in Human Relations

Individual and Small Group Processes Concentration: Specialization in Human Relations (33 credits)

- 6.0 credits:
 - AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3.00)
 - · AHSC 400 Advanced Facilitation and Ethics (3.00)
- 6.0 credits chosen from:
 - AHSC 436 Internship in Youth and Family Work (6.00)
 - AHSC 439 Internship in Human Relations (6.00)
- 9.0 credits of elective courses chosen from the Individual focus list courses below:
 - AHSC 312 Sexuality in Human Relations (3.00)
 - AHSC 314 Adolescence: Issues and Intervention (3.00)
 - AHSC 315 Interviewing (3.00)
 - AHSC 316 Adulthood: Patterns and Transitions (3.00)
 - AHSC 319 Older Adulthood: Issues and Intervention (3.00)
 - AHSC 452 Counselling Skills and Concepts (3.00)
- 12.0 credits of elective courses chosen from the Group focus list courses below:
 - AHSC 313 Family Communication (3.00)
 - AHSC 322 Fundamentals of Child- and Youth-Care Work (3.00)
 - · AHSC 335 Power and Conflict Resolution in Human Systems (3.00)
 - AHSC 355 Foundations of Family Life Education (3.00)
 - · AHSC 403 Cultivating Creativity and Social Innovation (3.00)
 - AHSC 461 Health Promotion (3.00)
 - · AHSC 470 Basic Human Relations Laboratory (3.00)

Note: Three of the 21 credits of elective courses must be chosen at the 400 level.

Family Science and Youth Concentration: Specialization in Human Relations (33 credits)

15.0 credits:

- AHSC 312 Sexuality in Human Relations (3.00)
- AHSC 313 Family Communication (3.00)
- AHSC 320 Family and Youth Legislation (3.00)
- AHSC 355 Foundations of Family Life Education (3.00)
- · AHSC 465 Parent-Child Relations (3.00)
- 6.0 credits:
 - AHSC 436 Internship in Youth and Family Work (6.00)
- 12.0 credits of elective courses with at least three credits at the 400 level, chosen from:
 - AHSC 314 Adolescence: Issues and Intervention (3.00)
 - AHSC 316 Adulthood: Patterns and Transitions (3.00)
 - AHSC 319 Older Adulthood: Issues and Intervention (3.00)
 - AHSC 322 Fundamentals of Child- and Youth-Care Work (3.00)
 - AHSC 343 Community Development I (3.00)
 - AHSC 398 Selected Topics in Applied Human Sciences (3.00)
 - AHSC 400 Advanced Facilitation and Ethics (3.00)
 - AHSC 445 Community Development II (3.00)

Community Development Concentration: Specialization in Human Relations (33 credits)

- 6.0 credits:
 - AHSC 343 Community Development I (3.00)
 - AHSC 445 Community Development II (3.00)

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- 6.0 credits:
 - · AHSC 439 Internship in Human Relations (6.00)
- 21.0 credits of elective courses with at least three credits at the 400 level, chosen from:
 - AHSC 225 Principles of Experiential and Action Learning and the Reflective Practitioner (3.00)
 - AHSC 335 Power and Conflict Resolution in Human Systems (3.00)
 - AHSC 400 Advanced Facilitation and Ethics (3.00)
 - AHSC 403 Cultivating Creativity and Social Innovation (3.00)
 - · AHSC 411 Social Change and Analysis Methods (3.00)
 - · AHSC 415 Organizational and Community Sustainability (3.00)
 - AHSC 461 Health Promotion (3.00)
 - AHSC 475 Organizational and Community Leadership: A Systems Approach (3.00)

Organization Development and Change Concentration: Specialization in Human Relations (33 credits)

- 6.0 credits:
 - AHSC 332 Organization Development I (3.00)
 - AHSC 425 Organization Development II (3.00)
- 6.0 credits:
 - AHSC 439 Internship in Human Relations (6.00)
- 21.0 credits of elective courses with at least three credits at the 400 level, chosen from:
 - AHSC 315 Interviewing (3.00)
 - AHSC 335 Power and Conflict Resolution in Human Systems (3.00)

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- · AHSC 370 Organizational Development and Change: Models and Methods (3.00)
- AHSC 400 Advanced Facilitation and Ethics (3.00)
- AHSC 403 Cultivating Creativity and Social Innovation (3.00)
- AHSC 411 Social Change and Analysis Methods (3.00)
- AHSC 415 Organizational and Community Sustainability (3.00)
- AHSC 461 Health Promotion (3.00)
- AHSC 470 Basic Human Relations Laboratory (3.00)
- AHSC 475 Organizational and Community Leadership: A Systems Approach (3.00)

Notes

- Students in Human Relations are required to complete the appropriate entrance profile. The entrance profile is 0.00G for Human Relations (see Section 31.002 Programs and Admission Requirements).
- Students are responsible for satisfying their particular degree requirements.

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5 of 5 113 of 113 2024-10-23, 3:51 p.m.

Graduate Program Regular Curriculum Change - SGS-SGS-5634 - VERSION: 1

Summary and Rationale for Changes

Following a brief benchmarking exercise and subsequent to this year's inaugural offering of the microprogram, the School of Graduate Studies proposes to change the name to 'Sustainability Perspectives Graduate Microprogram'. This revised nomenclature more accurately reflects the scope of the program and highlights its interdisciplinary nature.

 $Graduate\ Program\ Regular\ Curriculum\ Change\ -\ SGS-SGS-5634\ -\ VERSION: 1$

Resource Implications

There are no resources implications.

Graduate Program Regular Curriculum Change - SGS-SGS-5634 - VERSION: 1

Summary of Committee Discussion: Editorial review

For Submission to:

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Approved by:

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Summary of Committee Discussion: GCC approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning, APC, 17 Oct 2024

Approved by:

Rachel Berger, Associate Dean, Academic Programs and Development, GCC, 16 Sep 2024

The GCC approved the enclosed curriculum changes in their final form (GCC 2425 1 D4). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

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Approved by:

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Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

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Approved by:

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<u>Summary of Changes (Graduate Program Regular Curriculum Change)</u>

Program Changes:

	Suspend Admissions	Type	Program Title Change	Program Require- ments Change	Program	Change to Total Credit Value of Program	Change to Primary Campus
Sustainability Perspectives Graduate Microprogram Change			X				
Sustainability Perspectives Graduate Microprogram Change			X	X			

Graduate Program Regular Curriculum Change - SGS-SGS-5634 - VERSION: 1

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Sustainability Perspectives Graduate Microprogram -- Name Change

Calendar Section Name: Sustainability Perspectives Graduate

Microprogram

Calendar Section Type: Program

Description of Change: Sustainability Perspectives Graduate

Microprogram Change

Proposed: Graduate Curriculum Changes **Faculty/School:** School of Graduate Studies

Department: School of Graduate Studies Calendar publication date: 2024/2025/Winter

Program Name: Sustainability Perspectives Graduate Microprogram Planning and Promotion: 01 Jan 0001

Program Type: Effective/Push to SIS date: 01 Jan 0001

Degree: Implementation/Start date: 01 Dec 2024

Path: Graduate > See Fall 2024 Graduate Calendar > Programs > School of Graduate Studies Programs > Graduate Microprogram >

Sustainability Microprogram > Degree Requirements

Type of Change: Program Change

Present Text calendar

credits Sustainability Perspectives Graduate Microprogram credits Sustainability Perspectives Graduate Microprogram

Proposed Text

Rationale:

Following a brief benchmarking exercise and subsequent to this year's inaugural offering of the microprogram, the School of Graduate Studies proposes to change the name to 'Sustainability Perspectives Graduate Microprogram'. This revised nomenclature more accurately reflects the scope of the program and highlights its interdisciplinary nature.

Resource Implications:

There are no resource implications.

Graduate Program Regular Curriculum Change - SGS-SGS-5634 - VERSION: 1

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Sustainability Perspectives Graduate Microprogram -- Name Change

Calendar Section Name: Sustainability Perspectives Graduate

Microprogram

Calendar Section Type: Program

Description of Change: Sustainability Perspectives Graduate

Microprogram Change

Proposed: Graduate Curriculum Changes **Faculty/School:** School of Graduate Studies

Department: School of Graduate Studies Calendar publication date: 2024/2025/Winter

Program Name: Sustainability MicroprogramPlanning and Promotion: 01 Jan 0001Program Type: Course-basedEffective/Push to SIS date: 01 Jan 0001Degree: Micro ProgramImplementation/Start date: 01 Dec 2024

Path: Graduate > See Fall 2024 Graduate Calendar > Programs > School of Graduate Studies Programs > Graduate Microprogram >

Sustainability Microprogram > Degree Requirements

Type of Change: Program Change

Present Text calendar

Proposed Text

8 credits Sustainability Microprogram

8 credits Sustainability Perspectives Graduate Microprogram

8 credits: 8 credits:

SUST 601 Perspectives on Sustainability (8) SUST 601 Perspectives on Sustainability (8)

Rationale:

Following a brief benchmarking exercise and subsequent to this year's inaugural offering of the microprogram, the School of Graduate Studies proposes to change the name to 'Sustainability Perspectives Graduate Microprogram'. This revised nomenclature more accurately reflects the scope of the program and highlights its interdisciplinary nature.

Resource Implications:

There are no resource implications.

Impact Report



Internal Memorandum

To: Members of Senate

From: Anne Whitelaw, Provost and Vice-President, Academic

Date: November 1, 2024

Re: Academic Update

Announcements and Key Items

Thank you to everyone who participated in Open House on October 26 – the day was a great success. We welcomed 8.8% more visitors from Quebec and while we had a decline of 27% in visitors from the rest of Canada, we still had more visitors than in 2023 – with an overall 3.3% increase in participants. Thank you again for all your hard work in making this event a success.

Vanier Library on the Loyola campus was inaugurated 60 years ago this year, on October 27, 1964. Now, with over 800 seats and 400,000 volumes on three floors, it continues to welcome the university community and the public with its serene atmosphere, helpful staff, and wonderful special collections. We will be celebrating Vanier throughout the coming year.

Accolades

Concordia received wonderful news from the Royal Society of Canada, with new fellows and medal Awardees. Three new Royal Society of Canada fellows were announced:

- Ann English, Distinguished Professor Emerita (Chemistry and Biochemistry)
- David Howes (Sociology and Anthropology)
- Muthukumaran Packirisamy (Mechanical, Industrial and Aerospace Engineering)

In addition, Xia Li (Chemical and Materials Engineering) was inducted into the College of New Scholars, Artists and Scientists; Catherine Mulligan (Building, Civil and Environmental Engineering) was awarded the Miroslaw Romanowski Medal for her pioneering work in sustainable environmental engineering; and Steven High (History) received the J.B. Tyrrell Medal for his contributions to Canadian history.

Claudine Mangen (Accountancy) was recently appointed the 2024 Chair on Gender by the *Institut du Genre* at the *Centre National de la Recherche Scientifique* in France. The chair was created to promote research and research collaborations on gender inequalities.

Allison Peacock, PhD candidate in Humanities, has been recognized by the *Fonds de recherche du Québec* for the *Prix Relève étoile Paul-Gérin-Lajoie*. Her article, titled "Intuitive Fitness" has been published in the <u>Public (Intellect Discover)</u>.

Mitch Mitchell (Studio Arts) has donated a portable printing press to the Department of Studio Arts, alongside establishing the annual <u>Claude Truman Mitchell Press Award</u>. This new prize will provide a high-achieving Print Media student with a custom intaglio press. The award, made possible by Mitchell Press Works, gives top graduates a valuable tool to advance their careers.

Kenneth Woods Portfolio Management Program students secured 1st place in the inaugural Canadian Student Investment Fund Case Competition. The program is celebrating its 25th anniversary and this is a great way to kick off the occasion.

Mihaela Iordanova (Psychology) was <u>named Deputy Editor-in-Chief of the eNeuro Editorial Board</u>, from the Society for Neuroscience. Iordanova studies the behavioral and neural mechanisms that guide learning and has served as co-director of the Centre for Studies in Behavioral Neurobiology since 2021.

Recently, JMSB's MBA was ranked number two in Canada by Bloomberg's Best B-Schools MBA ranking, and first in Quebec.

After being named among 30 artists longlisted for this year's Sobey Art Award, Concordia alumnus Nico Williams (MFA 21), representing the region of Quebec, has now been shortlisted among the six finalists. Williams, a member of the Aamijiwnaang First Nation near Sarnia, Ontario, was the recipient of the 2021 Claudine and Stephen Bronfman Fellowship in Contemporary Art.

Clara Gutsche, MFA 86, a Montreal-based photographer and part-time faculty member in the Department of Studio Arts, is the <u>winner of the 14th-annual Scotiabank Photography Award</u>. As Canada's largest and most prestigious award for photography, the prize honours mid-to-late career artists for their contributions to Canadian photography.

Marielle Nitoslawska, a groundbreaking Polish Canadian filmmaker and the first woman to teach cinematography at Concordia's Mel Hoppenheim School of Cinema, is bidding farewell to the university after 35 years. Over her tenure, she has inspired countless students with her innovative approach, earning accolades including the Faculty of Fine Arts Distinguished Teaching Award in 2006. Looking ahead, she plans to focus on her research project, *Borderlands*, which examines her family's roots and the complexities of cultural identity along Poland's shifting eastern borders. Students and colleagues celebrate her legacy as a "force of nature" and a mentor who profoundly shaped their artistic journeys.

The newly designed Fine Arts website recently won a *Best of District I Award* from the Council for Advancement and Support of Education (CASE), recognizing innovative and creative advancement work within higher education institutions across the northeast. This award celebrates the team's efforts in creating a dynamic, user-friendly platform that highlights the richness and diversity of our programs, students, and faculty. This achievement will be celebrated at the CASE District I Annual Conference in Boston in March 2025.

Abdelhak Bentaleb (Computer Science and Software Engineering) secured funding from NSERC, Mitacs, and industry partner InterDigital Canada Ltée for a project addressing smoother and more efficient data transmission techniques. The 36-month initiative, valued at \$240,000, focuses on addressing bandwidth/latency issues in volumetric media (VM), which is media that captures a three-dimensional space, such as holograms or virtual reality environments, to enhance the VM industry in Canada. InterDigital Canada Ltée has agreed to pay a lump-sum royalty payment in the amount of \$90,000 over three years for any intellectual property developed during the course of the project.

Aaron Derfel (Journalism), <u>won the Canadian Association of Journalists' McGillivray Award</u> for a series that "exposed egregious failures in care" in the ER of the Lakeshore General Hospital.

Also in the Department of Journalism, AJ Cordeiro was named one of the two <u>inaugural recipients of the new Omar Sachedina/CTV News Fellowship by the Radio Television Digital News Association of Canada (RTDNA).</u>

Mireille Paquet (Political Science) received \$1.2 million from the Fonds de recherche du Québec to establish the Réseau de recherche sur l'immigration, l'intégration et les relations interculturelles au Québec (RQ3I) with fellow researchers from Université de Montréal and Université Laval. It is the first bilingual network of its kind in Canada.

John Lee Clark, a PhD student at Concordia's Humanities Interdisciplinary program, has been awarded the 2024 Miriam Aaron Roland Graduate Fellowship, worth \$100,000. A renowned DeafBlind poet and researcher, Clark's work is centered around Protactile—a new language emerging within the DeafBlind community.

Emad Shihab (Computer Science and Software Engineering) received the Most Influential Paper Award at the International Conference on Software Maintenance and Evolution. This award recognizes his research on improving software maintenance, a critical aspect of modern technology.

The work of GCS's Khaled Galal, Belal Abdelrahman, Alexis Gosselin, Riccardo Gioia, and Duncan Chisholm has led to Concordia being named a regional finalist for the Grands Prix de la CNESST for the second year in a row. Their innovative project to safeguard a high-capacity testing frame in the Structures and Infrastructure Testing Laboratory highlighted Concordia's commitment to improving occupational health and safety at the Gina Cody School.

New Initiatives

Concordia Library, in collaboration with McGill Libraries and eConcordia, is pleased to announce a series of foundational micromodules on Generative Artificial Intelligence (GenAI) specifically designed for faculty – GenAI Quickstart: Foundations for Faculty. Content was developed by librarians at both Concordia and McGill, and by experts from Concordia's Centre for Teaching & Learning and the Digital Transformation Office. Nine short modules (10 minutes each) cover the basics of how GenAI works, and outline possible uses in teaching, learning, research and everyday tasks. There are also modules on responsible use and privacy/security considerations. The goal is to ensure all faculty members have a level of knowledge that allows them to engage in conversations about how GenAI might affect higher education and to prepare them for experimenting with the many tools that are quickly becoming available to both faculty and students.

Concordia's <u>Public Art Advisory Committee</u> was formed this past summer and convened for the first time on September 30th, after which the Curatorial Sub-Committee was formed. The activation of these committees is part of the implementation of the <u>Public Art Policy</u>. On September 27th <u>Concordia's Public Art Collection</u> was featured during guided tours under the theme Collectivité as part of our third year participating in <u>Les journées de la culture</u>, in partnership with <u>Art Public Montreal</u>. Each year attendance grows.

The Library launched a new Instructional Services vision for empowering members of the Concordia community to interact with and think critically about information and digital landscapes. The Instructional Services learning outcomes and priority topics are outlined on new web pages, which also explain the various ways that Concordia's course instructors can collaborate with librarians in these areas.

As part of the new vision, the Library has launched the <u>Critical Toolkit for Navigating Information</u>. This online resource offers concise units with information and activities to support students in gaining critical perspectives on such topics as misinformation, algorithmic effects, deepfakes, bias in information search, choosing search tools, and visually representing data.

A <u>new mural</u> on Concordia's Sir George Williams Campus, located at the corner of De Maisonneuve Boulevard and Mackay Street, now celebrates the career of renowned photographer and professor emeritus Gabor Szilasi. Szilasi, who taught at Concordia from 1980 to 1995, is a major figure in Canadian photography. Painted by Rafael Sottolichio and produced by MU, a charitable organization dedicated to enhancing Montreal's public spaces, the mural is part of the city's *Programme d'art mural*. It honors Szilasi's legacy while enriching the local community and Concordia's artistic environment.

A partnership between Concordia's Art Volt and La Centrale galerie Powerhouse is providing significant opportunities for recent fine arts alumni through a Curatorial Residency and a Cultural Mediation Internship. This collaboration, coinciding with both organizations' 50th anniversaries, aims to engage younger artists in curatorial practices while supporting feminist multidisciplinary approaches. Recent graduates Mila Figuet, a cultural mediation intern, and curatorial duo Ally Rosilio and Olivia Vidmar are working to develop activities, and a window exhibition inspired by La Centrale's archives. Their projects will culminate in a vernissage in December, showcasing the gallery's history and community engagement as it celebrates this milestone.

Brewing Success is a new initiative from the School of Graduate Studies (SGS) that focuses on providing career-related panels tailored specifically for graduate students. For the Fall 2024 semester, SGS has organized five panels ranging from pursuing a postdoctoral degree, tips and advice to succeed in the academic and non-traditional career paths, as well as tailored career advice specifically for our international students. The first panel for international students took place on September 27 and was well received by the 43 students in attendance and five panelists. The second panel was held on October 24 at TandemLaunch, a Montreal start-up foundry focused on commercialization of university research. Brewing Success is inviting Concordia alumni and industry experts as panelists to ensure our students obtain the most up-to-date professional information while facilitating the opportunity for our students to build relationships and grow their professional network.

The summer of 2024 marked the creation of the new <u>Institute for Research on Migration and Society</u> (<u>IRMS</u>), the hub for immigration research at Concordia University, with partners in Montreal, across Quebec and Canada and international collaborations.

Earlier this month, Concordia has signed a new memorandum of understanding with the National Research Council of Canada to advance the development of an innovation hub on battery research at the Shawinigan campus. This is great news as the Gina Cody School will be involved with researchers mainly from Chemical and Materials Engineering and who are involved in Volt-Age.

Events – upcoming

We are excited to announce Concordia's fifth annual Digital Skill-Share Days event, an opportunity to exchange knowledge and digital skills, happening on February 11 and 12. By participating in this community-led, crowd-sourced learning experience, faculty and staff can share and/or enhance their digital skills. The call for session proposals is now open with a deadline of November 18. The planning committee is looking forward to another slate of excellent proposals from colleagues across the university. Submit your ideas for virtual learning sessions today!

Cinéma du Musée and Concordia University are collaborating on a special film series <u>celebrating 50</u> <u>years of cinema</u> as part of Concordia's 50th anniversary. Running monthly from September 2024 to May 2025, the series features nine films curated by Dr. Martin Lefebvre, Professor at Concordia's Mel Hoppenheim School of Cinema, and Jean-François Lamarche, Head of Programming at Cinéma du Musée. The selected films, from 1974 and 1975, highlight a pivotal era in cinema, blending critically acclaimed works with lesser-known gems that reflect the rise of art-house cinema alongside blockbusters.

The FOFA Gallery has opened a new exhibition, $\underline{Ilagiit/Relatives}$, curated by Heather Igloliorte and Taqralik Partridge, featuring contemporary Inuit artists from across Inuit Nunaat. The exhibit explores Inuit ways of being in relation to community, land, generations, and belongings through various mediums such as painting, video, textiles, ceramics, and photography. $\underline{Ilagiit/Relatives}$ is part of the $\mathcal{P}^{\alpha} - \mathcal{C}^{\dot{\beta}} = \mathcal{C}^{\alpha}$ Qinnirajaattuq / Ripples: Making Waves in Inuit Art symposium, hosted by Inuit Futures in Arts Leadership from November 6 to 8. The exhibition catalogue will also be launched during the symposium.

Events - past

Members of the Next-Generation Cities Institute hosted and actively participated in several sessions of the innovate4cities conference. The international conference was held from September 10 to 12 in Montreal. As an outcome, MOUs are in preparation to collaborate on future projects and initiatives with the new Montreal office of UN-HABITAT, the Global Covenant of Mayors, and the Federation of Canadian Municipalities.

On September 26, the Media History Research Centre successfully hosted the first of a series of public talks and discussions on recent media history. Fenwick McKelvey (Communications Studies) discussed his forthcoming book, *Voter_Machine_World*, under contract with MIT Press. McKelvey shared insights into his research, exploring America's historical reliance on computers to address political challenges. https://milieux.concordia.ca/event/an-introduction-to-voter_machine_world-with-fenwick-mckelvey/ And on October 11, McKelvey and other researchers explored governance at the Montreal Al Symposium, and argued for an interdisciplinary approach to address regulation challenges.

The Library celebrated <u>open access</u> by clustering open access-related activities throughout the entire month of October. The month concluded with two events in 4th Space on October 28: 1) "Community Over Commercialization," conversations to explore ways to prioritize open scholarship that best serve the public and the academic community (an event coordinated by Scholarly Publishing Librarian Rachel Harris) and 2) "How Do You Picture It?: A Presentation and Discussion on Alt-Texts and Art Books"

(presented by Concordia University Press and Mehrnoosh Alborzi). The fall semester application period for Open Textbook Grants for faculty also coincided with Open Access Month.

On October 1, SHIFT hosted a public discussion of their ongoing research collaboration with Tka:nios, an intergenerational initiative by Kahnawake community members to reclaim traditional Haudenosaunee ways of life through nurturing local foodways and advancing food sovereignty, and researchers from Concordia's Centre for Engineering in Society. "Ways of Knowing: Community-Led Research for Indigenous Food Sovereignty" explored how traditional knowledge and academic research can come together to support Indigenous self-determination and foster deeper connections between communities and universities.

On October 2, the Leonard & Bina Ellen Art Gallery hosted its annual Artist-Run Rendezvous, in collaboration with the Office of the Dean FoFA, Academic and Student Affairs. Held annually as part of the university's beginning of term activities, the Artist-Run Rendezvous is an event for students of all degree levels to meet representatives from some of Montréal's most exciting artist-run centres. The gallery hosted 20 presenters and received 80 visitors.

Concordia' Faculty of Fine Arts hosted the 60th Annual Conference of the International Council for Arts Deans, in collaboration with the Canadian Association of Fine Arts Deans October 8 to 11. The conference, titled *Celebrating the Privilege of Arts Leadership: Nurturing Cultures of Caring and Accountability,* brought together arts leaders to discuss the evolving role of arts education in fostering communities of care and accountability. Attendees visited Concordia University, McGill University, and other cultural venues in Montreal, including tours of Concordia's Milieux Institute for new media, digital culture, and sustainability initiatives, as well as the Art Volt program, which supports graduates transitioning into the professional art world.

Career Advising and Professional Success (Student Success Centre) hosted its first university-wide Concordia Career Fair on October 10 and 11 in the EV-atrium, bringing together nearly 70 companies and more than 2,800 students from all four Faculties. Recruiters noted the students' readiness and professionalism, while students valued the opportunity to explore potential career paths and make connections.

As part of its strategic goal to cultivate strong and sustainable partnerships, JSMB was proud to host members from France's Emlyon Business School on October 17. JMSB is embarking on an exciting collaboration and looks forward to the value it will bring to our students.

The School of Health served as co-organizers and co-host of the 2024 Canada Gairdner Award Laureates Lecture which featured Pascal Mayer and Bonnie L. Bassler on October 21st. Students and guests had an opportunity to tour the PERFORM Centre facilities and learn more about the innovative research and experiential learning opportunities offered at the School.

On October 25, SHIFT staff presented at "Enhancing the Reach of Action Research" a symposium for the International Journal of Action Research held at UQAM. SHIFT joined a panel discussion around transforming higher education for an audience of local and international researchers and practitioners.

On October 28, the Office of Community Engagement hosted the *Chaire-réseau sur la jeunesse du Québec* for an event to launch a French-language toolkit for researchers on collaborative research with Indigenous youth. And on October 29, the Office collaborated with the Abundant Intelligences research

program to host a public conversation as part of the University of the Streets Cafe series. The event, which took place at the daphne art centre, explored the possibility of using AI as a tool to preserve, protect and transmit Indigenous cultural and artistic practices.

At 4thSpace, the warm fall season provided a chance to keep the street-side doors open and welcome some new collaborators and fresh perspectives.

- 4th Space hosted the Concordia Food Coalition for Reimagining Campus Cuisine a wide-ranging discussion about food at Concordia. The event brought together multiple perspectives on the practical challenges and strategies of making food services more sustainable and community focused. This diverse group included Joshna Maharaj, a chef and food activist, Louis-Simon Larrivée Director of Projet Sol, Erik Chevrier from the Social Justice Centre, Oliver de Volpi from Food Services, Simona Bobrow of the People's Potato and Sabrina Lavoie from the VP Services & Sustainability office. Julianna Smith from the Concordia Student Union moderated.
- The Concordia University Press celebrated the launch of its new title: Family and Justice in the
 Archives. The book is co-edited by history professor Peter Gossage and current PhD researcher
 Lisa Moore. Both joined up with other scholars and researchers who contributed for a deep dive
 into the challenges and ethics of historical research in legal archives.
- As one of our first collaborations with the new School of Health, 4th Space worked with Dr.
 Angela Alberga and her team to host a panel discussion and workshop series as part of the
 International Weight Bias Summit. Dr. Ximena Ramos Salas from Bias180 delivered a keynote
 that was followed by a practical discussion with practitioners and researchers exploring ways to
 improve and implement change to reduce weight stigma in health care.
- For the next installment in the Closer Look series, 4th Space's mobile cameras caught up with
 Jackie Martin, Urban Agriculture & Biodiversity Coordinator at the Office of Sustainability. She
 was on site at Loyola to show us around some of the new projects happening on the campus –
 the ongoing tree planting project, the no-mow zone, a wildlife tracking data station and a longterm project monitoring the sonic communities of bats!



SENATE OPEN SESSION Meeting of November 8, 2024

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Program: Minor in Black and African Diaspora Studies in the Canadian Context (AS-INTE-5555) (the "Program")

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new Minor in Black and African Diaspora Studies in the Canadian Context (AS-INTE-5555).

BACKGROUND:

The Faculty of Arts and Science is submitting a dossier for a new 24-credit Program. The Canadian context in this minor draws attention to the specific context of the development of Black Studies in the Canadian academy and the related socio-historical circumstances that define Blackness in Canada.

Out of the three mandatory core courses, two courses (BLST 200 - Introduction to Black Studies in the Canadian Context and BLST 210 - Black Montreal) have a specifically Canadian focus. BLST 200 and 210 examine Black people's history, culture, and experiences in Canada as a whole and in Montreal respectively. Students will learn about significant events, figures, and themes that have shaped the Black Canadian experience. This includes studying texts written by Black scholars, learning about the different cultures within Black communities in Canada, and understanding the ideas and debates that have emerged from their experiences. Additionally, BLST 200 includes community engagement research or service learning project with local Black communities and organizations—this is one strategy to make the Black Studies program more grounded in the Canadian reality, while still honouring the broader themes and histories of the African diaspora.

In response to the report from the President's Task Force on Anti Black Racism, this Program will allow students in the university to acquire knowledge on Black Studies related to global Black communities' political, intellectual, artistic and activist contributions. Whenever feasible, course instructors will draw connections and comparisons between the experiences of Black Canadians and Black communities in other parts of the world, while simultaneously highlighting the distinct features of the Canadian context. Particularly, these Black diasporic connections and intellectual traditions emerging from Africa and the Caribbean are foundational to the study of Blackness in Canada.

The Program was recommended for Senate approval by the APC at its meeting of October 15, 2024.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new program Minor in Black and African Diaspora Studies in the Canadian Context (AS-INTE-5555), as detailed in the attached document.

PREPARED BY:

Name: Secretary of Senate Date: October 30, 2024



ACADEMIC PROGRAMS COMMITTEE Sandra Gabriele, PhD October 15, 2024

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

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

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

Office of the Registrar

OOR-OOR-5560; APC-2024-6-D6

• Regulation/Requirements Change

OOTR-OOTR-5681; APC-2024-6-D7

• Regulation/Requirements Change

OOR-OOR-5367; APC-2024-6-D9

• Regulation/Requirements Change

Faculty of Arts and Science

Department of Applied Human Sciences

AS-AHSC-5513; **APC-2024-6-D4**

• Program Title Change from Certificate in Community Service to Certificate in Community and Organizational Leadership

Interdisciplinary Studies

AS-INTE-5555; **APC-2024-6-D2**

 New Program: Minor in Black and African Diaspora Studies in the Canadian Context

Loyola College for Diversity and Sustainability

AS-LOYC-5550; APC-2024-6-D1

• New Program: Microprogram in Sustainability Principles

Graduate Curriculum Proposals (Changes for the Winter 2025 Calendar)

School of Graduate Studies

SGS-SGS-5634; **APC-2024-6-D10**

• Program Title Change from Sustainability Microprogram to Sustainability Perspectives Graduate Microprogram

Sandra Gabriele, PhD

Statricle

Vice-Provost, Innovation in Teaching and Learning

October 15, 2024

Summary and Rationale for Changes

Within the Interdisciplinary Studies section of the Undergraduate Calendar, the Faculty of Arts and Science is submitting a dossier for a new 24-credit Minor in Black and African Diaspora Studies in the Canadian Context. Reference to the Canadian context in this minor draws attention to the specific context of the development of Black Studies in the Canadian academy and the related socio-historical circumstances that define Blackness in Canada. Thus, the program structure emerges from an understanding of Blackness in Canada through the intersections of Canadian colonial and settler history, immigration and Africandiaspora and Caribbean intellectual traditions and lived experiences, cultural expressions and representations. More specifically, out of the three mandatory core courses, two courses (BLST 200 Introduction to Black Studies in the Canadian Context and BLST 210 Black Montreal) have a specifically Canadian focus. BLST 200 and 210 examine Black people's history, culture, and experiences in Canada as a whole and in Montreal respectively. Students will learn about significant events, figures, and themes that have shaped the Black Canadian experience. This includes studying texts written by Black scholars, learning about the different cultures within Black communities in Canada, and understanding the ideas and debates that have emerged from their experiences. Additionally, BLST 200 includes a community engagement research or service learning project with local Black communities and organizations-this is one strategy to make the Black Studies program more grounded in the Canadian reality, while still honouring the broader themes and histories of the African diaspora.

Responding to the report from the President's Task Force on Anti Black Racism, this program would allow students in the university to acquire knowledge on Black Studies related to global Black communities' political, intellectual, artistic and activist contributions. Whenever feasible, course instructors will draw connections and comparisons between the experiences of Black Canadians and Black communities in other parts of the world, while simultaneously highlighting the distinct features of the Canadian context. Particularly, these Black diasporic connections and intellectual traditions emerging from Africa and the Caribbean are foundational to the study of Blackness in Canada.

The proposal was developed by a working group for the interdisciplinary Minor, led by Angélique Willkie, Associate Professor in the Department of Contemporary Dance and Chair of the President's Task Force on Anti-Black Racism and Christiana Abraham, Assistant Professor in Communication Studies and a sub-committee lead on the Task Force on Anti-Black Racism. The program received support from the Provost's Office, via Dalia Radwan, Curriculum Developer, who provided educational development guidance throughout. At the faculty level, Dean Sicotte and Associate Dean Courtemanche from the Faculty of Arts and Science, and Associate Dean Paterson from the Faculty of Fine Arts were also included in the discussions and development of the minor.

The choice of housing this program in the FAS Interdisciplinary Studies was made through discussions between the Deans, and with the program working group. Given that the new proposed interdisciplinary program draws heavily on courses offered by an array of departments and capitalizes on the expertise of Black scholars and other faculty members spread across departments and faculties, the Interdisciplinary Studies Section of the Faculty of Arts and Science is viewed as the most appropriate unit to house the new minor. The program's future leadership will assess the housing of the program in the Interdisciplinary Unit in subsequent years (e.g., 3-5 years) to ensure its sustainability.

This program was approved at the LOI stage by both the FAS Dean's Office, and the Office of the Provost (Vice-Provost, Innovation in Teaching and Learning), with the requested modifications made including reducing the number of credits from 30 to 24, and streamlining the coursework.

RELATED DOSSIERS:

FF-FFAR-5604 (FFAR/BLST 200)

AS-GEOG-5688 (URBS 440 prerequisite change)

AS-LOYC-5561 (LOYC/BLST 211)

AS-SOCI-5265 (SOCI 230/BLST 230)

New Undergraduate Program (Fast Track) - AS-INTE-5555 - VERSION: 11

Resource Implications

This curricular change comes with resources that have been presented and approved in principle by the Dean's Office.

The new resources for this new minor include three course sections, a course remission per year for the Program Director, money to hire TAs, and funds for a part-time staff member to help administer the program.

The resources required for this new minor are also being shared between the Faculty of Fine Arts (providing the course BLST/FFAR 200) and the Faculty of Arts and Science (BLST/LOYC 211 and BLST/ANTH/SOCI 230). Please see the support document from Elaine Patterson, Fine Arts, at the end of the dossier.

The resource requirements have been seen and approved by the Dean's Office in FAS.

New Undergraduate Program (Fast Track) - AS-INTE-5555 - VERSION: 11

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

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

Approved by:

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

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

The resource requirements have been seen and approved by the Dean's Office in FAS.

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

For Submission to:

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

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs, Faculty Curriculum Committee, 03 Jun 2024

The Faculty Curriculum Committee (FCC) supports this new program proposal and recommends that it be reviewed at the next meeting of the Arts and Science Faculty Council (ASFC).

Responding to the report from the President's Task Force on Anti-Black Racism, the Faculty of Arts and Science is proposing a new 24-credit "Minor in Black and African Diaspora Studies in the Canadian Context" to be housed in the Interdisciplinary Studies section of the Undergraduate Calendar. This Minor would allow students in the university to acquire knowledge on Black Studies related to global Black communities' political, intellectual, artistic and activist contributions.

The program includes three mandatory courses (9 credits): a new course BLST 200 (FFAR 200) Introduction to Black Studies in the Canadian Context and two existing courses BLST 211 (LOYC 211) Black Montreal and BLST 230 (ANTH 230/SOCI 230) Race and Ethnic Relations. The remaining 15 credits of the minor are structured so that students take 9 credits from a first defined group 'Black-focused Topics in Literature, History, and the Arts', and 6 credits chosen from a second defined group 'Critical Perspectives on Postcolonial and Decolonial Narratives'. The two defined groups separate the coursework into complementary parts along the knowledge and critical assessment continuum, enriching the students' background and capacity to assess new information in the future.

While these elective lists might appear long, the program architecture for the Minor represents a desired compromised between identifying specific course topics and providing a supply of choices for students to be able to complete the Minor in a timely manner. Students also have further flexibility in choosing courses if selected in consultation with the Minor's Program Director.

The following units were consulted relative to the feasibility of adding program electives from their unit to the Minor*:

Faculty of Fine Arts: Department of Art History, Department of Music

Faculty of Arts and Science:

- Classics, Modern Languages and Linguistics
- Communication Studies
- Department of English
- Département d'études françaises
- Geography, Planning and Environment
- History
- Loyola College for Diversity and Sustainability
- Religions and Cultures
- Sociology and Anthropology
- Simone de Beauvoir Institute and Women's Studies

*see consultation chart "Minor in Black and African Diaspora Studies in the Canadian Context Enrolments" in the support documentation at the end of this proposal.

This curricular change comes with resources that have been seen and approved in principle by the Dean's Office.

RELATED DOSSIERS:

FA-FFAR-5604 (new course FFAR 200 and cross-listing added for BLST 200)

AS-GEOG-5688 (URBS 440 prerequisite change)

AS-LOYC-5561 (new course LOYC 211 and cross-listing added for BLST 211)

AS-SOCI-5265 (cross-listing added for BLST 230 added to existing course SOCI/ANTH 230)

Summary of Committee Discussion: Department Approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs, Faculty Curriculum Committee, 27 May 2024

Approved by:

n/a, n/a,

n/a,

Minor in Black and African Diaspora Studies in the Canadian Context

Program Requirements

Minor in Black and African Diaspora Studies in the Canadian Context (24 credits)

9.0 credits:

- BLST 200 Introduction to Black Studies in the Canadian Context (3.00)
- BLST 211 Black Montreal (3.00)
- BLST 230 Race and Ethnic Relations (3.00)
- 9.0 credits chosen from the following list:

Black-focused Topics in Literature, History, and the Arts

Note: Students may also choose from approved courses in this group (Black-focused Topics in Literature, History, and the Arts) listed on the Black and African Diaspora Studies in the Canadian Context Minor website.

6.0 credits chosen from the following list:

Critical Perspectives on Postcolonial and Decolonial Narratives

Note: Students may also choose from approved courses in this group (Critical Perspectives on Postcolonial and Decolonial Narratives) listed on the Black and African Diaspora Studies in the Canadian Context Minor website.

Black-focused Topics in Literature, History, and the Arts

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- · ANTH 255 The Caribbean: History and Political Economy (3.00)
- ARTH 389 Issues in Ethnocultural Art Histories (3.00)
- ENGL 369 African-American Literature (3.00)
- ENGL 383 African Literatures (3.00)
- ENGL 386 Caribbean Literature (3.00)
- FFAR 256 Hip Hop: Past/Present/Future (3.00)
- FLIT 363 Littératures d'Afrique francophone (3.00)
- FLIT 365 Littératures de la Caraïbe francophone (3.00)
- FLIT 367 Littérature d'Haïti (3.00)
- · HIST 264 History of Africa (3.00)
- · HIST 274 The Atlantic World (3.00)
- HIST 276 History of Latin America: The Colonial Period (3.00)
- HIST 277 History of Latin America: The Modern Period (3.00)
- HIST 353 Colonial America and the Atlantic World (3.00)
- HIST 3620 African Slavery in Global Perspective (3.00)
- HIST 363 Africa in the 20th Century (3.00)
- HIST 368 African Popular Culture (3.00)
- JHIS 314 Jazz History (3.00)
- JHIS 398 Special Topics in Jazz History (3.00)
- RELI 3140 Malcolm X (3.00)

Critical Perspectives on Postcolonial and Decolonial Narratives

- · COMS 464 Race, Ethnicity, and Media (3.00)
- ENGL 385 Studies in Postcolonial Literature and Theory (3.00)
- ENGL 454 Advanced Topics in Postcolonial Studies (3.00)
- FLIT 433 Littératures postcoloniales (3.00)
- GEOG 310 Refugees and Migration in Today's World (3.00)
- · GEOG 315 Social and Cultural Geographies (3.00)
- · GEOG 418 Geographies of Postcolonialism (3.00)
- GEOG 430 Social Geographies of Montreal (3.00)
- LING 300 Sociolinguistics (3.00)

- RELI 3660 Hip-Hop Culture and Social Change (3.00)
- RELI 3690 Decolonizing Religion (3.00)
- · SOCI 483 Nationalism and Racism (3.00)
- URBS 440 Urban Policing and Security (3.00)
- WSDB 393 Critical Race Feminisms (3.00)
- WSDB 401 Ending Sexual Violence (3.00)
- WSDB 492 Post-colonial and Anti-colonial Feminist Theories and Practice (3.00)

Notes

- Students may apply a Special Topics course to their program requirements, provided they are approved by the Minor in Black and African Diaspora Studies in the Canadian Context advisor.
- Students are responsible for verifying prerequisite requirements associated with some courses.
- Several of the courses listed in this program are cross-listed. In cases where cross-listed courses appear, either version
 of the course may be applied towards the program requirements. Students may not, however, take both versions of a
 cross-listed course for credit.
- Students are responsible for satisfying their particular degree requirements.

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2024-10-25, 1:04 p.m.

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LETTER OF INTENT

NEW PROGRAM PROPOSAL

BLACK AND AFRICAN DIASPORA STUDIES IN THE CANADIAN CONTEXT

FAST-TRACK PROCESS

May 21, 2024

1455 De Maisonneuve Blvd. West, Montreal, Quebec, Canada H3G IM8 www.concordia.ca

Rev. 10/25/2024

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GENERAL INFORMATION

Name of Proposed Program and Nomenclature:	Minor in Black and African Diaspora Studies in the Canadian Context
Hosting unit(s):	Interdisciplinary Studies Section, Faculty of Arts and Science
Proposed Start Date:	September 2025
Prepared by:	Angélique Willkie, Christiana Abraham, Dalia Radwan, Cynthia Alphonse and Linda Teoli
Dean Signature(s):	
Date:	February 20, 2024

PROPOSED PROGRAM INFORMATION

1. Program Description

The proposed interdisciplinary program in **Black and African Diaspora Studies in the Canadian Context** is a 24-credit undergraduate minor. The minor will be hosted by the Interdisciplinary Studies section of the Faculty of Arts and Science and draws its curriculum from different disciplines and courses offered by the Faculty of Arts and Science, the Faculty of Fine Arts, and potential future collaborations with other faculties. This program will allow students to acquire knowledge on Black Studies related to global Black communities' political, intellectual, artistic and activist contributions. The program will also allow students to develop academic and practical skills (including critical thinking, problem-solving, expression and action) and will provide them with tools to engage with issues related to social in/justice, post/decolonial thought, and practices of oppression. The proposed minor is very much in line with Concordia's commitment to addressing anti-Black racism as it exists in the institution. It is also in line with the university's commitment to implement the recommendations outlined in the final report of the President's Task Force on Anti-Black Racism. As well, the creation of this program is relevant to Black communities and Black students' histories and experiences across Canada.

The program's main objective is to help students explore historical and theoretical approaches to African-descended peoples' cultural and social realities. The program intends for students to:

- 1. learn the history of contemporary issues facing Black Canadians and the African diaspora.
- 2. interrogate the concept of race and grapple with discrepant understandings of Blackness.
- 3. engage with global perspectives on histories of colonialism and racial injustice.
- 4. draw intersectional connections between race, sex, gender, and class as forms of identity and social determination, and
- 5. acquire knowledge on Black and African diasporic studies and practices in literature, history, the media, and the visual and performing arts.

The proposed **Minor in Black and African Diaspora Studies in the Canadian Context** will be comprised of **24 credits** including one new 3-credit course (i.e., BLST/FFAR 200 Introduction to Black Studies) and additional sections in two existing courses (i.e., BLST 211/LOYC 211 Black Montreal and BLST 230/SOCI/ANTH 230 Race and Ethnic Relations), complementing a major or specialization program, and completed over three years, starting September 2025.

Description of the Field

Black and African Diaspora Studies is an inherently interdisciplinary field devoted to the histories, cultures and lived experiences of Black and African-descended people in North America, the Caribbean, and from the Black diaspora, including the Black Canadian diaspora.

Black Studies aims to transform academia by challenging the largely Western Eurocentric paradigm on which academic traditions were built in an effort to develop more inclusive knowledge-based models.

Black Studies programs respond to the large gaps in university offerings on the contributions to knowledge of and by Black and African diaspora peoples. The deliberate redressing of these absences in pedagogic practices through the inclusion of Black knowledges, the promotion of Black intellectual traditions and experiences in curriculum and research is essential in the creation of a contemporary approach to higher education. In this way, universities can be seen as healthy spaces that value and embrace diverse, multidisciplinary knowledge from multiple sites and communities.

Scholars with specific expertise in the fields of Black and Black Canadian Studies have made major contributions across disciplines in the humanities to our understanding of racialization as a central factor in the history and experience of modernity. Existing Black Studies programs in North America draw upon research in literature, history, geography, politics, sociology, and the arts to study African, African American, African Canadian, Caribbean, and Latin American cultural traditions as well as sociopolitical and economic realities. They also

study the social construction of racial differences and their relation to the perpetuation of racism and racial domination. While Black Studies draws from numerous disciplines in the humanities and the arts, it also has developed its own canons of theoretical texts and methodological debates, with specific areas of expertise internal to the discipline. Thus, it is a field well positioned to draw upon the strengths of Concordia's growing Black Studies faculty while attracting new scholars to Concordia who will bring expertise in this field to our existing departmental units.

Furthermore, Black Studies is not a subject that is only reserved for Black scholars and students; it is fundamentally inclusive in nature, aimed at diversifying knowledges for all. Developing a Black Studies program is essential in creating inclusive, decolonizing and liberatory knowledges as well as directly addressing the lack of representation of Black faculty in the academy. An important rationale for developing and implementing Black Studies in the academy is to support the development of a critical mass of Black intellectuals and academics. Researchers suggest that the strong presence of African American academics in American universities can be credited largely to the long tradition of Black Studies programs in the United States. Similarly, the active creation of Black Studies programs in Canada would address the lack of representation of Black faculty and would nurture a new generation of scholars in the Canadian academy.

Target Audience

An essential strategy that encourages diversity and tackles anti-Black racism is to introduce a program focused on Black Studies that allows students to study the social construction and history of race and racialized thinking, topics related to anti-racism and social justice as well as Black knowledges, cultures and experiences. These courses would broaden offerings in diverse and novel academic areas while targeting both Black and BIPOC students and the wider university community. More particularly, acknowledging the history and culture of Black people through a Black Studies program allows them to see themselves reflected in the curriculum.

This program will be particularly relevant to:

- students interested in developing critical thinking and analytical skills that enhance their understanding of issues at the intersections of historical, sociopolitical, economic, and environmental discourses related to Black Studies and their impact on local and global Black communities.
- students who seek to diversify their understanding and perspectives of the important contributions of Black Canadians and diasporic Black communities, and communities across Africa. These contributions to Black knowledge can be found in a range of fields including literature, history, geography, politics, social sciences, STEM fields, and the arts.
- students interested in acquiring complementary knowledge and practical skills that contribute to the well-being and advancement of Black and racialized communities.

This program will also provide a necessary inclusive space for Black Students to link their academic work to their lived experiences, and see themselves, their histories, and their cultures reflected in the curricular offerings. This program offers a space of recognition for Black Students, however the minor is open to anyone who wishes to learn. Hence, this type of transformation in curriculum offerings aims to connect higher education institutions to the communities that they serve.

Admission Requirements and Enrolment Targets

Given that the minor is spanning 200-, 300- and 400-level courses, admission to the program will be flexible and available to students in their first year and later. In line with Concordia's academic regulations, students interested in this minor must be enrolled in an honours, specialization, or major program and follow the general admission requirements outlined in Section 13 Admission Regulations as listed in Concordia's Undergraduate Calendar.

The program will admit twenty-five (25) applicants in the first year. After the first year, we envision increasing this number to fifty (50) in the second year. The program will be reviewed in future years to examine growth and space expansion.

2. Curriculum

Overall Program Objectives

The proposed program intends to expose students to at least five fundamental aspects of the field of Black Studies:

- 1. the history, culture, and experience of Black and African-descended people in North America, the Caribbean, and the Black diaspora;
- 2. the concept of race and the discrepant understandings of Blackness;
- 3. global perspectives on histories of colonialism and racial injustice;
- 4. studies in post/de-colonialisms and their interrelatedness to discourses of power, gender and class, and their intersectionality in understanding Blackness; and
- 5. Black and African diasporic knowledges, literature, media, visual and performing arts.

More specifically, the program will introduce students to the study of Blackness within a Canadian context, addressing both historical and contemporary Black presence, its challenges and lived experiences.

Program Learning Outcomes

The program's learning outcomes are listed below. By the end of the Minor in Black and African Diaspora Studies in the Canadian Context, each student will be able to:

1. examine and interpret a range of works by seminal authors in the field of Black and African Diaspora Studies.

- 2. explore the historical Black presence in Canada, its consequent contemporary social and cultural issues.
- 3. examine the social constructive history of race as a knowledge system and develop critical tools to deconstruct and challenge its related discourses and practices, including racialization, ethnicity, and their intersections with marginality, gender and class.
- 4. develop critical thinking skills that centre Black knowledges and scholarship and challenge inequities and social injustice.
- 5. critically engage with and integrate specific topics inherent to the field, such as: power, colonialisms, post/de-colonialisms, oppression, Black liberation/power movements, Blackness, positionality, and identity.
- 6. apply knowledge, skills and values acquired from the program to lived experiences, potential career pathways, and community through social practices, the media, and creative arts.



Curriculum Mapping

	1	Lagration Outstands	A	onto Courses		
	Learning Category	Learning Outcomes	Assessments	Courses		
1.	Foundational Knowledge	 Examine and interpret a range of works by seminal authors in the field of Black and African Diaspora Studies. Explore historical Black presence in Canada, its consequent contemporary social and cultural issues, and their challenges. 	Low stakes assignments (e.g., contributing to discussion posts, reflective journal writing, reading responses, quizzes), term papers, exams, and/or individual assignments.	 ANTH 255 The Caribbean: History and Political Economy BLST 200/FFAR 200 Introduction to Black Studies in the Canadian Context BLST 211/LOYC 211 Black Montreal ENGL 369 African American Literature 1900 to Present ENGL 383 African Literature ENGL 386 Caribbean Literature FLIT 363 Littératures d'Afrique francophone FLIT 365 Littératures de la Caraïbe francophone FLIT 367 Littérature d'Haïti HIST 353 Colonial America and the Atlantic World HIST 360 African Slavery in Global Perspective HIST 363 Africa in the 20th century JHIS 314 Jazz History JHIS 398 Special Topics in Jazz History 		

2. Critical Thinking– Applications

- 3. Examine the social constructive history of race as a knowledge system and develop critical tools to deconstruct and challenge its related discourses and practices, including ethnicity and racialization, and their intersections with marginality, gender and class.
- Develop critical thinking skills that centre Black knowledges and scholarship and challenge inequities and social injustice.

Low stakes assignments (e.g., contributing to discussion posts, reflective journal writing, reading responses, quizzes), term papers, exams, and/or individual assignments.

- RELI 3140 Malcolm
 X
- ARTH 389 Issues in Ethnocultural Art Histories
- BLST 230/ SOCI/ANTH 230 Race and Ethnic Relations
- COMS 464 Race, Ethnicity and Media
- HIST 368 African Popular Culture
- LING 300 Sociolinguistics
- RELI 3660 Hip-Hop Culture and Social Change
- RELI 3690
 Decolonizing
 Religion
- SOCI 483
 Nationalism and Racism
- WSDB 393 Critical Race Feminisms
- URBS Urban Policing and Security
- WSDB 401 Ending Sexual Violence



3.	Integration	5.	Critically engage with and integrate specific topics inherent to the field, such as: power, colonialisms, post/de- colonialisms, oppression, Black liberation/power movements, Blackness, positionality, and identity.	Low stakes assignments (e.g., contributing to discussion posts, reflective journal writing, reading responses, quizzes), term papers, exams, and/or individual assignments.	•	ENGL 385 Studies in Postcolonial Literature FLIT 433 Littératures postcoloniales GEOG 310 Refugees and Migration in Today's World GEOG 315 Social and Cultural Geographies GEOG 418 Geographies of Postcolonialism GEOG 430 Social Geographies of Montreal WSDB 492 Postcolonial and Anticolonial Feminist Theories and Practice
4.	Community engagement, action and expression	6.	Apply knowledge, skills and values acquired from the program to lived experiences, potential career pathways, and community through social practices, media and creative arts.	Community-based project	•	BLST 200 Introduction to Black Studies in the Canadian Context BLST 211 Black Montreal

Program Structure and Course Sequencing

The Minor in Black and African Diaspora Studies in the Canadian Context consists of 24 credits, nine (9) credits of which are required core courses, and fifteen (15) credits are electives drawn from different disciplines (delineated in the table below). The common core is comprised of three courses listed under the BLST prefix (3 credits each):

BLST 200 (FFAR 200) Introduction to Black Studies in the Canadian Context; BLST 211 (LOYC 211) Black Montreal; and BLST 230 (SOCI/ANTH 230) Race and Ethnic Relations. The 15-credit electives are comprised of five 3-credit courses drawn from four disciplines/focus areas aligned with learning outcomes. These include Black-focused topics in literature, fine arts, and history, Black-focused topics in applying critical thinking skills, and Black-focused topics in postcolonial and decolonial issues. Students can choose from many courses and customize their selections to suit their interests and schedule. A Memorandum of Understanding (MOU) with contributing units and Faculties will be prepared to solidify the intentions and seat availability for Minors in the annual scheduling of these core and elective courses.

Along with holding spaces for the students in the minor in relevant courses, the Faculty of Fine Arts will use existing credits from its Interdisciplinary Studies in Fine Arts to host the new BLST/FFAR 200 Introduction to Black Studies 3-credit course in the minor each year. As the minor is a component of a bachelor's degree and students can commence it in their first year, there is a recommended course sequence. Nonetheless, students can also select a different course sequence to accommodate the demands of their primary program workload and timetable.

In their 1st year of studies, students start the minor with a 3-credit BLST 200 Introduction to Black Studies in the Canadian Context course to situate their understanding of Black Studies and equip them with a sound understanding of Blackness and the Black Canadian experience. In addition, students learn about race and ethnic relations BLST 230 Race and Ethnic Relations (3 credits) and take BLST 211 Black Montreal (3 credits) in tandem with the introductory course to provide a more concrete foundational framework for studying this subject in the city of Montreal and to introduce them to the history, culture and sociology of Black and African-descended people within the boundaries of this local region.

In their 2nd year of studies, students take nine credits (i.e., three courses) in Black-focused history and literature as well as topics in visual or performing arts.

In the 3rd year, students take six credits in applications of critical thinking to critically analyze Blackness in relation to gender, class, oppression, privilege, and Black liberation movements, as well as Postcolonial and Decolonial topics to enable the development of critical thinking

skills while engaging with postcolonial perspectives and gaining a better understanding of the complexities of Black experiences within a global context.

All required courses have no prerequisites, and for most elective courses, there are no prerequisites, except for GEOG 315, 418, GEOG 430, WSDB 393, WSDB 401, and WSDB 492.

The following is the recommended sequence of courses to be taken and the course(s) to choose from when given a choice among multiple courses that meet the program requirements:

Year	Courses
1 st year (9 credits)	 Required Core Courses (9 credits): BLST 200 (FFAR 200) Introduction to Black Studies in the Canadian Context (Prerequisites: Enrolment in program) BLST 211 (LOYC 211) Black Montreal (Prerequisites: Enrolment in program—can be taken in the 1st or 2nd year) BLST 230 (SOCI/ANTH 230) Race and Ethnic Relations (Prerequisites: Enrolment in program)
2 nd year (9 credits)	 9 credits chosen from the following list: Black-focused Topics in Literature, History, and the Arts, or other courses that qualify in this category selected in consultation with the minor's program director: ANTH 255 The Caribbean: History and Political Economy (Prerequisites: None) ARTH 389 Issues in Ethnocultural Art Histories (Prerequisites: None) ENGL 369 African American Literature 1900 to Present (Prerequisites: None) ENGL 383 African Literature (Prerequisites: None) ENGL 386 Caribbean Literature (Prerequisites: None) FLIT 363 Littératures d'Afrique francophone (Prerequisites: None) FLIT 365 Littératures de la Caraïbe francophone (Prerequisites: None) FLIT 367 Littérature d'Haïti (Prerequisites: None) HIST 264 History of Africa (Prerequisites: None) HIST 274 The Atlantic World (Prerequisites: None) HIST 276 History of Latin America: The Colonial Period (Prerequisites: None) HIST 277 History of Latin America: The Modern Period (Prerequisites: None) HIST 353 Colonial America and the Atlantic World (Prerequisites:
	Complete 24 credits prior to enrolling) • HIST 3620 African Slavery in Global Perspective (Prerequisites: Complete 24 credits prior to enrolling)

- HIST 363 Africa in the 20th century (Prerequisites: Complete 24 credits prior to enrolling)
- HIST 368 African Popular Culture (Prerequisites: Complete 24 credits prior to enrolling)
- JHIS 314 Jazz History (Prerequisites: None)
- JHIS 398 Special Topics in Jazz History (Prerequisites: None)
- RELI 3140 Malcolm X (Prerequisites: None)

3rd year (6 credits)

<u>6 credits</u> chosen from the following list: <u>Critical Perspectives on Postcolonial and Decolonial Narratives</u>, or other courses that qualify in this category selected in consultation with the minor's program director:

- COMS 464 Race, Ethnicity and Media (Prerequisites: None)
- ENGL 385 Studies in Postcolonial Literature (Prerequisites: None)
- ENGL 454 Advanced Studies in Postcolonial Writing (Prerequisites: Successfully completed nine credits at the 300 level prior to enrolling)
- FLIT 433 Littératures postcoloniales (Prerequisites: None)
- GEOG 310 Refugees and Migration in Today's World (Prerequisite: Department supports waiving the prerequisites for Minor students.)
- GEOG 315 Social and Cultural Geographies (Prerequisite: GEOG 220 and GEOG 290; or permission of the Department. Department supports waiving the prerequisites for Minor students.)
- GEOG 418 Geographies of Postcolonialism (Prerequisite: GEOG 315; or permission of the Department)
- GEOG 430 Social Geographies of Montreal (Prerequisites: GEOG 315 or GEOG 330; or permission of the Department.)
- LING 300 Sociolinguistics (Prerequisites: None)
- RELI 3660 Hip-Hop Culture and Social Change (Prerequisites: None)
- RELI 3690 Decolonizing Religion (Prerequisites: None)
- SOCI 483 Nationalism and Racism (Prerequisites: Successfully completed at least six credits from 300-level SOCI courses)
- URBS 440 Urban Policing and Security (Prerequisites: Successfully completed 48 credits prior to enrolling)
- WSDB 393 Critical Race Feminisms (Prerequisites: WSDB 290, WSDB 291, WSDB 292; 15 credits completed; or permission of department. The Institute may support waiving the prerequisites for Minor students.)
- WSDB 401 Ending Sexual Violence (The following courses must be completed previously: WSDB 290, WSDB 291, WSDB 292, WSDB 380; 30 credits completed; or permission of department.
- WSDB 492 Post-colonial and Anti-colonial Feminist Theories and Practice (Prerequisites: WSDB 290, WSDB 291, WSDB 292, WSDB 380; 30 credits completed; or permission of the department.)

- Notes: With permission of the program director, Special Topics courses may be taken, if they align with the learning outcomes of the program.
- Students are responsible for verifying prerequisite requirements associated with some courses.

Please refer to Appendix A for course descriptions.

Black and African Diaspora Studies Distinguishing Features

The proposed Minor in Black and African Diaspora Studies in the Canadian context comprises a range of distinguishing features, including:

- 1. An introduction to the field of Black Studies in a Canadian context that contextualizes Blackness, its histories, cultures and experiences, global histories and connectivity.
- 2. A focus on Black presence in Canada and relevant practices and policies, including migration, multiculturalism and structural racism in its contemporary context. The program looks at how Canadian laws and institutions have perpetuated racism and inequality and examines the many ways in which Black Canadians are creating change in their communities and in the broader Canadian context.
- 3. Deconstruction of and reflections on the concept of race and related notions and practices. Students interrogate Canada's historical foundations in British and French colonial and imperial values and evaluate their implications.
- 4. The study of African and Black transatlantic history(ies) including slavery. Students reflect on the legacy of slavery; they learn the role slavery and migration played in shaping Canada, the United States, and the Caribbean, their legacies and impact on representation, identity and race relations in these countries.
- 5. A focus on the history of colonialism, its related knowledges and practices, and its resulting impact on Black diasporic lives. Students learn the varied approaches in which post and decolonial scholars and activists have resisted and continue to resist colonial practices. Students develop critical thinking skills and knowledge to reflect on and analyze the complexity of the Black experience.
- 6. An interdisciplinary exploration of the field of Black Studies. This includes in and at the intersection of areas such as sociology, philosophy, art history, literature, history, media studies, cinema, visual and performing arts, political science, among others. These account for scholarship that focuses on the positionalities of Black people with respect to the sociopolitical and economic structures they navigate. The interlinkages embedded in this approach encourage students to study more than one area, create knowledge from various resources, and think critically in order to connect ideas and concepts across different disciplines.
- 7. A community engagement experience. Students gain a versatile skill set by engaging in experiential and community-based learning and applying their classroom knowledge to a real-world setting.

Over and above all the previously mentioned features, the new Minor in Black and African Diaspora Studies in the Canadian Context is ideal as a component of future stackable programs both within and beyond the Faculty of Arts and Science and the Faculty of Fine Arts. For example, students can complete a series of stackable minors or undergraduate certificates horizontally (including, but not limited to, the Minor in Women's Studies, the Minor in Human Relations, the Minor in Interdisciplinary Studies in Sexuality, or the Minor in Sustainability Studies) to obtain a *Bac Par Cumul*.

3. Demand and Societal Need

In 2021, Concordia joined more than fifty post-secondary institutions across Canada as a signatory to the Scarborough Charter to address anti-Black racism. The Charter suggests that participating universities and colleges commit to promoting Black inclusion and fostering inclusive excellence in teaching and learning, including the creation of Black Studies programs. Therefore, this program will honour Concordia University's commitment to the Scarborough Charter.

The introduction of this program is also a direct response to the recommendations included in the report of the President's Task Force on Anti-Black Racism submitted in October 2022. The university is fully committed to implementing these recommendations. The report signaled that introducing a Black Studies program should be considered a high priority to ensure that Black voices and their lived experiences are reflected in the curriculum.

Black Studies programs and research "will provide the keystone for the contribution of Black knowledges and scholarship to the global decolonial project. These programs will also provide a locus for the collaborative energies instigating faculty hires, curriculum development, research funding, recruitment and fundraising campaigns. Inclusive learning and knowledge production that are existentially rooted in equity and social justice will emerge from the active engagement these programs generate with Black communities" (see Task Force report in support documentation).

In addition, the proposed program responds to a 55-year-old demand from Black students at Concordia and its founding institutions for programs that speak to their lived experiences and broaden knowledges on Black communities and the African diaspora. This continued demand for a Black Studies program emerged following the Sir George Williams student protest in 1969 against anti-Black racism in the classroom and has persisted in various forms throughout the decades that have followed. The program draws attention to these demands; as well, it pays attention to Black voices, resilience, struggles, achievements, and expressions as ways of knowing and navigating the world. One objective of the minor is to challenge the ways in which knowledge definition, production, visibility, and access reflect societal hierarchies. This proposal is also in line with Concordia's ongoing efforts to decolonize and diversify knowledge, as expressed in its strategic plan.

Dalhousie University was the first Canadian university to introduce a Black Studies minor in 2016 and is preparing to launch a full major program in Black Studies. York University launched a Black Canadian Studies Certificate in the fall semester of the 2018-19 academic year. Several other Canadian universities followed in Dalhousie's and York's footsteps by launching various forms of Black Studies programs in response to the growing demands from students and society as well as from observed societal needs. For example, in the fall semester of 2021, the University of Toronto introduced a Certificate in Black Canadian Studies focused on Black Canadians and Black Canada, past and present. Additionally, in the fall of 2022, the University of Guelph launched a Minor in Black Canadian Studies, the University of Waterloo introduced a Diploma in Black Canadian Studies, and Toronto Metropolitan University (formerly Ryerson University) offered a Minor in Black Studies centered around the Black diaspora. Similarly, Queen's University introduced a Minor in Black Studies in 2022. It is also worth noting that in the United States, there are over 250 universities with Black Studies or African American Studies programs, including majors at the University of California at Santa Barbara, University of Massachusetts Amherst, and San Francisco State University.

The establishment of these academic programs in Canadian institutions has also had a ripple effect, namely in the increase in Black faculty representation through faculty clusters and targeted hires. For example, in June 2020, the Ontario College of Art and Design University (OCAD), announced a plan to hire five full-time Black faculty members – the first time ever in its Faculty of Design. Similarly, in November 2020, McMaster announced a cohort hiring initiative under its new Strategic Equity and Excellence Recruitment and Retention (STEER/R) program. This initiative saw up to 12 appointments of emerging and established Black scholars to advance Black academic excellence across McMaster's six faculties. In Quebec, McGill reported recruiting and appointing 13 Black faculty members across multiple faculties over the course of the 2021-2022 academic year, with other appointments planned.

Based on the work of the Anti-Black Racism Task Force (2020-23), examples of academic positions filled by Black scholars in Canada over the past few years include:

- York University Black Scholar Assistant Professor
- Western University Associate Vice-President, Equity, Diversity and Inclusion
- Saint Mary's University Dean, Faculty of Science
- Saint Mary's University Dean, Faculty of Arts
- Red River College, Manitoba Executive Director, Academic
- University of Toronto Assistant Professor in Black Feminist Histories and Thought
- University of Toronto Assistant Professor, Art Histories of Black and Latino
 Diasporas
- Toronto Metropolitan University (formerly Ryerson) Tenure-track position in Black History
- University of Waterloo Cohort hire of 10 tenure-track Black faculty
- Wilfred Laurier University Cohort hire of 6 Black tenured and tenure-track faculty
- Western University 5 tenure track/tenured positions designated for Black faculty
- University of Alberta Cohort hiring of 11 new tenure-track Black faculty

 Simon Fraser University – Senate passes motion to hire 15 Black faculty across departments

This proposed minor will appeal to students (adult learners, lifelong learners) who:

- are questioning the status quo, positionality, and perspectives as they relate to Black people and Black lives,
- have an interest or are actively involved in social justice initiatives in solidarity with Black communities,
- want to deepen their understanding and knowledge of the role that Black people play and have played in Canadian history and society,
- wish to deepen their understanding of race relations in the Canadian context,
- are interested in exploring and studying Blackness, Black achievements, expression, and life in Canada and the global African diaspora, and
- have developed an interest in Black Studies at the CEGEP level (e.g., the Black Studies Major at Vanier College) and wish to further their education on that topic at the university level.

Demonstrated Need and Interest from Students

Students at Concordia have expressed a strong desire for a minor that offers a structured range of related courses in Black Studies under a clear and cohesive curricular framework. We view this as an important opportunity to consolidate interdisciplinary research that is already being done at Concordia while augmenting our curriculum. It is an opportune time to address student needs and to bring new scholars with exciting research agendas to Concordia, ultimately building research capacity in a variety of fields pertinent to Black communities and honouring the university's commitment to nurture Black scholarship.

In the fall of 2021, the President's Task Force on Anti-Black Racism conducted a survey to collect data related to community sentiments on anti-Black racism at the university (Task Force Survey on Anti-Black Racism.pptx). The results of the survey demonstrated that the need and desire for the creation of a Black Studies program remains an urgent priority for the Concordia community. Two specific questions addressed the creation of a Black Studies at Concordia: 72% of respondents indicated that they would "support the creation of an interdisciplinary program in Black and African Diaspora Studies in the Canadian Context" and 61% of respondents were in favour of the creation "of programs that revolve around Black perspectives and knowledges" as a means of improving relations with Black communities through their integration and their inclusion.

Please refer to Slides 15, 18, 29 and 30 in the link to the Task Force survey.

4. Institutional Fit

Concordia currently has BA programs in First People's Studies, Judaic Studies, Irish Studies, and Southern Asia Studies. Thus, we propose a Minor in Black and African Diaspora Studies in the Canadian Context — rather than Critical Race Studies or Ethnic Studies — to specifically address the underserved needs of Black students at Concordia and to directly address the curricular and social importance of studying the histories and cultures of the Black diaspora for their contribution to knowledge and society. We see Black and African Diaspora Studies as a rubric capacious enough to encompass African, Caribbean, African American, and Black Canadian cultural traditions and experiences while also being specific enough to delineate and anchor an underrepresented field of study at Concordia. The rubric of Black and African Diaspora Studies has the advantage of drawing together cultural materials and faculty expertise from otherwise discrepant fields, while also specifying a well-established canon of theoretical texts and methodological approaches capable of transmitting disciplinary knowledge and skills to undergraduates.

Concordia is well-situated to develop research and teaching in this field, and the initiation of a Black and African Diaspora Studies Minor would put Concordia in an excellent position to contribute to the long-overdue development of this field and allow the university to maintain its competitivity with other institutions across Canada in this domain.

Additionally, the introduction of this program would contribute to the development of a Black Knowledges Hub at the Concordia Library to ensure the advancement of Black scholarly and community-based knowledge production, preservation and dissemination. The establishment of this Hub will gather the Black Studies program guides, resources emerging from the infusion of Black Perspectives in curriculum, and the Black community archives that are housed in the Library's Special Collections. This unique resource in Black Studies in Canada will generate Black community-produced knowledges and communities of practice and scholarship. This will also further knowledge creation and encourage inter- and transdisciplinary research synergies amongst Black faculty, graduate students and Montreal's Black communities.

Finally, the proposed program would further our university's national reputation as a centre of interdisciplinary, grassroots, inclusive, and culturally and ethnically responsive education, while doing so in a way that advances our goals of building diversity and engaging the community.

In a nutshell, we see the development of a Minor in Black and African Diaspora Studies, in tandem with future hires to support it, as an excellent opportunity to address key areas of Concordia's Strategic Directions Plan (including these initiatives: Teach for Tomorrow, Double our Research, Get your Hands Dirty, Grow Smartly, Go Beyond, Embrace the City, Embrace the World, and Mix it Up) and satisfy the recommendations of the Task Force on Anti-Black Racism by 1) supporting our diverse student body; 2) encouraging research and

collaboration across disciplinary boundaries; and 3) developing frameworks for community and public engagement through research and teaching.

5. Program Alignment within Unit

Concordia University has a long history of successful interdisciplinary programs (e.g., the Minor in Diversity and the Contemporary World, the Minor in Interdisciplinary Studies in Sexuality, the Minor in Sustainability Studies, and many more). Each was created under different circumstances, but they all share one salient characteristic: faculty members who are passionate about teaching an essential missing component, an emerging area, or responding to cultural transformations that do not yet exist within the current curriculum. Given that the new proposed interdisciplinary program draws heavily on courses offered by an array of departments and capitalizes on the expertise of Black scholars and other faculty members spread across departments and faculties, the Interdisciplinary Studies Section of the Faculty of Arts and Science is the most appropriate unit to house the new minor. For long-term success and to ensure that faculty members with common interests can come together to share research or co-teach, the housing unit should have the necessary intellectual and entrepreneurial skills to build opportunities for these collaborations.

6. Consultation

This minor was framed in consultation with the following members within and beyond Concordia University:

- i. Annie Gerin, Dean, Fine Arts
- ii. Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy, Fine Arts
- iii. Pascale Sicotte, Dean, Arts and Science
- iv. Richard Courtemanche, Associate Dean, Arts and Science
- v. Marc Lafrance, Chair, Department of Sociology and Anthropology
- vi. Aaron Brauer, Senior Lecturer & Undergraduate Programs Director, Department of Sociology and Anthropology
- vii. Anna Sheftel, Principal, School of Community and Public Affairs
- viii. Alison Rowley, Chair, Department of History
- ix. John Potvin, Chair, Department of Art History
- x. Govind Gopakumar, Chair, Centre for Engineering in Society
- xi. Tanja Tajmel, Associate Professor, Centre for Engineering in Society
- xii. Craig Townsend, Chair, Department of Geography, Planning and Environment
- xiii. Brad Nelson, Professor of Spanish & Chair, Department of Classics, Modern Languages and Linguistics
- xiv. Stephen Yeager, Chair, Department of English
- xv. Emilia Angelova, Chair, Department of Philosophy
- xvi. Joshua Neves, Associate Professor, Department of Film Studies
- xvii. Rebecca Tittler, Lecturer, Loyola College for Diversity and Sustainability
- xviii. Susie Brier, Librarian

- xix. Michelle Lake, Librarian
- xx. Dianne Cmor, Associate University Librarian
- xxi. Désirée Rochat, former Researcher in Residence, Concordia Library
- xxii. Ted Rutland, Associate Professor, Department of Geography
- xxiii. Erin Manning, Professor, Departments of Studio Arts and Cinema
- xxiv. Afua Cooper, Professor, Department of Sociology and Social Anthropology, Founder Black and African Diaspora Studies program, Dalhousie University
- xxv. Isaac Saney, Director, Black and African Diaspora Studies, Dalhousie University
- xxvi. Daniel McNeil, Professor, Queen's National Scholar Chair in Black Studies, Queen's University
- xxvii. Kimberley Ens Manning, Interim Principal, Simone de Beauvoir Institute
- xxviii. Monika Kin Gagnon, Chair, Department of Communication Studies

Black-identified Professors consulted

- xxix. Joana Joachim, Assistant Professor, Art History and Art Education
- xxx. Océane Jasor, Assistant Professor, Sociology
- xxxi. Bradley Craig, Assistant Professor, History
- xxxii. Françoise Naudillon, Professor & Chair, Département d'études françaises
- xxxiii. Angela Kross, Assistant Professor, Department of Geography
- xxxiv. Charles Ellison, Associate Professor, Department of Music
- xxxv. Jacqueline Peters, Part-time Professor, Department of Classics, Modern Languages and Linguistics
- xxxvi. Deanna Bowen, Assistant Professor, Department of Studio Arts
- xxxvii. Baron Tymas, Associate Professor, Department of Music
- xxxviii. Marcella Chiromo, Assistant Professor, Department of Psychology

xxxix. Resources

Resources include 3 sections to cover the core courses:

- Intro to Black Studies in a Canadian Context: BLST 200 (FFAR 200)
- Black Montreal: BLST 211 (LOYC 211)

This includes the course sections themselves, and associated teaching assistant costs (TAs). In addition, we are seeking a remission for the program director, part-time office support, as well as some support for marketing the program.

Efforts are already ongoing with the relevant university partners as part of the broader strategies engaged to fulfil the recommendations of the President's Task Force on Anti-Black Racism. These partnerships will permit the sharing of financial and other resources as well as embed the Black and African Diaspora Studies in the Canadian Context minor as part of this transversal approach.

Appendix A

The following table includes a list of the required core courses as part of the 24-credit minor curriculum:

Session	# of credits	Course code	Course Title	Description	Prerequisites
Fall 2025	3	BLST 200/ FFAR 200* New Course	Introduction to Black Studies in the Canadian Context	This course offers a broad introduction to Black Studies. Emphasis is placed on the histories and themes of Blackness within the Canadian context. This course introduces students to foundational texts, histories, cultures, philosophies, creative expressions, debates and academic traditions of Black scholars in the field. Students develop critical vocabulary and frameworks to examine and engage with Blackness in the Canadian context through the study of Canada's diverse Black populations.	Enrolment in Minor
Fall 2025	3	BLST 211/ LOYC 211	Black Montreal	This course is designed to introduce students to the major themes, issues, and debates in Montreal's Black history from its origins until today. Students gain an understanding of how Black communities lived, worked, socialized, and defined themselves in Montreal.	Enrolment in Minor

Winter	3	BLST 230/	Race and Ethnic	Race and ethnicity are	Enrolment in
2026		SOCI 230/	Relations	examined as bases of social	Minor
		ANTH 230		differentiation. Ethnic group	
				relations are analyzed in	
				relation to stratification and	
				the exercise of power. The	
				course further involves	
				exploration of the	
				phenomena of	
				discrimination, prejudice,	
				and intergroup	
				accommodation.	

Elective courses

<u>9 credits</u> chosen from the following list: Black-focused Topics in Literature, History, and the Arts, or other courses that qualify in this category selected in consultation with the Minor's program director:

ANTH 255 The Caribbean: History and Political Economy

Prerequisite/Corequisite: None

As an introduction to the social and cultural history of the Caribbean, primarily since 1492, this course focuses on the diverse cultures of the region, the development and legacy of the political economy of plantation society, as well as empire and globalization, resistance and rebellion, decolonization, cultural creolization and the broad struggle for Caribbean freedom.

ARTH 389 Issues in Ethnocultural Art Histories

Prerequisite/Corequisite: None

An analysis of the concepts of ethnic and cultural identity in art and art history.

Alternate course outline version:

Speculative fiction, art, and popular culture as imaginative worldmaking are not only influential examples of symbolic work at play but also powerful future-making practices: they help us imagine the future we want so we can better understand what present actions to take in order to get there. Historically, Euro-American mainstream narratives of the future have been dominated by white authors and white characters, with non-white characters, if there were any, mostly represented as offensive racial stereotypes or subterfuged as alien bodies. Initially positioned in literature, music, film, and speculative fiction (fantasy and science fiction), present-day articulations of ethnic futurity extend to global social media platforms (memes, blogs, virtual communities), moving images, performance, gaming, illustration and design, photography, graphic novels, and other ecologies of knowledge, theory, and practice. This course explores ethnic futurisms in contemporary art, particularly those that engage speculative futurities: imagined future worlds created for and by Indigenous, Black, Asian, and other people of colour and mixed-race heritages, where they not only survive but thrive.

• JENGL 369 African American Literature 1900 to Present

Prerequisite/Corequisite: None

This course considers African-American literature from the renewal of southern segregation laws, through the Harlem Renaissance, the Civil Rights Movement, and contemporary

writing, tracing the works of such writers as Toomer, Hurston, Hughes, Wright, Ellison, Giovanni, Reed, Walker, Dove, and Morrison.

ENGL 383 African Literature

Prerequisite/Corequisite: None

This course explores literatures by African writers and may include other media and cultural forms, focusing on the political and aesthetic concerns emerging from these texts. It may feature investigations of how these texts are informed by colonialism and postcolonialism, the limits of these terms in studying contemporary African cultural texts, how resource extraction has shaped contemporary African art and social movements, environmental concerns, histories of violence, perspectives on the limits of English in reading African literature, gender and sexuality, and discussions of race and blackness. The course may offer a survey of cultural texts from across the continent or of a particular region, period, or theme in African literary studies.

ENGL 386 Caribbean Literature

Prerequisite/Corequisite: None

This course explores Caribbean literature in English by authors from nations such as Barbados, Trinidad, Antigua, Jamaica, Grenada, St. Lucia, and Guyana, as well as diasporic literatures of the region. The course may explore the history of slavery, indenture, resistance, race and racism, plantation culture, migration, colonialism, and postcolonialism in the region, with a focus on the political and aesthetic issues raised by its literatures.

• FLIT 363 Littératures d'Afrique francophone

Prerequisite/Corequisite: None

Étude d'œuvres significatives de quelques pays d'Afrique subsaharienne francophone en contexte colonial (la négritude) et postcolonial, des Indépendances à nos jours, du roman de la dictature au roman de la migritude.

• FLIT 365 Littératures de la Caraïbe francophone

Prerequisite/Corequisite: None

Étude d'œuvres significatives de la Guadeloupe, de la Martinique, de la Guyane, des courants littéraires auxquels elles appartiennent (négritude, antillanité, créolité, Tout-monde) et des enjeux contemporains de la création littéraire caribéenne.

FLIT 367 Littérature d'Haïti

Prerequisite/Corequisite: None

Étude d'œuvres significatives d'Haïti de l'indépendance à nos jours et de courants littéraires comme le romantisme haïtien, l'indigénisme, le mouvement de La Nouvelle Ronde, la négritude et la littérature de la diaspora.

FFAR 256 Hip Hop: Past/Present/Future

Prerequisite/Corequisite: None

This course examines the subculture of hip hop in its contemporary and historic forms. Students study hip hop as a political and social movement that formed in reaction to the status quo in the United States and manifests through practices such as rapping, breakdancing and graffiti. The course covers a variety of media and perspectives through class discussions, self-directed writing, and assigned readings, which are oriented to increase the students' understanding of hip hop and its relationship to the changing nature of technology, corporate media, race relations and youth culture.

• HIST 264 History of Africa (3 credits)

Prerequisite/Corequisite: None

This course is an introductory survey of the history of Africa. It examines the major phenomena of African historical experience, including the development of precolonial kingdoms and trans-Saharan trade, the slave trade, colonial conquests, the rise of nationalism, the challenges of independence, and recent crises such as the Rwandan genocide and HIV-AIDS. Emphasis is placed on popular cultural expression through which people on the continent have experienced, understood, remembered, and negotiated broad historical shifts.

HIST 274 The Atlantic World

Prerequisite/Corequisite: None

This course examines how an "Atlantic world" emerged between the 15th and 19th centuries. As societies in Africa, the Americas, and Europe came into increasingly regular contact, the ocean became a nexus rather than a gulf between them. By studying historical documents from the period and scholarly debates about how to interpret them, we explore why and how these long-distance connections provoked a range of unprecedented transformations for people on four continents.

HIST 276 History of Latin America: The Colonial Period

Prerequisite/Corequisite: None

This course surveys Latin America up to the wars of independence from Spain. The main themes examined are pre- and post-Columbian indigenous cultures; the Spanish conquest; patterns of colonial trade and economy; the role of the church; and the Bourbon reforms.

• HIST 277 History of Latin America: The Modern Period

Prerequisite/Corequisite: None

This course surveys Latin American society in the 19th and 20th centuries. The principal topics covered are the social and economic roots of political instability; Mexico under Porfirio Díaz; the Mexican Revolution; Argentina and Brazil under Perón and Vargas; U.S.-Latin American relations; Castro's Cuba; revolution and counter-revolution in contemporary Latin America.

HIST 353 Colonial America and the Atlantic World

Prerequisite/Corequisite: Students must have successfully completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.

This course explores the economic, political, and cultural history of the Atlantic world as a context for understanding developments in 17th- and 18th-century North America, including Native-European relations, migrations, religious controversies, slavery, revolts and independence movements.

HIST 3620 African Slavery in Global Perspective

Prerequisite/Corequisite: Students must have successfully completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.

This course introduces students to the history of African slavery from a global perspective (broadly covering the Americas, Africa, the Middle East, and parts of the Indian Ocean littoral) from the 15th century to its legacies in the present. Throughout, the aim is to tell this history from the perspective of the enslaved and their descendants.

• HIST 363 Africa in the 20th century

Prerequisite/Corequisite: Students must have successfully completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.

This course examines 20th-century African history. Beginning with the colonial conquests, the course traces the processes of social, cultural, and economic change that have shaped Africans' experience of colonial domination and postcolonial statehood. Emphasis is placed on the ways in which historical change has been interpreted in African cultural production.

HIST 368 African Popular Culture

Prerequisite/Corequisite: Students must have successfully completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.

This course explores the varied terrain of African popular culture in the 19th and 20th centuries. The materials examined in this course range broadly, including not only scholarly work, but also fiction, film, music, and images that provide entry points into the ways African artists, youth, officials, freedom fighters, market women, bachelors, gangsters, and others have engaged culturally with the world around them.

JHIS 314 Jazz History

Prerequisite: None

A study of the historical developments and the personalities that contributed to the evolution of jazz styles.

Alternate course outline version:

JHIS 314 is an introductory survey of jazz history, culture, form and repertoire. Topics explored include the roots and development of the main periods and styles of jazz, lives of important jazz artists and composers, and significant concurrent historical events. Repertoire recognition and learning *how* to listen to jazz are the primary objectives of this course.

JHIS 398 Special Topics in Jazz History

Prerequisite/Corequisite: Written permission of the Department of Music is required.

This course provides an opportunity for the study of special topics in jazz history.

RELI 3140 Malcolm X

Prerequisite: None

This course explores the life, activism, ministry, and enduring importance of Malcolm X, a Black civil rights leader who made an indelible impact on North American society as a devout Muslim. Students analyze primary sources and identify Malcolm X's complex religious and political philosophy as it evolved through his career and in its wider cultural and ideological contexts. Topics covered may include Malcolm X's vision on faith, race relations, social justice, and Islam in America, as well as the history of the Nation of Islam and the socio-political landscape of liberation theology, radical political movements, and Islamic revivalism of the 1960s.

<u>6 credits</u> chosen from the following list: <u>Critical Perspectives on Postcolonial and Decolonial Narratives</u>, or other courses that qualify in this category selected in consultation with the minor's program director:

COMS 464 Race, Ethnicity and Media

Prerequisite: None

This course addresses practical and theoretical issues related to race and ethnicity in media. The course examines current debates and challenges to the field and deconstructs historical approaches to the representations, media frames, and systemic spaces in which race and ethnicity are constructed, lived, and contested. Topics may include anti-Black racism, Whiteness, technologies of colour, and anti-racism.

• ENGL 385 Studies in Postcolonial Literature

Prerequisites: None

This course examines selected subjects in the field of postcolonial literature. Specific topics and prerequisites for this course are stated in the Undergraduate Class Schedule.

• ENGL 454 Advanced Studies in Postcolonial Writing

Prerequisite/Corequisite:

Students must complete nine credits at the 300 level prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.

This course is a seminar on a selected topic, text, or author.

FLIT 433 Littératures postcoloniales

Prerequisites: None

Analyse d'œuvres littéraires francophones (Maghreb, Afrique subsaharienne) des Indépendances africaines à nos jours, situation des enjeux politiques, historiques, sociaux et culturels qu'elles abordent, et examen de textes-clés des théories postcoloniales.

GEOG 310 Refugees and Migration in Today's World

Prerequisites: Department supports waiving the prerequisites for Minor students.

This course examines key issues in human displacement through refugee movements and migrations. Geographies of displacement centre around questions of human rights, nation-state and the politics of belonging, as well as exile/home. While displacement is often framed as a political or humanitarian crisis, it also raises important issues regarding

citizenship and exclusion, shelter and sanctuary, movement and confinement. This course offers geographic approaches to understanding how people experience displacement, as well as how displacement is managed at a policy level and/or represented in discourse.

GEOG 315 Social and Cultural Geographies

Prerequisites: Department supports waiving the prerequisites for Minor students.

The field of social and cultural geography explores how social difference (e.g., race, gender, sexuality, class, disability, migrant status) and cultural representations (e.g., ideas of heritage, consumerism, colonialism, arts, aesthetics, or home) interact with space and place. This course examines processes such as the legitimation of social structures and experience, struggles over identity and memory, contestations of cultural meaning, and resistance to power. This is a field that asks – how does geography help imagine an alternative future?

• GEOG 418 Geographies of Postcolonialism

Prerequisite/Corequisite: The following courses must be completed previously: GEOG 315. If prerequisites are not satisfied, permission of the Department is required.

Based largely on scholarship about the Americas, this course introduces students to theories of the colonial present and traces geographies of a variety of contemporary colonial processes and anti-colonial struggles.

GEOG 430 Social Geographies of Montreal

Prerequisite/Corequisite: The following courses must be completed previously: GEOG 315 or GEOG 330. If prerequisites are not satisfied, permission of the Department is required.

This course explores the social and cultural geographies of Montreal with particular emphasis on how the spatial distribution of communities influences urban planning and public policy at the local and regional levels. Complex webs of identities and solidarities informed by socio-economic, linguistic, ethno-cultural, and sexual orientation factors shape the city living experience of individuals and populations alike. Through lectures, discussions, assignments and field trips, students are introduced to a variety of analytical perspectives that investigate the socio-cultural dynamics that contribute to shaping urban settlements, human-environment interactions and local social networks.

/ LING 300 Sociolinguistics

Prerequisite: None

This course studies the beliefs, interrelationships, and values of societal groups as reflected in language.

RELI 3660 Hip-Hop Culture and Social Change

Prerequisite: None

This course looks at hip-hop culture from its Afro-diasporic origins to its grassroots beginnings in African-American communities in the 1970s, to its proliferation as a highly impactful international social, cultural, and artistic movement taking many forms across communities and spaces. Students explore hip-hop culture's engagement with topics such as racism, discrimination, religion and spirituality, gender, and Indigeneity, as well as hip-hop's role as an emancipatory source for disenfranchised communities and as a vehicle of expression for religious minorities in the secular nation-state. While all four elements of hip-hop are examined — rap, DJing, graffiti art, and breakdancing — particular attention is paid to the musical, sonic, and embodied aspects of rap music.

• RELI 3690 Decolonizing Religion

Prerequisite: None

This course explores how the category, conceptualization, and history of religion is connected to colonialism, past and present. Students learn to interrogate how colonial discourses, power, and history shape the way one thinks about religion and various possibilities for moving beyond these colonial assumptions. The course covers topics such as decolonization, post-colonialism, indigeneity, settler colonialism, power/knowledge, colonial discourse theory, Black anti-colonial philosophy, Marxism, queer theory, the protestant presuppositions of religion, and the deconstruction of "religion."

SOCI 483 Nationalism and Racism

Prerequisite/Corequisite: 400-level courses are open to students who have successfully completed at least six credits from 300-level SOCI courses.

Nationalism and racism are modern social phenomena. This course investigates the social conditions for their emergence and their political implications. Attention is given to case studies exemplifying these sociological developments.

URBS 440 Urban Policing and Security

Prerequisite: Enrolment in the Specialization in Urban Planning or the Minor in Black and African Diaspora Studies in the Canadian Context is required. Students must have completed 48 credits prior to enrolling.

This course examines how urban policing and security are understood and governed in modern cities through institutions operating at multiple scales. Though significant attention is paid to urban police forces, the course also examines how urban security concerns are

addressed by broader-scale institutions like border and immigration enforcement bodies, as well as institutions concerned with other urban issues, like planning, housing, and education. Broader questions raised by discussions of security, including the possibilities for social and racial equity in urban planning and governance, are explored.

WSDB 393 Critical Race Feminisms

Prerequisite/Corequisite: The following courses must be completed previously: WSDB 290, WSDB 291, WSDB 292. Students must complete 15 credits prior to enrolling. If prerequisites are not satisfied, permission of the Institute is required.

This course explores the concepts of race, racism, and racialization, alongside feminist theories and practices. Drawing from feminist and critical race theories, the course focuses on questions of power, knowledge production, and interlocking systems of oppression within local and global contemporary contexts. It provides opportunities to reflect upon anti-racist feminist practice and to apply anti-racist analyses.

WSDB 401 Ending Sexual Violence

Prerequisite/corequisites: The following courses must be completed previously: WSDB 290, WSDB 291, WSDB 292, WSDB 380. Students must complete 30 credits prior to enrolling. If the prerequisites are not satisfied, permission of the Institute is required.

This course examines approaches to ending sexual violence from a feminist and abolitionist framework. Students consider the roles of state institutions, such as the criminal justice system, prisons, and policing, to critically interrogate how sexual violence is perpetuated. Course readings and assignments focus on community-based models for ending sexual violence, such as community accountability, abolition movements, and transformative justice.

WSDB 492 Post-colonial and Anti-colonial Feminist Theories and Practice

Prerequisite/Corequisite: The following courses must be completed previously: WSDB 209, WSDB 291, WSDB 292 and WSDB 380. Students must complete 30 credits prior to enrolling. If prerequisites are not satisfied, permission of the Institute is required.

The course is devoted to understanding the gendered dimensions of colonial/imperial relations of power and resistance both in historical and contemporary contexts. The main themes covered in the course include settler colonialism in Canada; knowledge, representations and power; contemporary challenges and resistance to anti-imperialist struggles; and post-colonial analyses of current economic and political relations.

Additional Courses

Many relevant courses for the minor may be courses in development (and thus offered as Special Topics courses at the 200- or 300-level) or courses that can be offered as different versions under the same course code. The minor website (on the Interdisciplinary Studies section of the FAS website) will host a course list which will be updated annually with the Program Director's approval to include additional courses which can count towards the two components.

Examples of these courses are ARTH 384 and ARTH 386. The Calendar descriptions for these courses are quite general and thus not all sections are relevant to this minor. Some versions of the course are highly relevant however. Course descriptions are included below.

ARTH 384 Theories of Representation

Calendar Description:

An examination of the different concepts of representation involved in creating, defining, and interpreting an artwork.

Alternate course outline version:

This course will examine art and activism in Canada and the United States since the turn of the 21st century. Art and activism have always been intertwined. The introduction of the Internet and the rise of social media have radically altered activism and, by extension, activist art. This course will investigate the impact of changing technologies and social structures on protest movements, preservation initiatives and social justice campaigns by looking specifically at their accompanying art and imagery. Although the course is focused primarily on the 21st century, many of the events and artworks covered will be historically contextualized and examined in relation to prior events and representational histories. Through a series of thematic lectures, students will engage with some of the most prominent and ongoing protest and activist movements of recent decades: Climate and environmental activism; Indigenous rights and land protection; Black Lives Matter; #MeToo; gender equality and LGBTQ+ rights. Students will be exposed to activist art of all kinds, including performance, installation, documentary and experimental film, as well as photography, pictorial and new media art. Specific attention will be paid to the role of social media and digital connectivity to the production and dissemination of activist art and imagery. In addition to the art and information produced by activists and allies, this course will also investigate the representation and framing of protest movements and social justice initiatives in the media.

ARTH 386 Art and the Viewer

Calendar Description:

A consideration of the relationships between artwork and audience.

Alternate course outline version:

This class will begin with the question of the right to look—a position that stands against the gaze of power, of visuality. Based on the book by visual theorist Nicholas Mirzeoff, "The Right to Look" will force us to confront assumptions around what it means to possess vision gaze, by seeing with friendship, solidarity, and love. We will further consider what it means to escape vision or sight, through opacity and fugitivity as evasions of imagistic and representational capture. We will read a number of texts spanning fields including surveillance studies, studies of contemporary art, anti-colonial theory, visual and material culture, fashion studies, and abolitionist writing, to engage thematic questions that center race and racial justice; aesthetic theory; sense and sensation; and political and social movement.



Summary of Changes (New Undergraduate Program (Fast Track))

Course Changes:

	III ()(1 2 1	Catalo- gue Number Change		Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Value	Compon- ent Change	Mode of Instruct- ion Change	
BLST 200 Introduction to Black Studies in the Canadian Context New	X	X	X	X	X		X	X	X	X
BLST 211 Black Montreal New	X	X	X	X	X		X	X	X	X
BLST 230 Race and Ethnic Relations New	X	X	X	X	X		X	X	X	X

Defined Group Changes:

Defined Groups

	1	_	Change to Total Credit Value of Defined Group
Black-focused Topics in Literature, History, and the Arts New	X	X	
Critical Perspectives on Postcolonial and Decolonial Narratives New	X	X	

Regulation Changes:

• Minor Program Notes Change

New Undergraduate Program (Fast Track) - AS-INTE-5555 - VERSION: 11

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Minor in Black and African Diaspora Studies in the Canadian Context

Calendar Section Name: Minor in Black and African Diaspora

Studies in the Canadian Context Calendar Section Type: Program

Description of Change: Minor in Black and African Diaspora Studies

in the Canadian Context New

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Interdisciplinary Studies Calendar publication date: 2025/2026/Summer

Program Name: Minor in Black and African Diaspora Studies in the

Canadian Context

Program Type: Minor

Degree: Minor

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Programs > Minor in Black and African Diaspora Studies in the Canadian Context > Program Requirements

Type of Change: New Program

Present Text calendar

credits

0

Proposed Text

24 Minor in Black and African Diaspora Studies in the Canadian

credits Context

θ 9 credits:

BLST 200 Introduction to Black Studies in the

Canadian Context (3)

BLST 211 Black Montreal (3)

BLST 230 Race and Ethnic Relations (3)

9 credits chosen from the following list: Black-focused

Topics in Literature, History, and the Arts

Note: Students may also choose from approved courses in this group (Black-focused Topics in Literature, History, and the Arts) listed on the Black and African Diaspora Studies in the Canadian Context Minor website.

6 credits chosen from the following list: Critical Perspectives on Postcolonial and Decolonial **Narratives**

Note: Students may also choose from approved courses

in this group (Critical Perspectives on Postcolonial and Decolonial Narratives) listed on the Black and African Diaspora Studies in the Canadian Context Minor website.

Rationale:

See proposal.

Note to curriculum coordinator: A website link will be provided so that the program notes may be updated once the program appears on the FAS website.

Resource Implications:

None. See proposal.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Minor in Black and African Diaspora Studies in the Canadian Context

Calendar Section Name: Black-focused Topics in Literature, History,

and the Arts

Calendar Section Type: Defined group

Description of Change: Black-focused Topics in Literature, History,

and the Arts New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Interdisciplinary Studies Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Programs > Minor in Black and African Diaspora Studies in the Canadian Context > Program Requirements

Type of Change: New Defined Group

Present Text calendar

Proposed Text

credits Black-focused Topics in Literature, History, and the Arts

ANTH 255 The Caribbean: History and Political
Economy (3)

Leonomy (3)

ARTH 389 Issues in Ethnocultural Art Histories

(3)

ENGL 369 African-American Literature (3)

ENGL 383 African Literatures (3)

ENGL 386 Caribbean Literature (3)

FFAR 256 Hip Hop: Past/Present/Future (3)

FLIT 363 Littératures d'Afrique francophone (3)

FLIT 365 Littératures de la Caraïbe francophone

(3)

FLIT 367 Littérature d'Haïti (3)

HIST 264 History of Africa (3)

HIST 274 The Atlantic World (3)

HIST 276 History of Latin America: The Colonial

Period (3)

HIST 277 History of Latin America: The Modern

Period (3)

HIST 353 Colonial America and the Atlantic

World (3)

HIST 3620 African Slavery in Global Perspective

(3)

HIST 363 Africa in the 20th Century (3)

HIST 368 African Popular Culture (3)

JHIS 314 Jazz History (3)

JHIS 398 Special Topics in Jazz History (3)

RELI 3140 Malcolm X (3)

0

Rationale:

Defined group added for clarity of course groupings.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Minor in Black and African Diaspora Studies in the Canadian Context

Calendar Section Name: Critical Perspectives on Postcolonial and

Decolonial Narratives

Calendar Section Type: Defined group

Description of Change: Critical Perspectives on Postcolonial and

Decolonial Narratives New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Interdisciplinary Studies Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Programs > Minor in Black and African Diaspora Studies in the Canadian

Context > Program Requirements

Type of Change: New Defined Group

Present Text calendar	Proposed Text		
	credits	Critical Perspectives on Postcolonial and Decolonial Narratives	
0	θ	COMS 464 Race, Ethnicity, and Media (3) ENGL 385 Studies in Postcolonial Literature and Theory (3) ENGL 454 Advanced Topics in Postcolonial Studies (3) FLIT 433 Littératures postcoloniales (3) GEOG 310 Refugees and Migration in Today's World (3) GEOG 315 Social and Cultural Geographies (3) GEOG 418 Geographies of Postcolonialism (3) GEOG 430 Social Geographies of Montreal (3) LING 300 Sociolinguistics (3) RELI 3660 Hip-Hop Culture and Social Change (3) RELI 3690 Decolonizing Religion (3) SOCI 483 Nationalism and Racism (3) URBS 440 Urban Policing and Security (3) WSDB 393 Critical Race Feminisms (3) WSDB 492 Post-colonial and Anti-colonial Feminist Theories and Practice (3)	

Rationale:

Defined group added for clarity of course groupings.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Minor in Black and African Diaspora Studies in the Canadian Context

Calendar Section Name: Notes
Calendar Section Type: Regulation

Description of Change: Minor Program Notes Change

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Interdisciplinary Studies Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Programs > Minor in Black and African Diaspora Studies in the Canadian Context

Present Text calendar

Proposed Text

Notes

Notes

- Students may apply a Special Topics course to their program requirements, provided they are approved by the Minor in Black and African Diaspora Studies in the Canadian Context advisor.
- Students are responsible for verifying prerequisite requirements associated with some courses.
- Several of the courses listed in this program are cross-listed. In cases where cross-listed courses appear, either version of the course may be applied towards the program requirements. Students may not, however, take both versions of a cross-listed course for credit.
- Students are responsible for satisfying their particular degree requirements.

Rationale:

Standard program notes are added.

Resource Implications:

None.

New Undergraduate Program (Fast Track) - AS-INTE-5555 - VERSION: 11

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Minor in Black and African Diaspora Studies in the Canadian Context

Calendar Section Name: BLST 200 **Calendar Section Type:** Course

Description of Change: BLST 200 Introduction to Black Studies in

the Canadian Context New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Interdisciplinary Studies Calendar publication date: 2025/2026/Summer

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

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

> Section 31.170 Interdisciplinary Studies > Interdisciplinary Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	BLST 200 Introduction to Black Studies in the Canadian Context (3 credits)
	(also listed as FFAR 200)
Prerequisites:	Prerequisites:
	Enrolment in the Minor in Black and African Diaspora Studies in the Canadian Context is required.
Description:	Description:
	This interdisciplinary course offers a broad introduction to Black Studies. Emphasis is placed on themes of Blackness in the Canadian context. This course introduces students to foundational texts and creative expressions covering histories, cultures, and philosophies, using debates and academic traditions of Black scholars in the field. Students develop critical vocabulary and frameworks through the study of Canada's diverse Black populations and of the African diaspora.
Component(s):	Component(s):
	Lecture
Notes:	Notes:
Equivalent Courses :	Equivalent Courses : Students who have received credit for FFAR 200 may not take this course for credit.
Rationale:	

Rationale:

See proposal.

The prerequisite under the BLST 200 section of this course requires enrolment in the Minor. BLST spaces are held specifically for students in the minor to ensure that a) students in the program can easily enrol and b) the BLST spots serve to build on a specific cohort and community.

Note to calendar editor: The prime for this course is FFAR 200. It is proposed by the Faculty of Fine Arts under dossier #FA-FFAR-5604.

Resource Implications:

See proposal.

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New Undergraduate Program (Fast Track) - AS-INTE-5555 - VERSION: 11

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Minor in Black and African Diaspora Studies in the Canadian Context

Calendar Section Name: BLST 211 **Calendar Section Type:** Course

Description of Change: BLST 211 Black Montreal New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Interdisciplinary Studies Calendar publication date: 2025/2026/Summer

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

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

 $> Section\ 31.170\ Interdisciplinary\ Studies > Interdisciplinary\ Courses$

Type of Change: New Course

Present Text calendar	Proposed Text
	BLST 211 Black Montreal (3 credits)
	(also listed as LOYC 211)
Prerequisites:	Prerequisites:
	Enrolment in the Minor in Black and African Diaspora Studies in the Canadian Context is required.
Description:	Description:
	This course introduces students to the major themes, issues, and debates in Montreal's Black history from its origins until today. Students gain an understanding of how Black communities lived, worked, socialized, and defined themselves in Montreal.
Component(s):	Component(s):
	Lecture
Notes:	Notes:
Equivalent Courses:	Equivalent Courses : Students who have received credit for LOYC 211, or for this topic under a LOYC 298 number, may not take this course for credit.

Rationale:

This course has been successfully offered under LOYC 298 with strong enrolments. The prime for this course will be LOYC 211 (as proposed under AS-LOYC-5561). The BLST 211 cross-listing will appear in the Interdisciplinary Studies Unit and as a core course in the proposed Minor in Black and African Diaspora Studies in the Canadian Context.

The prerequisite under the BLST 211 section of this course requires enrolment in the Minor. BLST spaces are held specifically for students in the minor to ensure that a) students in the program can easily enrol and b) the BLST spots serve to build on a specific cohort and community.

Enrolments:

Fall 2023-24: 17/30 Winter 2022-23: 28/30 Winter 2021-22: 28/30 Fall 2020-21: 27/30 Fall 2019-2020: 24/30

Resource Implications:

See proposal for additional resource request.

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New Undergraduate Program (Fast Track) - AS-INTE-5555 - VERSION: 11

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Minor in Black and African Diaspora Studies in the Canadian Context

Calendar Section Name: BLST 230 Calendar Section Type: Course

Description of Change: BLST 230 Race and Ethnic Relations New

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Interdisciplinary Studies Calendar publication date: 2025/2026/Summer

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

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

> Section 31.170 Interdisciplinary Studies > Interdisciplinary Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	BLST 230 Race and Ethnic Relations (3 credits)
	(also listed as ANTH 230 / SOCI 230)
Prerequisites:	Prerequisites:
	Enrolment in the Minor in Black and African Diaspora Studies in the Canadian Context is required.
Description :	Description:
	Race and ethnicity are examined as bases of social differentiation. Ethnic group relations are analyzed in relation to stratification and the exercise of power. The course further involves exploration of the phenomena of discrimination, prejudice, and intergroup accommodation.
Component(s):	Component(s):
	Lecture
Notes :	Notes:
Equivalent Courses :	Equivalent Courses : Students who have received credit for ANTH 230 or SOCI 230 may not take this course for credit.
Rationale	

Rationale:

See proposal.

The prerequisite under the BLST 230 section of this course requires enrolment in the Minor. BLST spaces are held specifically for students in the minor to ensure that a) students in the program can easily enrol and b) the BLST spots serve to build on a specific cohort and community.

Note to calendar editor: The prime for this course is the existing course, SOCI 230. The cross-listing will be added to ANTH/SOCI 230 under AS-SOAN-5265.

Resource Implications:

See proposal.

Impact Report

Programs

Minor in Black and African Diaspora Studies in the Canadian Context New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Programs -> Minor in Black and African Diaspora Studies in the Canadian Context -> Program Requirements

Source of Impact

Defined Groups

Black-focused Topics in Literature, History, and the Arts New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Programs -> Minor in Black and African Diaspora Studies in the Canadian Context -> Program Requirements

Source of Impact

<u>Critical Perspectives on Postcolonial and Decolonial Narratives New</u>

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Programs -> Minor in Black and African Diaspora Studies in the Canadian Context -> Program Requirements

Source of Impact

Courses

BLST 200 Introduction to Black Studies in the Canadian Context New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Courses Source of Impact

BLST 211 Black Montreal New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Courses Source of Impact

BLST 230 Race and Ethnic Relations New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Courses Source of Impact

Other Units

Addition of FFAR 200 to BLST 200 requirement

Source of other unit Impact

Course is housed in Section 81.30 Interdisciplinary Studies in Fine Arts

Addition of SOCI 230 to BLST 230 requirement

Source of other unit Impact

Course is housed in Section 31.310 Department of Sociology and Anthropology

Addition of ANTH 230 to BLST 230 requirement

Source of other unit Impact

Course is housed in Section 31.310 Department of Sociology and Anthropology

Addition of LOYC 298 to BLST 211 requirement

Source of other unit Impact

• Course is housed in Section 31.525 Loyola College for Diversity and Sustainability

Addition of LOYC 211 to BLST 211 requirement

Source of other unit Impact

Course is housed in Section 31.525 Loyola College for Diversity and Sustainability

Addition of ANTH 255 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 31.310 Department of Sociology and Anthropology

Addition of **HIST 264** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

• Course is housed in Section 31.160 Department of History

Addition of **HIST 274** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

• Course is housed in Section 31.160 Department of History

Addition of **HIST 276** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

• Course is housed in Section 31.160 Department of History

Addition of **HIST 277** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

Course is housed in Section 31.160 Department of History

Addition of **HIST 353** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

• Course is housed in Section 31.160 Department of History

Addition of **HIST 363** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

Course is housed in Section 31.160 Department of History

Addition of **HIST 368** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

• Course is housed in Section 31.160 Department of History

Addition of FLIT 363 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 31.110 Département d'études françaises

Addition of FLIT 365 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 31.110 Département d'études françaises

Addition of FLIT 367 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 31.110 Département d'études françaises

Addition of FFAR 256 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 81.30 Interdisciplinary Studies in Fine Arts

Addition of **ARTH 389** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

• Course is housed in Section 81.50 Department of Art History

Addition of JHIS 314 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 81.100 Department of Music

Addition of JHIS 398 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 81.100 Department of Music

Addition of ENGL 369 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 31.100 Department of English

Addition of ENGL 383 to Black-focused Topics in Literature, History, and the Arts requirement Source of other unit Impact

• Course is housed in Section 31.100 Department of English

Addition of **ENGL 386** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

• Course is housed in Section 31.100 Department of English

Addition of **HIST 3620** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

Course is housed in Section 31.160 Department of History

Addition of **RELI 3140** to **Black-focused Topics in Literature, History, and the Arts** requirement Source of other unit Impact

Course is housed in Section 31.270 Department of Religions and Cultures

Addition of WSDB 393 to Critical Perspectives on Postcolonial and Decolonial Narratives requirement Source of other unit Impact

• Course is housed in Section 31.560 Simone de Beauvoir Institute and Women's Studies

Addition of WSDB 492 to Critical Perspectives on Postcolonial and Decolonial Narratives requirement Source of other unit Impact

• Course is housed in Section 31.560 Simone de Beauvoir Institute and Women's Studies

Addition of **GEOG 310** to **Critical Perspectives on Postcolonial and Decolonial Narratives** requirement Source of other unit Impact

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

Addition of **GEOG 315** to **Critical Perspectives on Postcolonial and Decolonial Narratives** requirement Source of other unit Impact

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

Addition of **GEOG 418** to **Critical Perspectives on Postcolonial and Decolonial Narratives** requirement Source of other unit Impact

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

Addition of **GEOG 430** to **Critical Perspectives on Postcolonial and Decolonial Narratives** requirement Source of other unit Impact

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

Addition of **SOCI 483** to **Critical Perspectives on Postcolonial and Decolonial Narratives** requirement Source of other unit Impact

• Course is housed in Section 31.310 Department of Sociology and Anthropology

Addition of COMS 464 to Critical Perspectives on Postcolonial and Decolonial Narratives requirement Source of other unit Impact

• Course is housed in Section 31.070 Department of Communication Studies

Addition of FLIT 433 to Critical Perspectives on Postcolonial and Decolonial Narratives requirement Source of other unit Impact

• Course is housed in Section 31.110 Département d'études françaises

Addition of LING 300 to Critical Perspectives on Postcolonial and Decolonial Narratives requirement Source of other unit Impact

• Course is housed in Section 31.060 Department of Classics, Modern Languages and Linguistics

Addition of ENGL 385 to Critical Perspectives on Postcolonial and Decolonial Narratives requirement Source of other unit Impact

• Course is housed in Section 31.100 Department of English

Addition of ENGL 454 to Critical Perspectives on Postcolonial and Decolonial Narratives requirement Source of other unit Impact

• Course is housed in Section 31.100 Department of English

Addition of WSDB 401 to Critical Perspectives on Postcolonial and Decolonial Narratives requirement Source of other unit Impact

• Course is housed in Section 31.560 Simone de Beauvoir Institute and Women's Studies

Addition of **RELI 3660** to **Critical Perspectives on Postcolonial and Decolonial Narratives** requirement Source of other unit Impact

Course is housed in Section 31.270 Department of Religions and Cultures

Addition of **RELI 3690** to **Critical Perspectives on Postcolonial and Decolonial Narratives** requirement Source of other unit Impact

• Course is housed in Section 31.270 Department of Religions and Cultures

Addition of **URBS 440** to **Critical Perspectives on Postcolonial and Decolonial Narratives** requirement Source of other unit Impact

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



TABLE OF CONTENTS



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APPENDICES

- /1. Detailed methodology
- /2. Questionnaire (separate document)
- /3. Detailed statistical tables (separate document)

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BACKGROUND, OBJECTIVES AND METHODOLOGY OVERVIEW



Objectives

Concordia University conducted a web survey among students, faculty and staff, both current and former, to look at the specific issue of anti-Black racism in order to improve the inclusion, integration and equitable treatment of Black Concordians.

Population

Current and former students, faculty and staff from Concordia University.

Sampling

672 respondents distributed as follows:

• Students: 394

Faculty and staff: 268

• Unspecified: 10

Data collection

From October 28 to November 15, 2021.

Email sent by Concordia to all students (n: 39,121) as well as faculty and staff members (n: 9,596).

Email reminder sent on November 9 to graduate students, on November 10 to staff and faculty and on November 11 to undergraduate

students. A reminder was also sent on November 10 on social media (Facebook and Twitter).

Response rate: 1.4%

Weighting

Weighting to ensure a good representation according to the primary affiliation to the University (students vs. faculty/staff).

Margin of error

The maximum margin of error for all respondents is 4.9% (with a 95% level of confidence). It increases for the subgroups of the sample.

Study limitations

Given the low response rate, the results of this study should be interpreted with caution. Also, respondents who feel strongly about the issue of anti-Black racism may be overrepresented in the study.

Throughout the report, this icon is used to present the results of respondents who identify as Black. Arrows (♠♥) will be used if the results are significatively higher or lower to the respondents who doesn't identify as Black.

The symbols below are used in the report to identify the priority level the University should assign for the item measured. The priority level is obtained by subtracting those who indicated that the priority was more important than average () from those who responded that it was less important than average ().

A

High priority (More than 50)



Moderate priority (41 to 50)



Low priority (40 or less)

Highlights

HIGHLIGHTS



INSTANCES OF ANTI-BLACK RACISM OR MICROAGGRESSIONS



Nearly **1 out of 4** respondents **witnessed** anti-Black racism or microaggressions



1 out of 2
Black respondents directly experienced it

SENSE OF SAFETY AT CONCORDIA



45%

of Black Concordians agreed that the University provides a safe and secure environment, whereas **22% disagreed**.

Strongly agree/agree
 Neither agree nor disagree

Disagree/strongly disagree

SUPPORT SERVICES TO BLACK COMMUNITIES

Base: Black respondents





32%

do not feel comfortable using the mental heath services offered by the University, whereas only 23% do.

38%

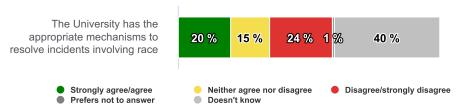
said support services didn't meet or respond to their needs, whereas 23% said they did.

Priority actions or initiatives to put in place to improve mental health services offered at the University Increase the number of Black counsellors 77% Ensure that more therapists are trained in dealing with racialized issues 73% Organize information sessions on topics related to Black mental health

HIGHLIGHTS (PART 2)

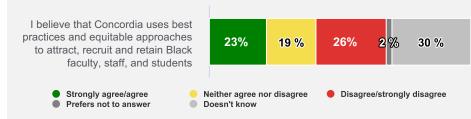


RESOLVING RACIAL INCIDENTS



Priority actions or initiatives to put in place % of respondents who indicated this should be a top or above average	ge priority
Implement a zero-tolerance policy against racism at the University	81%
Develop clear protocols and procedures for race-related complaints	78%

INTEGRATION AND INCLUSION OF BLACK COMMUNITIES



Priority actions or initiatives to put in place % of respondents who indicated this should be a top or above average priority or strongly agree or agree with the initiative		
Create an interdisciplinary program in Black and African-Diaspora Studies in the Canadian context at Concordia University	72%	
Include Black perspectives in courses and programs across the University whenever possible	70%	
Develop a support system for career advancement	67%	
Encourage and promote community-based and community-led programs	66%	

Chapter 1

PERCEPTIONS OF CONCORDIA INITIATIVES TO ADDRESS RACIAL ISSUES

- · Proportion of respondents who identify as Black
- Perception of Concordia mechanisms to resolve racial incidents
- Perception of tools and services to address racial issues
- · Suggested tools and services to address racial issues

PROPORTION OF RESPONDENTS WHO IDENTIFY AS BLACK

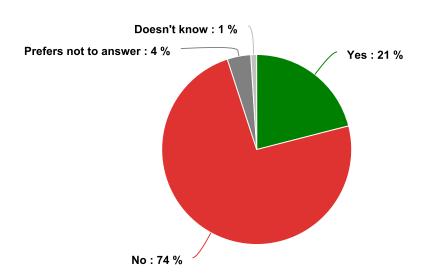


QSD3. Concordia University's Black Perspectives Office offers the following definition for the term 'Black': it is used as an identification that unifies the identities and experiences of Black, sub-Saharan African, Afro-descendant, and Afro-diasporic communities.

We recognize that members of these communities may or may not use the word "Black" as their identifier and may or may not bear visible markers from these communities. If you are a member of any of these communities and do not use this identifier, please note that the following question is only a guide used to create customized pathways within this survey based on relevance.

Given this caveat, do you identify as Black?

Base: all, n: 672



Adequate representation of those who identify as Black in the survey

The survey aimed at reaching all Concordians and even though the main topic was anti-Black racism, a vast majority of respondents did not identify as Black, which confirms that the survey reached the entire Concordia community. At the same time, the sample of those who identify as Black is over one hundred (n:124), which allows for a valid analysis of this specific group's answers. Chapter 3 will focus on this group of respondents since specific questions were asked only to them.

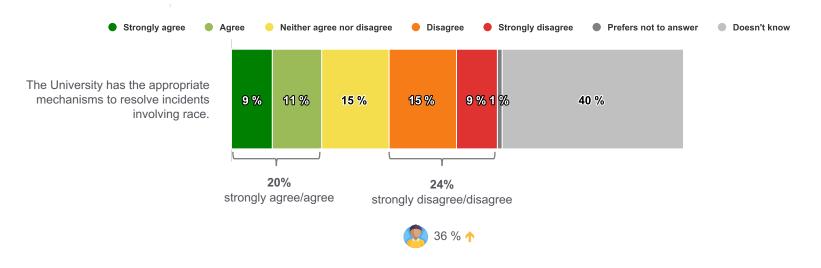
PERCEPTION OF MECHANISMS TO RESOLVE RACIAL INCIDENTS



Q1. To what extent do you agree or disagree with the following statement?

Race refers here to the fact that societies racialize people according to visible physical markers (such as skin tone) and assign difference and value to those categories, which in turn shapes experiences and opportunities in social, political, and economic life.

Base: all. n: 672



The community expresses a negative assessment of the mechanisms in place to resolve racial incidents

Only one in five respondents is convinced or somewhat convinced that Concordia has the appropriate mechanisms in place to resolve racial incidents. A quarter of respondents are quite critical about the situation, which is especially true for people who identify as Black (36%) and those who have witnessed (59%) or directly experienced (61%) anti-Black racism acts at Concordia. Note that 40% of respondents were unable to comment on the subject. It is likely that they are not aware of these mechanisms, a sign that this information should be better communicated.

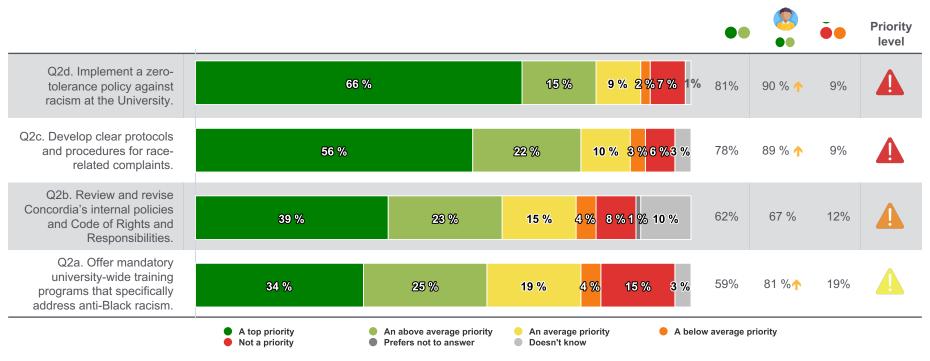
When mechanisms are widely known and recognized, we usually see a majority of respondents expressing **strong** agreement with them and a small minority expressing disagreement (less than 10%). We are far from this situation here.

PERCEPTION OF TOOLS AND SERVICES TO ADDRESS RACIAL ISSUES



Q2a to d. What level of priority should the University give to the following tools and/or services in a comprehensive approach to addressing race-related issues?

Base: all, n: 672



A zero-tolerance policy along with clear protocols for complaints

Two thirds of respondents believe it is essential for the University to incorporate a zero-tolerance policy against racism to address racial issues. People who identify as Black (90%) and those who have witnessed anti-Black racism acts (96%) are more likely to feel that implementing such a policy should receive priority attention (top or above average priority). The implementation of defined protocols for handling race-related complaints is also strongly desired by a majority of respondents. Almost all of those who have witnessed (96%) or directly experienced (97%) anti-Black racism acts believe that the development of such protocols should be among the University's priorities (top or above average priority). Most respondents who identify as Black (89%) and staff (89%) also agree. The review of internal policies, rights and responsibilities and the offering of training programs focused on anti-Black racism would also be welcomed by most, but do not have the same level of urgency.

SUGGESTED TOOLS AND SERVICES TO ADDRESS RACIAL ISSUES



Q2e. In a comprehensive approach to addressing race-related issues, what other tools and/or services do you think Concordia should implement?

Base: all. n: 672

Multiple answers accepted, total exceeds 100%

Suggestions of tools and services Concordia should implement Main responses, 2% or more	%
Offer mandatory training to the staff (faculty, etc.)	3
Improve existing curricula and create new ones (new programs, new classes)	3
Offer workshops on racism (its history, terminology, concepts, etc.)	3
Ensure inclusive hiring process (hire more Black people, etc.)	3
Ensure more diverse leadership at Concordia	2
Organize meetings and activities with students of different ethnicities	2
Raise awareness and educate the students (awareness campaign, etc.)	2
Offer support offices and advocates (support groups, etc.)	2
Offer more information on resources available (process, etc.)	2
No answer	6
Does not know	53

Themes	%
Training/campaign about racism	11
Access to resources	7
Diversity promotion	6
Special activities	2

Respondents suggest focusing on raising awareness through various means

Most suggestions revolved around raising awareness through curricula, workshops, training, or a specific campaign. Promoting diversity through adequate policies and providing support or information on the resources available were also seen as possible ways to address racial issues. Several respondents did not provide any suggestions, which may indicate lack of familiarity with the issue in some cases or simply that the tools and services presented earlier are deemed sufficient.

Note: Some suggestions in the table above fall under the same broad categories as the ones presented on page 10. This is absolutely normal. To see the original comments (verbatim) which were classified under the broad categories for question 2e, please consult the Excel file that was provided with the report.

Chapter 2

INITIATIVES TO ADDRESS ANTI-BLACK RACISM AT CONCORDIA

- · Proportion of respondents who have witnessed anti-Black racism acts
- Perception of Concordia's approach to attract, recruit and retain Black people
- Priority of initiatives to improve the integration and inclusion of Black communities
- Suggested initiatives to improve the integration and inclusion of Black communities
- Recognition and celebration of Black achievement
- · Perception of initiatives to enhance the integration and inclusion of Black communities

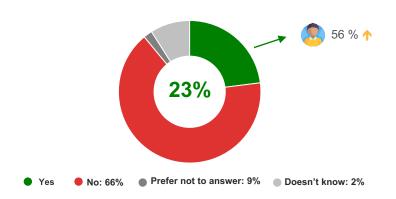
PROPORTION OF RESPONDENTS WHO HAVE WITNESSED ANTI-BLACK RACISM ACTS



Q3. Have you directly witnessed instances of anti-Black racism or anti-Black microaggressions at Concordia University?

Microaggression refers to a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority

Base: all, n: 672



Anti-Black racism acts have been witnessed by one in four Concordians

Nearly one in four respondents have directly witnessed instances of anti-Black racism or microaggressions, which is by all means a very high figure and serves as a benchmark moving forward. This is most pronounced among faculty members (40%), those affiliated with University administrative units, centres and services (57%), or those who identify as Black (56%). We also note that almost everybody who directly experienced instances of anti-Black racism or microaggressions at Concordia, also witnessed some (92%).

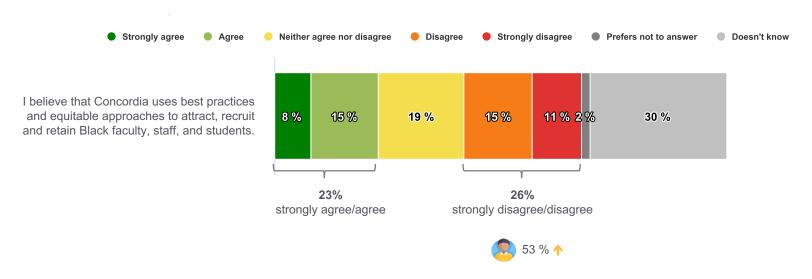
Even among those who doesn't identify as Black, a non negligible proportion have witnessed anti-Black racism or microaggressions into the walls of Concordia University (15 %).

PERCEPTION OF CONCORDIA'S APPROACH TO ATTRACT, RECRUIT AND RETAIN BLACK PEOPLE







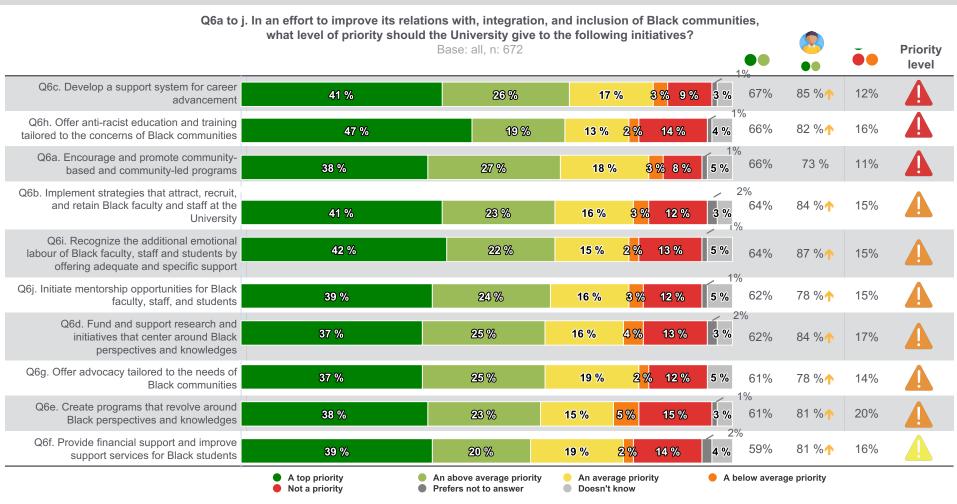


A negative view on the efforts made to attract and recruit people who identify as Black

About one quarter of respondents believe that Concordia is making the necessary efforts to attract, recruit and retain people who identify as Black to the institution in an equitable manner, but a similar proportion believe the opposite, which paints a pretty bleak picture of the situation. People who identify as Black and those who have directly experienced or witnessed anti-Black racism acts are even more critical, with 53% and 77% of respondents in these groups, respectively, expressing strong disagreement or disagreement with the statement. The same is true for respondents affiliated with the Faculty of Arts and Science – Humanities and Social Sciences (35%) and the Administrative units (55%).

PRIORITY OF INITIATIVES TO IMPROVE THE INTEGRATION AND INCLUSION OF BLACK COMMUNITIES





Most of the initiatives proposed to better integrate and include Black communities deserve immediate attention

A majority of respondents consider the various initiatives proposed as top or above average priorities, with career advancement support, anti-racist training and community-based programs leading the way. This signals that the community values all the proposed initiatives and that Concordia needs a comprehensive action plan to tackle the situation. Most initiatives are seen as especially important by people who identify as Black, as well as by people who have witnessed or directly experienced anti-Black racism acts, with 78% to 96% of respondents in these groups considering them to be 60% to 43 bove average priorities.

SUGGESTED INITIATIVES TO IMPROVE THE INTEGRATION AND INCLUSION OF BLACK COMMUNITIES



Q6k. In an effort to improve its relations with, integration, and inclusion of Black communities, what other initiatives do you think Concordia should implement?

Base: all, n: 672

Multiple answers accepted, total exceed 100%

Suggestions of tools and services Concordia should implement Main responses, 1% or more	%	
Organize forums on the matter (dialogues, discussion, etc.)	2	
Consider other forms of racism too (anti-Muslim, anti-Asian, intersectionality, etc.)	2	
Address racism (clear policy, systemic racism, action against racism)	1	
Outreach into Black communities (links, collaboration, networking)	1	
Organize activities/events (celebrating Black culture, workshops, etc.)	1	
Create a welcoming environment (community, invite people, friendly, etc.)	1	
Address microagressions (early, aggressively, etc.)	1	
Implement strategies that attract, recruit and retain Black students at the University	1	
No answer	7	
Does not know	59	

Themes	%
Raise awareness / communicate / act pre-emptively	4
Address racism through swift action	3
Intersectionality	2
Other	3

Raising awareness for a better integration

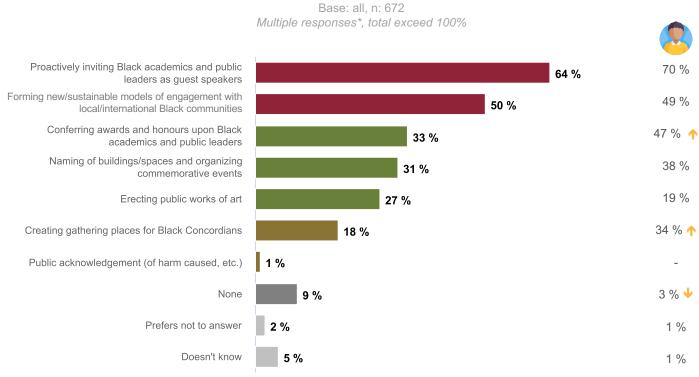
While the majority of respondents do not have any initiatives to suggest to the University to improve relations with, integration, and inclusion of Black communities, some put forward ideas that would raise awareness through communication and dialogue (6%). For example, organize forums, activities, events, create a welcoming environment, and implement strategies to attract Black students. These actions aim to prevent any acts of racism, but swift action is also needed when acts of racism are committed.

Note: Some suggestions in the table above fall under the same broad categories as the ones presented on page 15. This is absolutely normal. To see the original comments (verbatim) which were classified under the broad categories for question 6k, please consult the Excel file that was provided with the report.

RECOGNITION AND CELEBRATION OF BLACK ACHIEVEMENT



Q7a. What steps can Concordia take to recognize its history in relation to Black communities and celebrate Black achievements on campus?



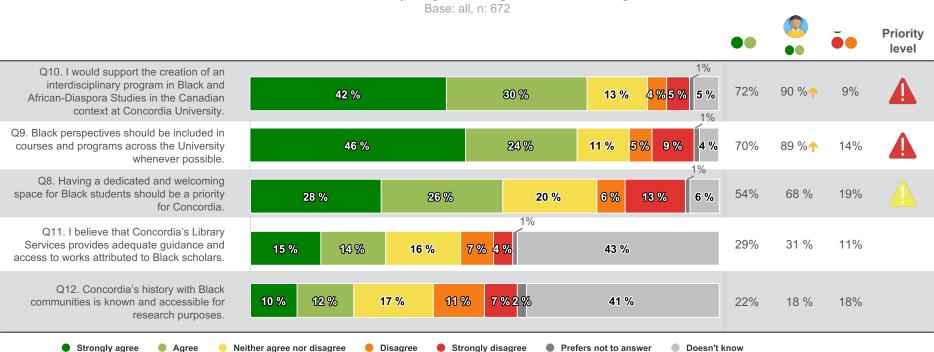
Speaking engagements and building strong ties to communities

Nearly two thirds of respondents suggested that Concordia should proactively invite Black scholars and leaders as guest speakers, in recognition of the University's relationship with Black communities and their accomplishments (64%). Half want Concordia to engage in sustainable relationships with local and international Black communities (50%). Awards, toponymy and art do not attract as much support. Finally, it is important to note that gathering places for Black Concordians receive limited support, probably because this type of initiative does not clearly help in recognizing Black achievements throughout the Concordia community (but rather focuses on the Black community).

PERCEPTION OF INITIATIVES TO ENHANCE THE INTEGRATION AND INCLUSION OF BLACK COMMUNITIES



Q8 to Q12. To what extent do you agree or disagree with the following statements?



Black perspectives should be included in programs

Over two thirds of respondents would be favourable to the creation of an interdisciplinary program in Black and African-Diaspora Studies in the Canadian context at Concordia and the inclusion of Black perspectives in courses and programs based across the University. These two elements should be part of the University's priorities to enhance the integration and inclusion of Black communities. To a lesser extent, a small majority of respondents are in favour of a dedicated space for Black students.

A significant proportion of respondents were not able to assess Concordia library services and its history with Black communities. However, it is safe to say, based on the results, that guidance and access to works of Black scholars can be improved and that Concordia's history with Black communities should be better known and more accessible for research purposes.

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Chapter 3

BLACK CONCORDIAN'S PERSPECTIVES

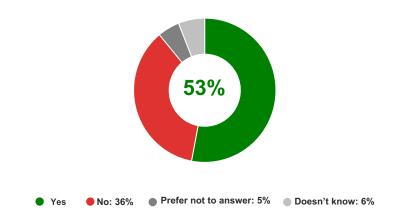
- Prevalence of anti-Black racism or microaggressions
- Perceptions of Concordia as a safe and secure environment
- Perceptions of support services
- · Improvement of mental health services
- · Academic advising & help provided to integrate the University community
- Interest in onboarding and mentorship opportunities for the Black community





Q4. Have you directly experienced instances of anti-Black racism or anti-Black microaggressions at Concordia University?

Base: respondents identifying themselves as Black, n: 124



A widespread issue

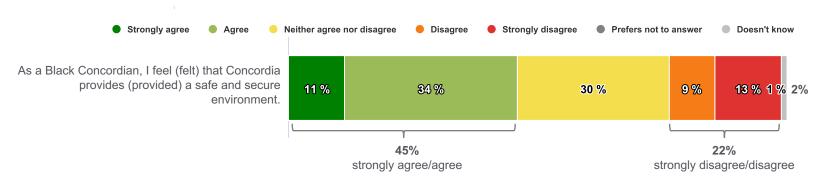
More than half of respondents who identify as Black have experienced anti-Black racism or microaggressions within the walls of Concordia (53%), which is an alarming result.

PERCEPTION OF CONCORDIA AS A SAFE AND SECURE ENVIRONMENT



Q17. To what extent do you agree or disagree with the following statement?

Base: respondents identifying themselves as Black, n: 124



In terms of perceived safety, Black communities express concern

Nearly one in four Black Concordians express concern in terms of safety and security, which is a very high proportion considering that feeling safe and secure is a basic expectation for any individual in a university setting.

PERCEPTIONS OF SUPPORT SERVICES



Q14-15. To what extent do you agree or disagree with the following statements?

Base: students identifying themselves as Black, n: 83



The Black communities express a negative assessment of the mental health services offered by Concordia

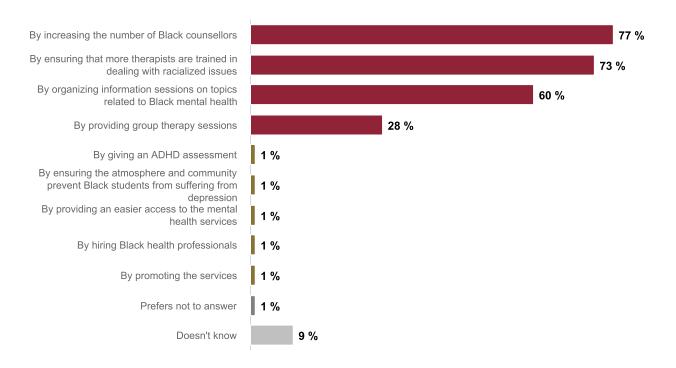
More than one in four students who identify as Black expressed feeling comfortable (with 27% strongly agreeing or agreeing with the statement) using the mental health services offered by the University and around the same proportion expressed feeling uncomfortable (with 29% disagreeing or strongly disagreeing with the statement). The support services in general received an even more negative assessment. In both cases, people who have witnessed or directly experienced anti-Black racism acts are even more critical of the situation. These results suggest that the support services are not aligned with the needs of the Black communities at Concordia, especially when it comes to anti-Black racism.

IMPROVEMENT OF MENTAL HEALTH SERVICES



Q16a. How can the mental health services for Black Concordians offered at the University be improved?

Base: respondents identifying themselves as Black, n: 124 Multiple responses*, total exceeds 100%



Hire more Black counsellors and better train the therapists on racialized issues

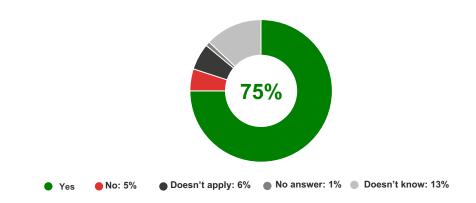
About three quarters of respondents who identify as Black feel that the mental health support services offered by Concordia could be improved by hiring more Black counsellors (77%) and by ensuring that current therapists are trained to deal with racialized issues (73%). There is also a majority who feel that information sessions on topics related to Black mental health should be organized (60%).

INTEREST IN ONBOARDING AND MENTORSHIP OPPORTUNITIES FOR THE BLACK COMMUNITY



Q13. Would you take/have taken advantage of onboarding and/or mentorship opportunities tailored to Black faculty/staff/students if they were/had been available at the University?

Base: respondents identifying themselves as Black, n: 124



Tailored onboarding and mentorship opportunities

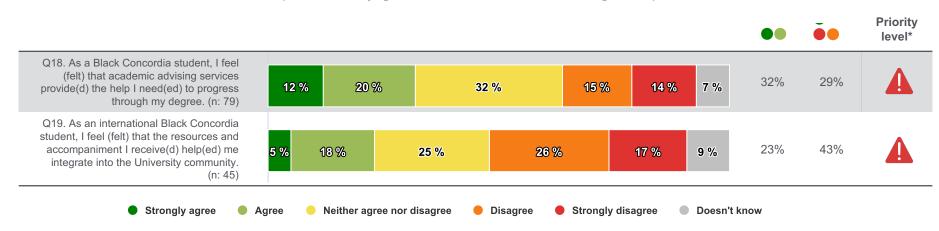
Among respondents who identify themselves as Black, three out of four show an interest in onboarding and mentorship opportunities tailored to Black faculty, staff or students.

ACADEMIC ADVISING & HELP PROVIDED TO INTEGRATE THE UNIVERSITY COMMUNITY



Q18-19. To what extent do you agree or disagree with the following statement?

Base: respondents identifying themselves as Black students, excluding non-response



Academic advising and integration services are far from optimal

Even though one third of Black Concordia students agree that the academic advising services provide or provided the help needed to progress through their degree, a similar proportion believe the opposite. In fact, people who have either directly experienced or witnessed anti-Black racism acts are even more critical of this aspect, with 50% and 46% of respondents in these groups, respectively, expressing disagreement or strong disagreement with the statement.

In addition, nearly half of Concordia's international Black students indicate that they don't or didn't feel the resources and accompaniment received help or helped them integrate into the University community. These results reinforce the conclusion that the services currently in place do not adequately meet the needs of students who identify as Black.

Chapter 4 OTHER ISSUES NOT COVERED IN THIS SURVEY

· Other issues related to representation, inclusion, curriculum, and policy in relation to Concordia's Black communities

OTHER ISSUES RELATED TO REPRESENTATION, INCLUSION, CURRICULUM, AND POLICY IN RELATION TO CONCORDIA'S BLACK COMMUNITIES



27

Q20. In this survey, you have responded to questions on representation, inclusion, curriculum, and policy in relation to Concordia's Black communities. If you wish to expand on any of your responses or if you have identified any issues that you feel are pertinent but were not covered in this survey, please do so here.

Base: all, n: 672

Other issues not covered in the survey and mentioned by respondents Main responses, 2% or more	%	
Concordia should do more to fight racism (concrete actions, etc.)	5	
Concordia should not engage in racial favouritism (risk of isolation, etc.)	4	
Offer a more inclusive curriculum (programs, classes, etc.)	3	
There is racism at Concordia (recall racism encounters, etc.)	2	
Concordia should intervene on all forms of inequalities	2	
Concordia should foster a sense of community (listen to BIPOC, etc.)	2	
Negative comments on the survey	2	
Does not agree with the politics/definition of racism	2	
Ensure more inclusiveness at Concordia (all ethnicities, etc.)	2	
No answer	9	
Doesn't know	28	

Themes	%
Broaden definition of racism	10
Address racism	7
Others	7

Conclusions

CONCLUSIONS



HIGH LEVELS OF ANTI-BLACK RACISM ACTS WITNESSED OR EXPERIENCED A significant proportion of Concordians have witnessed anti-Black racism or microaggressions, and an even higher proportion of Black Concordians have directly experienced such acts at Concordia, which is certainly cause for concern. In fact, more than one in five respondents identifying as Black do not feel that the University provides a safe and secure environment. In order to address these racial issues, several actions can be taken. We present those that were best received by the respondents.

A CLEAR AND ZERO TOLERANCE POLICY AGAINST ANTI-BLACK RACISM Results show that the current mechanism in place appears ineffective at resolving racial issues. Many respondents want the University to implement an anti-racism policy within the institution (action 1). Beyond this policy, respondents want clear and defined protocols in place when it comes to making a complaint about a racial incident (action 2). Strategies to attract, recruit and retain Black faculty and staff should also be considered (action 3).

TOWARDS A BETTER INTEGRATION OF BLACK COMMUNITIES

Only a quarter of respondents believe that Concordia is making the necessary efforts to attract, recruit and retain people who identify as Black to the University. In order to improve the relations with, integration, and inclusion of Black communities, Concordians feel that it would be important to **promote community-based and community-led programs** (action 4). To be able to recognize its history with Black communities and celebrate the achievements of Blacks, respondents suggest that Concordia should **proactively invite**Black scholars and leaders as guest speakers (action 5). Many Concordians also believe that the University should create lasting connections with Black communities (locally and internationally; action 6).

ACTIONS RELATED TO CURRICULUM

From an academic standpoint, respondents support the idea of integrating Black perspectives content into courses and programs (action 7) or creating an interdisciplinary program in Black and African-Diaspora Studies in the Canadian context (action 8).

IMPROVE SUPPORT SERVICES FOR BLACK COMMUNITIES

A significant proportion of Black Concordians are not comfortable using the mental health services offered by the institution. In addition, fewer than one in four Black Concordians feel that the support services they used met their needs. It is clear there is room for improvement in this area. A better understanding of the needs of Black Concordians would certainly make them feel more comfortable about using the University's mental health services, in addition to having an approach adapted to their reality.

Possible actions to improve support for Black communities include to **put in place a career development service** (action 9) and **increase the number of Black counsellors** (action 10).

SPECIFIC TRAINING ON RACIALIZED ISSUES

Finally, **Training therapists on how to deal with racialized issues** (action 11) might also contribute to improving the mental health support services offered by the University.

ACTIONS TO CONSIDER IN A PRELIMINARY ACTION PLAN



Policy

- 1. Implement an anti-racism policy within the institution
- 2. Have clear and defined protocols in place when it comes to making a complaint about a racial incident
- 3. Implement strategies to attract, recruit, and retain Black faculty and staff at the University

Engagement activities

- 4. Promote community-based and community-led programs
- 5. Proactively invite Black scholars and leaders as guest speakers
- 6. Create lasting connections with Black communities (locally and internationally)

Curriculum

- 7. Integrate Black perspectives content into courses and programs
- 8. Create an interdisciplinary program in Black and African-Diaspora Studies in the Canadian context

Services

- 9. Put in place a career development service
- 10. Increase the number of Black counsellors

Training

11. Train therapists on how to deal with racialized issues

Appendix 1

This appendix includes the details on how this study was conducted. It contains the methodological steps followed in order to better understand the study's limitations and scope. The information allows for the study to be replicated in the future using the same protocol.

DETAILED METHODOLOGY

DETAILED METHODOLOGY



SURVEY DESIGN

Target population

Current and former Concordia faculty members, staff and students.

Sampling frame

The entire list of emails of current and former faculty members, staff and students in Concordia's systems.

Sampling plan

Invitations sent out to 39,121 students and 9,596 employees.

	Overall	Faculty and staff	Students	Not specified	
Respondents	672	268 (40%)	394 (59%)	10 (1%)	
Population	56,407	9,596 (17%)	46,811 (83%)	-	

QUESTIONNAIRE

The questionnaire was designed and programmed by SOM and revised by the Concordia project team.

The questionnaire was available in English and French.

The average duration to fill in the questionnaire was 7.9 minutes.

The final version is available in Appendix 2.

DATA COLLECTION

Data collection period

From October 28 to November 15, 2021.

Survey method

Computer-assisted web interviewing.

Data collected on SOM's servers.

Email sent by Concordia to students (n: 39,121) as well as faculty and staff members (n: 9,596).

Email reminder sent on November 9 to graduate students, on November 10 to staff and faculty and on November 11 to undergraduate students. A reminder was also sent on November 10 on social media (Facebook and Twitter).

Data collection administrative results

Detailed results are presented on the following page.

Response rate: 1.4%

The low response rate is partly due to the fact that those who do not identify as Black did not participate to the survey as much as those who do. More specifically, those who identify as Black represent 5% of faculty/staff (according to a recent Concordia survey) compared to 17% of faculty/staff who responded to this survey.





DETAILED ADMINISTRATIVE RESULTS

CALCULATION OF RESPONSE RATE				
WEB SURVEY RESULTS		Email received indicating refusal to respond	0	
Sample size	48,717	De-registered	0	
Expected number of interviews	672	Interview discarded after quality insurance controls	2	
INVITATION SENT		TOTAL UNIT REACHED (C)	1036	
Invitation sent (A)	48,717	UNIT NOT-REACHED		
Blacklisted email addresses	0	Remote server not responding or malfunctioning	0	
Failure to send email	0	User quota exceeded	0	
UNIT REACHED AND RESPONDING		Spam filter detection	0	
Questionnaire completed	672	Other unrecognized reply message	0	
Outside of target population	0	Total unit non-reached (D)	0	
Quota exceeded	0	NON-EXISTENT UNIT		
Total responding units reached (B)	672	Invalid email address (user@)	0	
UNIT REACHED BUT RESPONDING LATE		Invalid email address (@domain)	0	
Access after stratum collection completed	0	Duplicate	0	
Access when project is completed	1	Total non-existent unit (E)	0	
UNIT REACHED BUT NOT RESPONDING		ACCESS RATE (C/(A-E))	2.1%	
Quit	361	RESPONSE RATE AMONG REACHED UNIT (B/C)	64.9%	
Automatic email (absence of participant)	0	RESPONSE RATE (B/(A-E))	1.4%	

DETAILED METHODOLOGY (CONTINUED)



WEIGHTING AND DATA PROCESSING

Weighting was based on all respondents to the survey. The weights were determined by a simple expansion to the population figures of the primary affiliation to the University (students vs. faculty/staff). Alumni respondents received the average weight of students. The weighting procedure increased the importance of students since they were underrepresented in the survey whereas it was the opposite for faculty/staff.

The weighting applied did not include the variable "identifies as Black" since we had available statistics for this variable only for faculty/staff (based on a recent survey) but not for students.

Data was processed with MACTAB, a specialized software designed by SOM. Results of each question are cross-tabulated by a series of variables useful for the analysis.

Source: the population figures were provided by the University.

MARGINS OF ERROR

The margins of error presented on the next page are calculated at a level of confidence of 95% and take into consideration the design effect.

The design effect occurs when respondents are not spread proportionally across the original population, according to the segmentation or weighting variables. The design effect is obtained by dividing the size of the sample by the size of a simple random sample with the same margin of error. It is useful for calculating margins of error in individual segments. For example, we see that overall, the sampling error for this study is the same as that for a random sample of 397 (672 ÷ 1.691) respondents.

The table on the next page presents the sampling errors (taking the design effect into account) for various estimated proportions.

STUDY LIMITATIONS

Given the low response rate, the results of this study should be interpreted with caution. Also, respondents who feel strongly about the issue of anti-Black racism may be overrepresented. However, if this is the case (for now it is only an assumption), Concordia would be wise to interpret the results at face value and implement strategies assuming the presumed bias is small since this will encourage decisive action. Indeed, you can never do too much when it comes to racial issues.





MARGINS OF ERROR ACCORDING TO ESTIMATED PROPORTIONS

	Total	Identify as Black
NUMBER OF INTERVIEWS	672	124
DESIGN EFFECT	1.691	1.672
PROPORTION:		
99% or 1%	1.0%	2.3%
95% or 5%	2.1%	5.0%
90% or 10%	2.9%	6.8%
80% or 20%	3.9%	9.1%
70% or 30%	4.5%	10.4%
60% or 40%	4.8%	11.2%
50% (MAXIMUM MARGIN)	4.9%	11.4%

^{*} The margin of error varies according to the observed proportion: it increases when the proportion is near 50% and decreases as the proportion moves away from 50%.

DETAILED METHODOLOGY (CONTINUED) – PROFILE OF RESPONDENTS



• 66% o	ad this table: f students who identify as Black in the survey are undergraduates. faculty/staff who identify as Black in the survey are from the John n School of Business.	All respondents n: 672 %	Identify as Black n: 124 %	Do not identify as Black n: 520 %	Doesn't know n: 7 %	No answer n: 21 %
	Primary affiliation					
	Undergraduate students	63	66	61	86	78
	Graduate students	16	14	18	12	5
	Alumni	2	3	1	-	6
	Full-time tenured or tenure-track faculty	2	1	2	2	2
	Contract faculty (Part-time, LTA, ETA)	6	2	7	-	-
	Full-time staff	3	2	4	-	1
	Part-time staff	1	1	1	-	2
	Former faculty or staff	5	9	4	-	-
	Unspecified	2	2	2	-	6
	Faculty, school or service					
	Faculty of Arts and Science – Humanities and Social Sciences	33	39	32	17	20
	Faculty of Arts and Science – Sciences	15	11	16	-	39
	Gina Cody School of Engineering and Computer Science	17	14	18	-	19
	Faculty of Fine Arts	13	12	13	34	7
	John Molson School of Business	11	9	13	3	-
	School of Graduate Studies	1	-	1	12	-
	Administrative units, centres and services	3	6	2	-	-
	Concordia Libraries	1	1	1	-	-
	Concordia Continuing Education	1	-	1	-	-
	Unspecified	9 7 of 143	8	3	34	15

From: <u>Elaine Cheasley Paterson</u>

To: Associate Dean Academic Programs (FAS); Angelique Willkie

Cc: Annie Gerin; Academic Facilitator Fine Arts; Nicole Freeman; Dalia Radwan

Subject: FOFA Letter of Support for Black Studies Minor

Date: February 23, 2024 10:30:54 AM

Attachments: Revised LOI Black and African Diaspora Studies Minor February 2024[15].docx

Budget Chart Feb2023model BlackAfricDiaspora v8.xlsx

Dear Richard and Angélique,

This is to confirm the Faculty of Fine Arts support for the Minor in Black and African Diaspora Studies in the Canadian Context to be implemented Fall 2025.

In particular, the Faculty will commit 3 credits from the Fine Arts Interdisciplinary Studies and Practices area (FFAR) to offer the new Introduction to Black Studies course (BLST 200) to be cross-listed with an FFAR course (FFAR 298 until a dedicated course code is created). At its 15 May 2023 Deans and Chairs meeting, the Chairs agreed that from within the eight departments it could commit to running at least 3 credits of undergraduate level courses with Black-focussed topics in the arts every academic year in support of the Minor.

To ensure this commitment, we propose that each year, following timetable and workload assignment, the Associate Dean, Academic Programmes and Pedagogy, will collect a list of any courses in the Faculty that fit these requirements and, to the extent possible, the names of the professors teaching them in the coming academic year. They will share this list to the Minor's program director who may then advise students on course selection and registration.

The Faculty of Fine Arts appreciates having been included in the consultation and collaboration in developing this exciting programme for the University.

Thanks, Elaine

Elaine Cheasley Paterson, PhD (she/her)

Associate Dean, Academic Programmes and Pedagogy

Professor, Department of Art History

Faculty of Fine Arts, Concordia University, Montréal, EV 2.735

@mtlcraftprof

The Home/Making Project

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 called Tiohtià:ke/Montréal. 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 Tiohtià:ke/Montréal. [Indigenous Directions Leadership Council, Concordia University, February 2017]

From: <u>Dalia Radwan</u>
To: <u>Nicole Freeman</u>

Subject: Fw: LOYC course - Black Montreal... and Minor in Black Diaspora

Date: Monday, March 4, 2024 7:58:42 AM

Support from LOYC

Dalia Radwan

Curriculum Developer
Office of the Provost
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Located on Traditional Kanien'kehá:ka Nation Territory
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dalia.radwan@concordia.ca

From: Rebecca Tittler < rebecca.tittler@concordia.ca>

Sent: February 21, 2024 1:03 PM

To: Richard Courtemanche < richard.courtemanche@concordia.ca>; James Grant

<james.grant@concordia.ca>

Cc: Dalia Radwan <dalia.radwan@concordia.ca>; Angelique Willkie

<angelique.willkie@concordia.ca>; Nicole Freeman <nicole.freeman@concordia.ca>; Andrea Jakob

<andrea.jakob@concordia.ca>

Subject: RE: LOYC course - Black Montreal... and Minor in Black Diaspora

Hi Richard-

So sorry for the delay here.

I'm thrilled to hear this project is still moving forward!

Yes, we are definitely interested in (1) giving this course a permanent code in the Calendar, (2) cross-listing it, (3) remaining prime, and (4) having it listed as part of the Minor in Black Diaspora. Dorothy Williams has agreed to teach it again next fall; we will be moving it downtown, though. I have applied for the reserve section.

Here is the information we would like to see in the Calendar:

LOYC 270 (3 credits)

The course recognizes that much of the city's early Black history is unknown and that even today, the current knowledge of the Black experience in Montreal continues to be fraught with myth and misconception. Thus, this course is largely designed to introduce students to the major themes, issues, and debates in Montreal's Black history from its origins until today. This interdisciplinary survey is organized chronologically and will determine how certain trends and critical milestones have shaped Black Montreal's unique face and given rise to complex community building on and off the island. Our wider lens explores Black persons as their own agents, contributing to the greater

society while simultaneously creating cultural resources and events that highlight the multifaceted ways Black people made their own history while simultaneously shaping and contributing to the history of Montreal. Ultimately, students should gain an understanding of how Montreal's Black population lived, worked, socialized, and defined themselves in Montreal.

I'm so sorry this has not been submitted yet. It was approved by the College in November but then we were all hit with other pressing issues to address.

Please let me know how best to proceed from here.

Rebecca

Rebecca Tittler, Ph.D.

Lecturer, <u>Loyola College for Diversity and Sustainability</u> and Departments of <u>Biology</u> and <u>Geography</u>, <u>Planning and Environment</u>

Academic Advisor and Coordinator, <u>Loyola College for Diversity and Sustainability</u>
Research Administration Coordinator, <u>Loyola Sustainability Research Centre</u>
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I acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters we now call Montreal.

To reduce your environmental footprint, please delete emails whenever possible.

Need to <u>book an advising appointment?</u> You can do so here: https://outlook.office365.com/owa/calendar/LCDS@liveconcordia.onmicrosoft.com/bookings/

From: Richard Courtemanche < richard.courtemanche@concordia.ca>

Sent: Monday, February 19, 2024 4:17 PM

To: James Grant <james.grant@concordia.ca>; Rebecca Tittler <rebecca.tittler@concordia.ca>

Cc: Dalia Radwan <dalia.radwan@concordia.ca>; Angelique Willkie

<angelique.willkie@concordia.ca>; Nicole Freeman <nicole.freeman@concordia.ca>; Andrea Jakob <andrea.jakob@concordia.ca>

Subject: LOYC course - Black Montreal... and Minor in Black Diaspora

Hi Jim,

Hi Rebecca,

I have the OCAS on my radar... on our reading list.

On my side, we have been advancing from the standpoint of the *Minor in Black and Diaspora Studies in a Canadian Context*. If you remember, one of the core courses that we were envisaging was the course on *LOYC 298 - Black Montreal*, which I believe you have given in the past, probably more than once.

I would like to ask if it would suit you to make this a "permanent" course, with a new LOYC number, and an associated section, placed into the Calendar. One strategy would be to cross-list this with a course of the same name in the Interdisciplinary Section and this new Minor, under a new prefix of BLST. As Nicole says, LOYC would be "the prime", while INTE would be tagging along, with the advantage of having a virtual Black Studies entity, 'BLST'.

Angélique and Dalia said that your faculty member has shown at giving the course again...

I'd like to get your thoughts. We're finalizing the program draft for the FCC as a target, but will definitely share it with you beforehand, soon.

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 514-848-2424 x2084

From: <u>Dalia Radwan</u>
To: <u>Nicole Freeman</u>

Subject: Fw: SOCI/ANTH 230 Race and Ethnic Relations

Date: Monday, March 4, 2024 7:56:35 AM

Support for SOCI

Dalia Radwan

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dalia.radwan@concordia.ca

From: Aaron Brauer < Aaron. Brauer@concordia.ca>

Sent: February 23, 2023 3:25 PM

To: Dalia Radwan <dalia.radwan@concordia.ca>; Marc Lafrance <marc.lafrance@concordia.ca>

Subject: RE: SOCI/ANTH 230 Race and Ethnic Relations

Hello Dalia,

The capacity for SOCI/ANTH 230 is 75.

We do not know in advance which courses will have a TA. TA allocations are typically determined near the start of the fall term. It is possible that SOCI/ANTH 230 could have a TA, but we would not know this advance.

Best regards

Aaron

Aaron Brauer, Senior Lecturer & Undergraduate Programs Director | Department of Sociology and Anthropology, H1125-63 | Concordia University | 1455 boul. de Maisonneuve O. | Montréal, QC, Canada | H3G 1M8 | P: 514.848.2424 x. 7333 | F: 514.848.4539

From: Dalia Radwan <dalia.radwan@concordia.ca>

Sent: February 23, 2023 1:59 PM

To: Aaron Brauer <Aaron.Brauer@concordia.ca>; Marc Lafrance <marc.lafrance@concordia.ca>

Subject: Re: SOCI/ANTH 230 Race and Ethnic Relations

Hello Aaron,

Correct. Can you please let me know the capacity of a SOCI 230 section and whether it has a

TA?

Thanks,

D

Dalia Radwan

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dalia.radwan@concordia.ca

From: Aaron Brauer < <u>Aaron.Brauer@concordia.ca</u>>

Sent: February 23, 2023 11:45 AM

To: Marc Lafrance < marc.lafrance@concordia.ca >; Dalia Radwan < dalia.radwan@concordia.ca >

Subject: RE: SOCI/ANTH 230 Race and Ethnic Relations

Hello again Dalia,

I just wanted to confirm that the extra section of SOCI/ANTH 230 that you will be requesting will be in addition to our total course selection allocation.

Best regards,

Aaron

Aaron Brauer, Senior Lecturer & Undergraduate Programs Director | Department of Sociology and Anthropology, H1125-63 | Concordia University | 1455 boul. de Maisonneuve O. | Montréal, QC, Canada | H3G 1M8 | P: 514.848.2424 x. 7333 | F: 514.848.4539

From: Marc Lafrance < marc.lafrance@concordia.ca >

Sent: February 23, 2023 10:52 AM

To: Dalia Radwan < dalia.radwan@concordia.ca >; Aaron Brauer < Aaron.Brauer@concordia.ca >

Subject: Re: SOCI/ANTH 230 Race and Ethnic Relations

Hello Dalia.

Thanks so much for your enthusiastic reply. All of that sounds good to me, though I would like Aaron – our UPD – to confirm that he is in agreement too.

Aaron, your thoughts?

Marc Lafrance

From: Dalia Radwan < dalia.radwan@concordia.ca
Date: Wednesday, February 22, 2023 at 1:01 PM

To: Marc Lafrance < <u>marc.lafrance@concordia.ca</u>>, Aaron Brauer

<<u>Aaron.Brauer@concordia.ca</u>>

Subject: Re: SOCI/ANTH 230 Race and Ethnic Relations

Dear Dr. Lafrance,

Thank you for your positive response. Our team met and discussed your suggestions, and here is our response:

We will request an additional section in SOCI/ANTH 230 offered every year (preferably in the winter semester, if possible) to accommodate students from the Black Studies minor. We want to make this course a required core course and envision admitting (25) applicants in the first year and gradually increasing this number to (50) in the second year and capping enrolment at (50) students for year three and after. Are you in agreement with that?

Kindly, Dalia

Dalia Radwan

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From: Marc Lafrance < marc.lafrance@concordia.ca >

Sent: February 17, 2023 8:53 AM

To: Dalia Radwan < dalia.radwan@concordia.ca >; Aaron Brauer < Aaron.Brauer@concordia.ca >

Subject: Re: SOCI/ANTH 230 Race and Ethnic Relations

Hi Dalia,

Thanks for your questions. We are all very excited about the proposed minor in Black Studies. Here are our answers to your questions:

Reserving seats for your students in SOCI/ANTH 230 RACE AND ETHNIC RELATIONS

-There is going to be a capacity issue here, as 230 is always full. We are more than happy to oblige, but we think we might need another section of this course to be able to guarantee spots for our students and your students. Is this something you might be willing to do (i.e., make the request)? We feel the ask needs to come from you, as it is your initiative.

Listing SOCI498 GLOBAL FEMINISMS as part of the minor

-This is not possible. SOCI 498 is a special topics course, so you won't be able to count on it being taught – or even existing – from one year to the next. The better option would be SOCI483

Nationalism and Racism. We would be happy to have you cross list that course. Sadly, none of the other courses Dr. Jasor teaches would be appropriate for cross-listing.

I hope this answers your questions. I'll leave it to you and Aaron from this point on, as I will be away from the Chair's office for the next three weeks. Aaron, if a letter of support is needed, Greg is interim Chair so he can prepare one.

All the very best of luck with this excellent initiative.

Best wishes, MI

Chair and Associate Professor Sociology and Anthropology Concordia University

Directeur et professeur agrégé Sociologie et anthropologie Université Concordia

https://concordia.academia.edu/MarcLafrance

From: Dalia Radwan < dalia.radwan@concordia.ca >

Date: Tuesday, February 14, 2023 at 11:39 AM
 To: Aaron Brauer < <u>Aaron.Brauer@concordia.ca</u>>
 Cc: Marc Lafrance < <u>marc.lafrance@concordia.ca</u>>
 Subject: Re: SOCI/ANTH 230 Race and Ethnic Relations

Hi Aaron,

Apart from the course title/topic, Global Feminisms, which is appropriate to the Black Studies program, one of the main reasons that we would like to include this course is because it is taught by the only Black professor (Oceane Jasor) in Sociology, among the few at Concordia.

But if you think it is not feasible because of the required prerequisites then this is fine. Could you suggest other courses taught by the same instructor that would fit the Black Studies minor?

Meanwhile, we will work with the other 400-level courses that are available.

Thank you,

Dalia Radwan

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dalia.radwan@concordia.ca

From: Aaron Brauer < <u>Aaron.Brauer@concordia.ca</u>>

Sent: February 14, 2023 11:21 AM

To: Dalia Radwan < dalia.radwan@concordia.ca > Cc: Marc Lafrance < marc.lafrance@concordia.ca > Subject: RE: SOCI/ANTH 230 Race and Ethnic Relations

Hi Dalia.

This would be a bit more complicated because of the prerequisites for our 400 level courses and I am not sure if the students in the minor would have the prerequisites. We do have some 300 level courses (which also have prerequisites) that are electives in other minors, and we do waive the prerequisites for those students. But I am not sure if we would want to do this for 400 level courses which require that students have substantial knowledge of sociology or anthropology theory.

Best regards,

Aaron

Aaron Brauer, Senior Lecturer & Undergraduate Programs Director | Department of Sociology and Anthropology, H1125-63 | Concordia University | 1455 boul. de Maisonneuve O. | Montréal, QC,

From: Dalia Radwan < dalia.radwan@concordia.ca >

Sent: February 14, 2023 11:15 AM

To: Aaron Brauer < <u>Aaron.Brauer@concordia.ca</u>>
Cc: Marc Lafrance < <u>marc.lafrance@concordia.ca</u>>
Subject: Re: SOCI/ANTH 230 Race and Ethnic Relations

Hi, again, Aaron,

I forgot to mention that we would like to include SOCI 498 Global Feminisms as an elective course. We imagine a few students will take it (e.g., up to 5 students per semester). Can you be able to accommodate these students as well?

Thanks, Dalia

Dalia Radwan

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dalia.radwan@concordia.ca

From: Dalia Radwan < dalia.radwan@concordia.ca >

Sent: February 14, 2023 11:10 AM

To: Aaron Brauer < <u>Aaron.Brauer@concordia.ca</u>>
Cc: Marc Lafrance < <u>marc.lafrance@concordia.ca</u>>
Subject: Re: SOCI/ANTH 230 Race and Ethnic Relations

Hi Aaron,

Thank you so much for your positive response.

We are projecting to admit 25 students every year. Our students will be divided between SOCI/ANTH 230 and PHIL 372 Philosophy of Race.

Given that you offer SOCI/ANTH 230 twice a year, we don't imagine having more than 6-8 students asking to take this course in the same term.

What is the capacity of SOCI/ANTH 230? Would it be feasible to reserve 6-8 seats for the

Black Studies students per semester?

For your convenience, this is the <u>link to our LOI</u>; it is still a work in progress. Could you or Dr. Lafrance write a letter of support regarding the course in question to attach to the LOI. We are hoping to submit the LOI end of next week.

Kindly, Dalia

Dalia Radwan

Curriculum Developer
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dalia.radwan@concordia.ca

From: Aaron Brauer < <u>Aaron.Brauer@concordia.ca</u>>

Sent: February 14, 2023 10:36 AM

To: Dalia Radwan < dalia.radwan@concordia.ca > Cc: Marc Lafrance < marc.lafrance@concordia.ca > Subject: RE: SOCI/ANTH 230 Race and Ethnic Relations

Hello Dalia,

My apologies for the delay in getting back to you.

This sounds like a very interesting minor and SOCI/ANTH 230 would be a great choice in include in that minor.

We offer SOCI/ANTH 230 at least twice a year (fall, winter, and sometimes summer). It is a very popular course and fills quickly. The course is also an elective that student can choose in at least one other minor (I will check to see if there are other minors). I am happy to advance this discussion and to start I, would like to get a sense of approximately how many students you are projecting.

I look forward to hearing from you.

Best regards,

Aaron

Aaron Brauer, Senior Lecturer & Undergraduate Programs Director | Department of Sociology and Anthropology, H1125-63 | Concordia University | 1455 boul. de Maisonneuve O. | Montréal, QC, Canada | H3G 1M8 | P: 514.848.2424 x. 7333 | F: 514.848.4539

From: Dalia Radwan < dalia.radwan@concordia.ca > **Sent:** February 9, 2023 9:23 AM **To:** Marc Lafrance < marc.lafrance@concordia.ca > **Cc:** Aaron Brauer < <u>Aaron.Brauer@concordia.ca</u>> **Subject:** Re: SOCI/ANTH 230 Race and Ethnic Relations Hello Dr. Lafrance, Thank you so much for your positive response; I will wait to hear back from the Undergraduate Program Director. Kindly, Dalia **From:** Marc Lafrance < marc.lafrance@concordia.ca > Date: Wednesday, February 8, 2023 at 11:22 AM **To:** Dalia Radwan < dalia.radwan@concordia.ca > **Cc:** Aaron Brauer < <u>Aaron.Brauer@concordia.ca</u>> **Subject:** FW: SOCI/ANTH 230 Race and Ethnic Relations Hello Dalia, We will be happy to help. I have CCd the Undergraduate Program Director as he is the one who will best be able to answer your questions. Best wishes, ML**From:** Sociology and Anthropology Chair < chair.socanth.fas@concordia.ca Date: Wednesday, February 8, 2023 at 11:17 AM To: Marc Lafrance <marc.lafrance@concordia.ca>, Sheri Kuit <sheri.kuit@concordia.ca> **Subject:** FW: SOCI/ANTH 230 Race and Ethnic Relations Hello, Please see email below requesting information. Best, Mary

From: Dalia Radwan < dalia.radwan@concordia.ca >

Sent: February 7, 2023 12:43 PM

To: Sociology and Anthropology Chair < chair.socanth.fas@concordia.ca>

Subject: SOCI/ANTH 230 Race and Ethnic Relations

Dear Dr. Lafrance,

I hope this email finds you well. My name is Dalia Radwan, and I am a curriculum developer affiliated with the Centre for Teaching and Learning. I am working with Angelique Willkie and Christiana Abraham on developing a new minor in Black and African Studies in the Canadian Context. We hope to include SOCI/ANTH 230 Race and Ethnic Relations as a required elective; however, we are unsure whether this course has enough seats, is offered each year (fall or winter semesters?), and can accommodate students in the new proposed minor.

Do you have any information that you can share with us about SOCI/ANTH 230?

Thank you,

Dalia Radwan

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dalia.radwan@concordia.ca

From: <u>Elizabeth Miller</u>
To: <u>Nicole Freeman</u>

Subject: Re: Minor in Black Studies (COMS 464 listing)

Date: Tuesday, May 21, 2024 4:47:42 PM

Thanks for the nudge!

I did get the message and we do support this,

Have a great afternoon,

Liz

Elizabeth Miller, Chair of Communication Studies elizabeth.miller@concordia.ca http://coms.concordia.ca/faculty/miller.html

http://wastescapes.com/ http://redlizardmedia.com http://theshorelineproject.org/ http://www.swampscapes.org/

cell - 438.937.0890

From: Nicole Freeman < nicole.freeman@concordia.ca>

Sent: Tuesday, May 21, 2024 4:40 PM

To: Elizabeth Miller <elizabeth.miller@concordia.ca> **Subject:** FW: Minor in Black Studies (COMS 464 listing)

Hi Liz,

Christiana mentioned that consultations were made with the former Chair and that it was thoughtful that we loop you in, of course! Can you confirm that you received the message below and that Communications Studies supports the new Minor and listing COMS 464? Will will be adding this to our curriculum dossier with support from various units.

Many thanks,

Nicole

From: Nicole Freeman < nicole.freeman@concordia.ca>

Sent: Thursday, May 16, 2024 10:24 AM

To: Elizabeth Miller <elizabeth.miller@concordia.ca>

Cc: Christiana Abraham <christiana.abraham@concordia.ca>; Mircea Mandache <mircea.mandache@concordia.ca>; Marcella Di Claudio <marcella.diclaudio@concordia.ca>

Subject: Minor in Black Studies (COMS 464 listing)

Good morning Elizabeth,

As you are aware, we have been working with Anglique Wilkie and Christiana, as well as a curriculum developer, Dalia Radwan in moving forward a new Minor in Black and African Diaspora Studies in the Canadian Context. We have been in discussions with multiple departments relative to elective courses that could be listed in this new program. Attached is a publication preview (calendar view) which lists COMS 464. We will be sending out the proposal to our Faculty curriculum committee next week and wanted to ensure that all units involved see the calendar preview should there be any last minute additions or deletions. I understand that your unit is aware of this course addition but wanted to ensure that you, as Chair, are aware as this will likely be going to Faculty Council in September.

Thank you as always,

Nicole

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

Hybrid office hours:

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

To: Nicole Freeman; Richard Courtemanche
Cc: Donna Whittaker; Anya Zilberstein
Subject: Re: AS-INTE-5555 Minor in Black Studies
Date: Tuesday, May 21, 2024 9:14:26 AM

Hi Nicole,

I have heard from enough people re their courses that we can go ahead, assuming HIST 305 & 376 are removed from the proposal.

Best wishes

Alison

Dr. Alison Rowley Professor and Chair, Department of History Concordia University Montreal, QC Canada

From: Alison Rowley <alison.rowley@concordia.ca>

Sent: Monday, May 20, 2024 8:44 AM

To: Nicole Freeman < nicole.freeman@concordia.ca>; Richard Courtemanche

<richard.courtemanche@concordia.ca>

Cc: Donna Whittaker <donna.whittaker@concordia.ca>; Anya Zilberstein

<Anya.Zilberstein@concordia.ca>

Subject: Re: AS-INTE-5555 Minor in Black Studies

Hi Nicole,

I am just double-checking with the faculty members who teach the courses to make sure they are okay with listing them in the minor.

With that said, I am not sure why the package includes HIST 305 (Race & Gender in Canadian History) and HIST 376 (The Caribbean & the Atlantic World). The faculty member who taught HIST 376 has resigned from the university and we will NOT be offering this course for the foreseeable future, if ever again. We also will not offer HIST 305 again in the foreseeable future, given that we do not have a full-time faculty member who teaches the course. Both courses should be removed since it is deceptive to list them as options when they really are not.

Thank you.

Alison

Dr. Alison Rowley Professor and Chair, Department of History Concordia University Montreal, QC Canada

From: Nicole Freeman < nicole.freeman@concordia.ca>

Sent: Wednesday, May 15, 2024 10:12 PM

To: Alison Rowley <alison.rowley@concordia.ca>

Cc: Donna Whittaker <donna.whittaker@concordia.ca>

Subject: AS-INTE-5555 Minor in Black Studies

Hi Alison,

Thanks for meeting with us this week. It was very useful in planning potential course electives in the new Minor in Black and African Diaspora Studies in the Canadian Context. As promised, I am forwarding you a most recent copy of the dossier. The calendar preview appears on pages 3-5. We've added the courses discussed at our meeting in those pages as well as in the body of the proposal. If anything requires changing, please let me know as we will be sending the dossier out to FCC early next week. If you approve of the additions, I'd be glad to attach this to our support documents.

Bye for now,

Nicole

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

Hybrid office hours:

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

To: Associate Dean Academic Programs (FAS); Nicole Freeman
Cc: Munit Merid; Angelique Willkie; Dalia Radwan; Christiana Abraham

Subject: Re: AS-INTE-5555 Minor in Black Studies

Date: Friday, May 17, 2024 4:13:00 PM

Thanks! Yes, a brief conversation will be helfpul. Primarily so I can find out the program objectives of the minor and get a strong sense of how these courses fit in, and also enough info to ensure our Department can maintain its commitment to contribute toward the minor.

I guess my intuition is that perhaps another specific larger course category could be helpful, but that depends on how whoever created this is imagining the program objectives.

Thanks!

Naftali

Naftali Cohn (he/him)
Professor and Chair
Dept of Religions and Cultures
Concordia University
1455 De Maisonneuve Blvd. W
Montreal, Quebec, Canada H3G 1M8
Tiohtià:ke, unceded Kanien'kehá:ka territory
(514) 848-2424 ext. 5734
naftali.cohn@concordia.ca

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

Sent: May 16, 2024 4:22 PM

To: Nicole Freeman <nicole.freeman@concordia.ca>; Naftali Cohn <naftali.cohn@concordia.ca> **Cc:** Munit Merid <Munit.Merid@concordia.ca>; Angelique Willkie <angelique.willkie@concordia.ca>; Dalia Radwan <dalia.radwan@concordia.ca>; Christiana Abraham

<christiana.abraham@concordia.ca>

Subject: Re: AS-INTE-5555 Minor in Black Studies

Hi Naftali.

Thanks for your mention of interest, and your enthusiasm. We can certainly meet: Nicole and Andrea can coordinate a quick meeting.

Just to mention – the categorization for electives in this case is a compromise between a tight thematic and a small footprint on resources, hence the "choose from" within a long list. This is procedurally what we felt we had to do for a Minor that uses courses across departments. The two categorizes are broad, but actually touch on different aspects (literature/history/arts;

critical perspectives).

We can debate the hybrid nature of these thematics, but as you can imagine, the architecture of such a Minor is likely different from the architecture of a Major, with all or most resources housed within a unit.

Anyway, we can talk!

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 514-848-2424 x2084

From: Nicole Freeman < nicole.freeman@concordia.ca>

Date: Thursday, May 16, 2024 at 3:48 PM

To: Naftali Cohn <naftali.cohn@concordia.ca>

Cc: Munit Merid < Munit. Merid@concordia.ca > , Angelique Willkie

- <angelique.willkie@concordia.ca>, Dalia Radwan
- <dalia.radwan@concordia.ca>, Christiana Abraham
- <christiana.abraham@concordia.ca>, Associate Dean Academic Programs (FAS)

<adapro.fas@concordia.ca>

Subject: Re: AS-INTE-5555 Minor in Black Studies

Certainly! I am copying Angelique, Christiana and Dalia and Richard of course, if you'd like to meet with them. We can surely move a course to another category if warranted and we are considering reframing the name of the second elective grouping. All conversations are appreciated.

Nicole

Get Outlook for iOS

From: Naftali Cohn <naftali.cohn@concordia.ca>

Sent: Thursday, May 16, 2024 3:37:25 PM

To: Nicole Freeman <nicole.freeman@concordia.ca>
Cc: Munit Merid <Munit.Merid@concordia.ca>
Subject: Re: AS-INTE-5555 Minor in Black Studies

Hi Nicole,

We will most certainly support this, wow, this is amazing!

Before I write an email of support, I am just wondering about the categories, and how the RELI courses, for instance, fit into the selected category, which seems like a miscellaneous category. I think it could be worthwhile for me to have a brief conversation with whoever is spearheading this effort so I can get a clearer picture and perhaps even make a suggestion?

Thanks, Naftali

Naftali Cohn (he/him)
Professor and Chair
Dept of Religions and Cultures
Concordia University
1455 De Maisonneuve Blvd. W
Montreal, Quebec, Canada H3G 1M8
Tiohtià:ke, unceded Kanien'kehá:ka territory
(514) 848-2424 ext. 5734
naftali.cohn@concordia.ca

From: Nicole Freeman < nicole.freeman@concordia.ca>

Sent: May 15, 2024 10:24 PM

To: Naftali Cohn <naftali.cohn@concordia.ca>
Cc: Munit Merid <Munit.Merid@concordia.ca>
Subject: AS-INTE-5555 Minor in Black Studies

Hi Naftali,

We have been working with various departments in proposing a new "Minor in Black and African Diaspora Studies in the Canadian Context." Three RELI courses were proposed for inclusion in a list of program electives (RELI 3140, 3660, 3690). We will be sending out the proposal for FCC review next week and we expect it to go to Faculty

Council in the Fall. I am attaching a publication preview of the minor and you will see that those courses are listed in a defined group entitled "Black-focused Topics in Critical Perspectives on Postcolonial and Decolonial Narratives". We wanted to ask for your support in listing these before presenting to the committees. If you'd like a sneak preview of the full proposal, I'd be glad to forward it to you.

Thanks as always,

Nicole

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

Hybrid office hours:

Monday, Tuesday, Thursday, Friday – on campus (L-AD-224) Wednesday – remote – contact via Teams or email From: <u>Associate Dean Academic Programs (FAS)</u>

To: <u>Aaron Brauer</u>; <u>Marc Lafrance</u>

Cc: <u>Nicole Freeman</u>

Subject: Re: AS-INTE-5555 Minor in Black Studies **Date:** Tuesday, May 21, 2024 3:37:46 PM

Hi Aaron and Marc,

Yes, should an extra section be needed for SOCI/ANTH 230, the Dean would provide an additional section.

For ANTH 255, I would imagine that reserving 5 seats would be helpful; we are not asking all the electives to reserve seats, but we'll certainly take it.

For SOCI 483, we'll try to figure out how a program-specific prereq should be written, for students in the Minor... this would likely be a note, though it has to be written carefully.

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 514-848-2424 x2084

From: Nicole Freeman < nicole.freeman@concordia.ca>

Date: Tuesday, May 21, 2024 at 1:43 PM

To: Aaron Brauer < Aaron. Brauer @concordia.ca >, Marc Lafrance

<marc.lafrance@concordia.ca>

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

Subject: RE: AS-INTE-5555 Minor in Black Studies

Thanks for this, I will discuss these items with Richard.

Best,

Nicole

From: Aaron Brauer < Aaron.Brauer@concordia.ca>

Sent: Tuesday, May 21, 2024 1:41 PM

To: Marc Lafrance <marc.lafrance@concordia.ca>; Nicole Freeman

<nicole.freeman@concordia.ca>

Subject: RE: AS-INTE-5555 Minor in Black Studies

Hi Nicole and Marc,

This looks fine to me. Just a couple of things.

First, we wanted to ensure that an extra section for SOCI/ANTH 230 would be provided, given that the sections we offer typically fill. I believe that the Dean's response was that an extra section would be provided **if needed**. Can this be confirmed?

Second, ANTH 255 is also a popular course, and we should probably limit the number of seats available to students in the minor, much like we do for other minors that include our courses as electives. I would suggest 5 to 10 seats can be set aside for students in the minor.

Third, SOCI 483 has 300-level prerequisites that students in the minor are not likely to have. There are other minors that include some of our higher-level electives that also have prerequisites (primarily if not exclusively at the 300 level) and we usually waive these prerequisites if the student has completed 30 credits and the intro course in the minor. I think we need to be a bit more rigorous with 400 level electives that are part of a minor. I suggest that we apply a 60-credit rule for 400 level courses, and also, given that our 400-level courses are capped at 25, that we limit the number of seats available to students in the minor.

Other than that, it looks good, and we support including ANTH 255 and SOCI 483 as electives in the minor.

Best,

Aaron

From: Marc Lafrance < marc.lafrance@concordia.ca>

Sent: Friday, May 17, 2024 9:58 AM

To: Nicole Freeman < nicole.freeman@concordia.ca >; Aaron Brauer

Aaron.Brauer@concordia.ca

Subject: Re: AS-INTE-5555 Minor in Black Studies

Hi there,

Thanks so much, Nicole. Aaron, could you let us know whether everything looks OK to you? I will defer to your judgement. If there is anything you would like to discuss, just let me know.

Best wishes,

ML

From: Nicole Freeman < nicole.freeman@concordia.ca >

Date: Wednesday, May 15, 2024 at 10:34 PM

To: Marc Lafrance < <u>marc.lafrance@concordia.ca</u> >, Aaron Brauer

<<u>Aaron.Brauer@concordia.ca</u>>

Subject: AS-INTE-5555 Minor in Black Studies

Hi Marc and Aaron,

As you are aware, we have been working on a new "Minor in Black and African Diaspora Studies in the Canadian Context." I see that Dalia discussed the addition of SOCI 230 (BLST 230) with you in a previous exchange. We have added this to our support documents. Also, in the list of program electives, a few courses from your unit are included (ANTH 255, SOCI 483). We will be sending the proposal to FCC for review next week and we expect it to go to Faculty Council in the Fall. I am attaching a publication preview of the minor. We wanted to ensure that you were aware of the elective courses and ask for your support in listing them as elective courses before presenting to the committees. If you'd like a sneak preview of the full proposal, I'd be glad to forward it to you. If you wish to meet with our unit at any time, we'd be happy to discuss any finer details with you.

Thanks as always,

Nicole

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

Hybrid office hours:

Monday, Tuesday, Thursday, Friday – on campus (L-AD-224) Wednesday – remote – contact via Teams or email From: <u>Craig Townsend</u>

To: <u>Nicole Freeman; Anne Pollock-Mckenna; Kevin Gould</u>

Subject: RE: AS-INTE-5555

Date: Thursday, May 16, 2024 7:42:46 AM

Hi Nicole,

It looks good to me.

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 1255-19 Montréal, Québec Canada H3G 1M8

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

From: Nicole Freeman < nicole.freeman@concordia.ca>

Sent: Wednesday, May 15, 2024 10:55 PM

To: Craig Townsend craig.townsend@concordia.ca; Anne Pollock-Mckenna annie.pollock@concordia.ca; Kevin Gould kevin.gould@concordia.ca;

Subject: AS-INTE-5555

Hi Craig, Annie and Kevin,

Thank you for meeting with us this week. It was very useful in planning potential course electives in the new Minor in Black and African Diaspora Studies in the Canadian Context. Attached is a publication preview (calendar view). We've added the courses discussed at our meeting. If anything requires changing, please let me know as we will be sending the dossier out to FCC early next week.

Thanks as always,

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

Hybrid office hours:

Monday, Tuesday, Thursday, Friday – on campus (L-AD-224) Wednesday – remote – contact via Teams or email From: Natalie Kouri-Towe
To: Nicole Freeman

Subject: Re: AS-INTE-5555 Minor in Black Studies **Date:** Thursday, June 6, 2024 6:45:31 PM

Hi Nicole,

Yes, that looks good to me. I'll also email Nathalie Batraville to confirm with her.

Best,

Natalie

From: Nicole Freeman < nicole.freeman@concordia.ca>

Date: Wednesday, May 15, 2024 at 10:45 PM

To: Natalie Kouri-Towe <natalie.kouri-towe@concordia.ca>

Subject: AS-INTE-5555 Minor in Black Studies

Hi Natalie,

Thank you for meeting with us this week relative to the new Minor in Black and Africdan Diaspora Studies in the Canadian Context. You will see the three WSDB courses that we discussed on page 2 of the attached calendar publication preview. We will be sending the full dossier out to FCC early next week. . Also, we did not include slot/topics courses as students could potentially enroll in courses that would not apply to the minor, specifically. Let me know if this version of the calendar layout aligns with the courses that we discussed.

Thanks as always,

Nicole

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

Hybrid office hours:

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

To: Rita Buono; Nicole Freeman

Subject: Re: AS-INTE-5555 Minor in Black Studies

Date: Thursday, May 16, 2024 8:48:20 AM

Good morning

Thank you very much Nicole.

I review the document and everything is fine. I don't know if, at this stage, we should add a note for FLIT courses such as: B2 level french language skill.

Regards

Françoise Naudillon

Obtenir Outlook pour Android

De : Rita Buono < rita.buono@concordia.ca> **Envoyé :** jeudi, mai 16, 2024 7:38:06 a.m.

À: Nicole Freeman < nicole.freeman@concordia.ca>; Francoise Naudillon

<Francoise.Naudillon@concordia.ca>

Objet : RE: AS-INTE-5555 Minor in Black Studies

Dear Nicole,

I am replying on behalf of Françoise.

Thank you for all your help on this, we greatly appreciate it.

Well noted, I will go over the document with Françoise and will let you know, at the latest by tomorrow, if we have any suggested changes.

Wishing you a great sunny day, Nicole!!!

Rita

Rita Buono

Administratrice de département

Département d'études françaises

Université Concordia

From: Nicole Freeman < nicole.freeman@concordia.ca>

Sent: Wednesday, May 15, 2024 10:54 PM

To: Francoise Naudillon <Francoise.Naudillon@concordia.ca>

Cc: Rita Buono <rita.buono@concordia.ca> **Subject:** AS-INTE-5555 Minor in Black Studies

Hi Francoise and Rita,

Thank you for meeting with us this week. It was very useful in planning potential course electives in the new Minor in Black and African Diaspora Studies in the Canadian Context. Attached is a publication preview (calendar view). We've added the courses discussed at our meeting. If anything requires changing, please let me know as we will be sending the dossier out to FCC early next week.

Thanks as always,

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

Hybrid office hours:

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

Sometim

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students: 25-50-50-50

Seats:

median

Seats	Mean		Average				Freque	Space/y
(steady-	Section	Past enrolments over	enrolme	Average	Abs avail	% avail	ncy of	ear vs.

#	Course	Unit	state = 50)	size	BLST %	10 years	Note	nt	cap	Space?	space	offering	freq		Coverage
	Core (9 cr)														
1	BLST 200 Introduction to	FEAD	Coation of												
	Black Studies in the		Section of	n/a	1					50	100				
	Canadian context (3)	prime	50												
2	BLST 210 Black Montreal (3)	LCDS prime	Section of 50	n/a	1					50	100				1
.3	BLST 230 Race and Ethnic Relations (3)	SOCI prime	Section of 50	n/a	1					50	100				

Black-focused topics in literature, history, and the arts (9 cr) Choose 3 out of 22:

4	ANTH 255 The Caribbean: History and Political Economy (3.00)	SOCI	2		Fall 2020: 73/75 Fall 2021: 71/75 Fall 2022: 72/75 Fall 2023: 75/8	no prerequisites	72.5	75	2	3%	every year	2		
5	ARTH 384 Theories of Representation (3)	ARTH	2	80	Winter 2017: 67/80 Fall 2019: 56/60 Fall 2020: 56/60 Fall 2021: 53/60 Fall 2022: 49/60 Winter 2023: 55/55 Summer 2021: 41/60 Summer 2023: 25/60	مطاحب ويتال معادم		60	6	10%	every year	6		

	Course ARTH 386 Art and the Viewer (3)	Unit	Expected Seats	Mean Section		Past enrolments over 10 years Fall 2014: 57/60 Fall 2015: 60/60 Fall 2016: 53/60 Fall 2017: 53/60 Fall 2018: 57/60 Winter 2022: 51/80 Fall 2023: 47/55	Note No prerequisites but course has a note "It is strongly recommended that students have completed at least six Art History credits before enrolling in the	Average		Abs avail Space?	% avail	ncy of	Space/y ear vs. freq		Coverage 0
	ARTH 389 Issues in Ethnocultural Art Histories (3)	ARTH	2	80	3%	Fall 2016: 63/80 Fall 2018: 42/60 Winter 2019: 25/80 Fall 2019: 16/80 Fall 2021: 52/80 Fall 2022: 46/80	course." No prerequisites but course has a note "It is strongly recommended that students have completed at least six Art History credits before enrolling in the course."	44	80	36	45%	every 2 years	18		
8	ENGL 369 African American Literature 1900 to Present (3)	ENGL	2	50	4%	F 2015: 51/55 W 2017: 51/54 F 2018: 53/53 W 2021: 38/54 S 2024: 54/54	no prerequisites	49.4	54	4	7%	Every 2 years	2		

Expected Freque Space/y Mean Average Seats Section Past enrolments over enrolme Average Abs avail % avail ncy of ear vs. (steady-Unit state = 50) size BLST % offering Coverage Course 10 years Note nt Space? freq cap space F 2014: 56/55 F 2015: 54/55 F 2016: 52/54 F 2017: 54/54 ENGL 383 African Literature Every **ENGL** 2 53 4% W 2018: 53/54 no prerequisites 52.6667 54.1111 2% 1 1 (3)year W 2019: 54/54 W 2020: 52/54 W 2021: 52/54 F 2023: 47/53 Fall 2024: 45/55 Fall 2015: 55/55 Winter 2016: 51/54 ENGL 386 Caribbean Winter 2017: 43/44 Every 4% 13% 10 **ENGL** 2 54 no prerequisites 45.875 7 0 53 Literature (3) Fall 2019: 51/54 year Fall 2020: 44/54 Fall 2021: 37/54 Winter 2023: 41/54 Fall 2019: 30/30 FLIT 363 Littératures Every 3 27% 2.66667 FRAN 30 Winter 2022: 14/30 22 30 11 2 7% no prerequisites 8 d'Afrique francophone (3) years FLIT 365 Littératures de la Fall 2021: 14/30 Every 2 12 FRAN 2 30 7% 12 30 18 60% no prerequisites Caraïbe francophone (3) Fall 2023: 10/30 years Winter 2023: 22/30 FLIT 367 Littérature d'Haïti Every 4 FRAN 11 37% 2.75 13 2 30 7% Winter 2019: 15:30 no prerequisites 18.5 30 years FFAR 256 Hip Hop: **FFAR** 2 14 Past/Present/Future (3.00)

Expected Freque Space/y Mean Average Seats Section Past enrolments over enrolme Average Abs avail % avail ncy of (steadyear vs. Unit state = 50) size BLST % Course 10 years nt Space? offering freq Coverage Note space cap Fall 2014: 85/85 Fall 2015: 85/85 Fall 2016: 83/85 Winter 2017: 90/90 Winter 2018: 87/90 HIST 264 History of Africa every HIST 2 85 Fall 2019: 89/90 86.5 90 3% 3 no prerequisites 3 (3.00)year Fall 2020: 79/80 Fall 2021: 89/90 Winter 2022: 90/90 Fall 2023: 86/90 Fall 2024: 57/90 HIST 274 The Atlantic World Winter 2023-16 HIST 2 90 2% no prerequisites 90 Rarely canceled (3)HIST 276 History of Latin Fall 2014: 81/85 17 America: The Colonial HIST 2 87.5 0.3 90 no prerequisites 84 3 3% Rarely Fall 2023: 87/90 Period (3.00) Winter 2014: 73/85 HIST 277 History of Latin Winter 2015: 77/85 every 2 12% 18 America: The Modern Period 2 85 no prerequisites 75 85 10 5 HIST Winter 2016: 68/85 years (3.00)Winter 2020: 87/90 Winter 2014: 46/45 Winter 2016: 43/45 24 completed Winter 2017: 41/45 HIST 353 Colonial America credits or every 2 HIST 0% 2 45 44.5 45 0 0 and the Atlantic World (3.00) Summer 2019: 45/45 permission from the years Summer 2021: 45/45 dept Fall 2023: 44/45 24 completed HIST 3620 African Slavery in credits or HIST 2 Fall 2024: 21/45 21 45 53% 45 24 12 Global Perspective (3.00) permission from the dept

22	Course HIST 363 Africa in the 20th Century (3.00)	Unit	Expected Seats (steady- state = 50)	Mean Section size	BLST %	Past enrolments over 10 years Winter 2016: 44/45 Fall 2018: 42/45 Winter 2019: 38/45 Fall 2022: canceled (?)	Note 24 completed credits or permission from the dept	nt	Average cap 45	Abs avail Space?		Freque ncy of offering every 2 years	Space/y ear vs. freq		Coverage
23	HIST 368 African Popular Culture (3.00)	HIST	2	45		Winter 2023: 44/45 Winter 2014: 42/45 Winter 2015: 45/45 Winter 2016: 40/45 Winter 2018: 41/45 Winter 2021: 45/45 Winter 2022: 40/45	24 completed credits or permission from the dept	41.5	45	3	7%	every 2 years	1.5		
24	JHIS 314 Jazz History (3)	MUSI	2	25	8%	Fall 2014: 16/25 Fall 2015: 12/25 Fall 2016: 19/25 Fall 2017: 21/25 Fall 2018: 22/25 Fall 2019: 17/25 Fall 2020: 18/20 Fall 2021: 17/20 Fall 2022: 14/20 Fall 2023: 16/20	no prerequisites	17.2	23	5	22%	every year	5		
25	JHIS 351 The Ellington Era (3)	MUSI	2				This course is in the calendar but did not appear at all the the course querie								
26	JHIS 398 Special Topics in Jazz History (3.00)	MUSI	2							150			85		

Expected

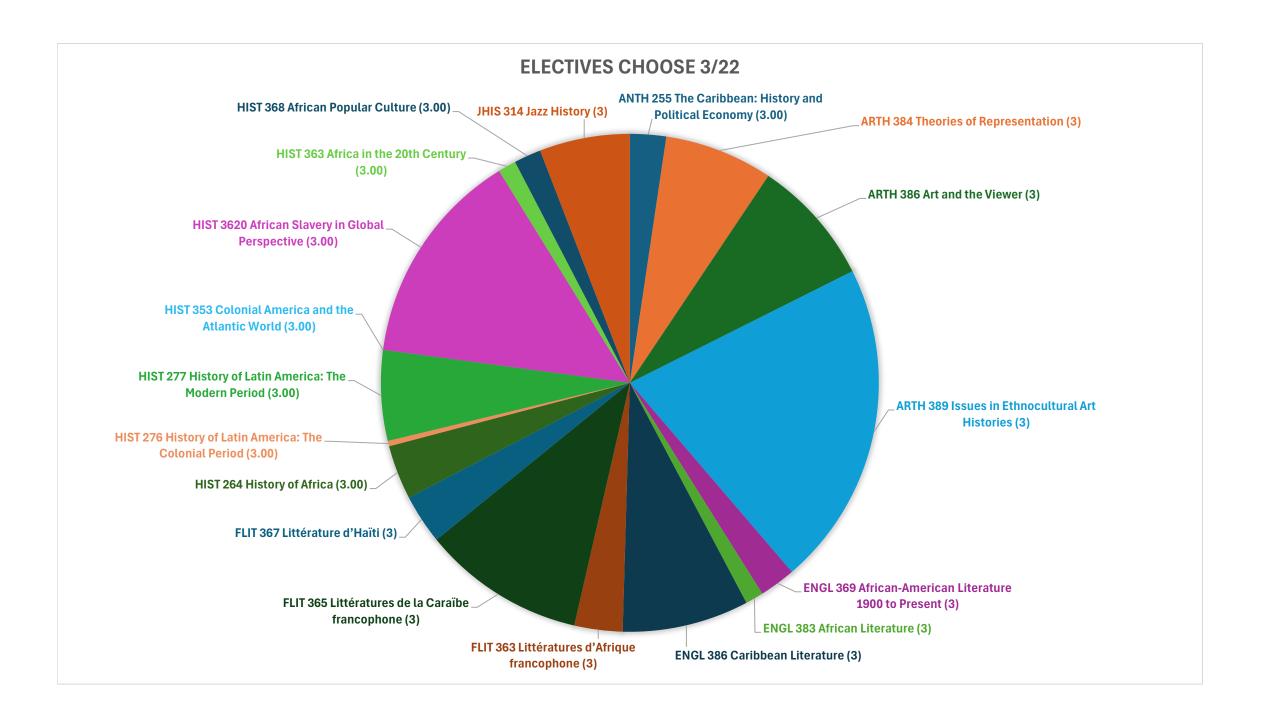
Seats Mean Average Freque Space/y (steady- Section Past enrolments over enrolme Average Abs avail % avail ncy of ear vs.

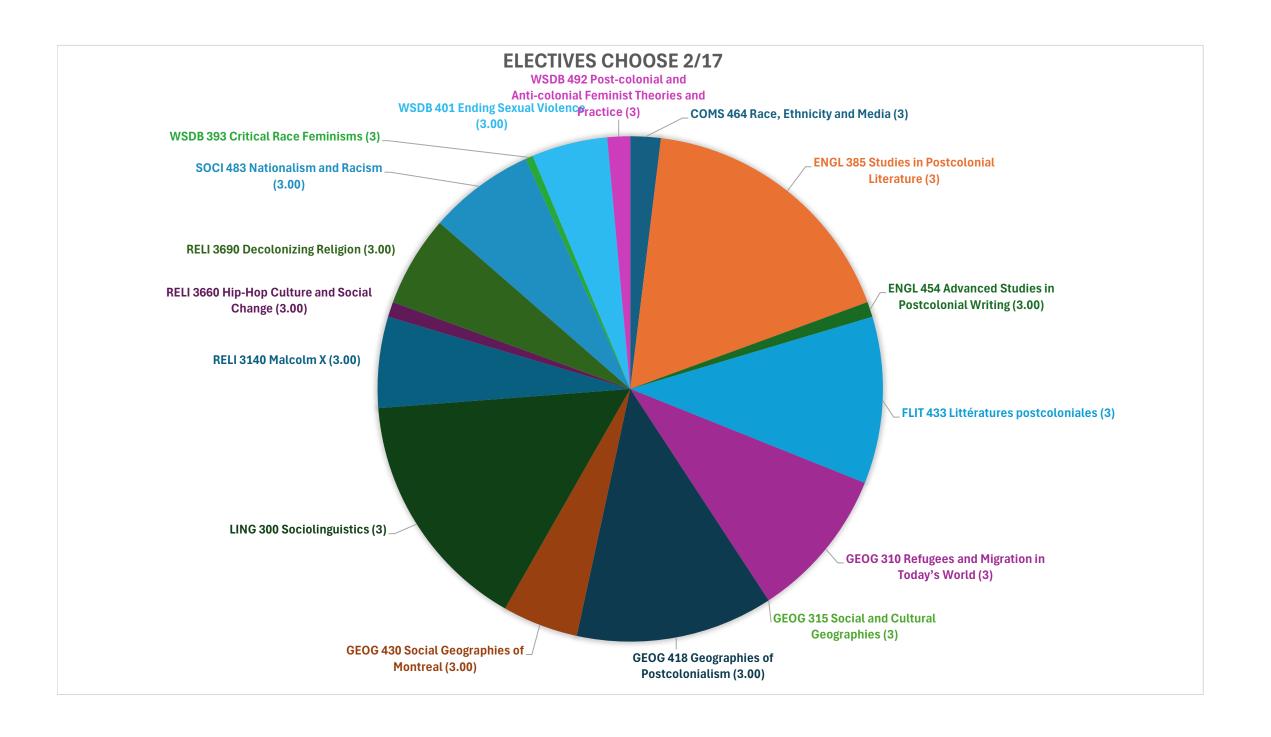
#	Course	Unit	state = 50)	size	BLST %	10 years	Note	nt	cap	Space?	space	offering	freq		Coverage
	Critical perspectives on	postco	olonial and	d dec	olonial n	aratives (9 cr) Cho	ose 2 out of 17:								
27	COMS 464 Race, Ethnicity and Media (3)	COMS	3	20	15%	Fall 2015:20/20 Fall 2016: 20/20 Winter 2017 15/20 Winter 2018: 19/20 Fall 2019: 26/25 Winter 2020: 18/20 Winter 2021: 14/20 Winter 2022: 17/20 Winter 2023: 16/20 Fall 2024: 9/23		17.5	20	2	10%	Every year	2		
28	ENGL 385 Studies in Postcolonial Literature (3)	ENGL	3	50	6%	Fall 2022: 31/50 Fall 2023: 38/53 Fall 2024: 32/50	no prerequisites	32	50	18	36	every year	18		
29	ENGL 454 Advanced Studies in Postcolonial Writing (3.00)	ENGL	3	22		Winter 2015: 21/22 Winter 2016: 19/22 Fall 2018: 21/22 Fall 2019: 21/22 Fall 2020: 21/22 Fall 2021: 21/22 Winter 2022: 10/22 Winter 2023: 18/22		21	22	1	5%	Every year	1		
30	FLIT 433 Littératures postcoloniales (3)	FRAN	3	30	10%	Winter 2019: 15/30 Fall 2022: 8/30 Fall 2024: 4/25	no prerequisites	8	30	22	73%	Every 2 years	11		

			Expected	,,,,,,	Diack	and Amican Diaspo	ra otaales III tile	Carradia		At Linion	iiciit5				
			Seats	Mean				Average				Freque	Space/y		
			(steady-	Section		Past enrolments over		enrolme	Average	Abs avail	% avail	ncy of	ear vs.		
#	Course	Unit	state = 50)	size	BLST %	10 years	Note	nt	cap	Space?	space	offering	freq		Coverage
31	GEOG 310 Refugees and Migration in Today's World (3)	GPE	3	78	4%	Fall 2019: 69/78 Fall 2020: 70/78 Fall 2021: 67/78 Fall 2022: 60/78 Fall 2023: 71/78 Fall 2024: 30/78		68	78	10	13%	every year	10		
32	GEOG 315 Social and Cultural Geographies (3)	GPE	3	78	4%	Winter 2020: 71/78 Winter 2021: 79/78 Winter 2022: 77/78 Winter 2023: 78/78		77.5	78	0	0%	every year	0		0
33	GEOG 418 Geographies of Postcolonialism (3.00)	GPE	3	30	0.1	Winter 2014: 14/25 Fall 2016: 30/30 Winter 2017: 16/30 Winter 2018: 14/30 Winter 2019: 21/30 Winter 2020: 18/30 Winter 2021: 14/30 Winter 2022: 22/30	GEOG 315	17	30	13	43%	every year	13		
34	GEOG 430 Social Geographies of Montreal (3.00)	GPE	3			Winter 2014: 5/25 Winter 2015: 5/5 Winter 2016: 4/5 Winter 2017: 8/5 Winter 2018: 2/5 Winter 2019: 10/10 Winter 2020: 4/10 Winter 2021: 4/10 Winter 2022: 8/10 Winter 2023: 8/10	Also listed as URBS 420; prerequisites GEOG 315 or GEOG 330	5	10	5	50%	every year	5		

Expected Mean Average Freque Space/y Seats Section Past enrolments over enrolme Average Abs avail % avail ncy of ear vs. (steady-Unit state = 50) size BLST % 10 years Space? offering Coverage Course Note nt space freq cap Fall 2014: 69/80 Fall 2015: 91/100 Fall 2016: 85/100 Fall 2017: 87/100 Fall 2018: 92/100 Fall 2019: 84/100 Fall 2020: 84/100 LING 300 Sociolinguistics Every **CMLL** 3 100 Fall 2021: 107/120 84 16% 16 no prerequisites 16 3% 100 (3)year Fall 2022: 94/120 Fall 2023:84/100 Fall 2024: 26/100 Winter 2020: 77/100 Winter 2021: 62/100 Winter 2022: 54/100 Winter 2023: 83/100 Fall 2021: 39/45 every 2 36 RELI 3140 Malcolm X (3.00) 6 14% 3 36 42.5 6 Winter 2022: 33/40 years RELI 3660 Hip-Hop Culture every 2 Winter 2022: 44/45 45 2% 3 44 1 1 and Social Change (3.00) years RELI 3690 Decolonizing every 2 38 3 Winter 2020: 44/50 50 6 12% 6 44 Religion (3.00) years 400-level courses Winter 2017: 12/25 are open to students Winter 2018: 10/25 who have Winter 2020: 14/25 SOCI 483 Nationalism and every 2 56% 25 25 successfully 11 25 3 14 Racism (3.00) Winter 2021: 10/25 vears completed at least Winter 2022: 5/22 six credits from 300-Fall 2024: 12/25 level SOCI courses URBS 440 Urban Policing 3 not available and Security (3.00)

#	Course	Unit	Expected Seats (steady- state = 50)	Mean Section size	BLST %	Past enrolments over 10 years	Note	Average enrolme nt	Average cap	Abs avail Space?	% avail space	-	Space/y ear vs. freq		Coverage
41	WSDB 393 Critical Race Feminisms (3)	SdBI	3	30	10%	Winter 2014: 27/35 Fall 2017: 29/30 Fall 2018: 26/30 Fall 2020: 30/30 Winter 2022: 27/30 Winter 2021: 29/30 Fall 2023: 29/30		29	30	1	3%	Every 2 years	0.5		0
42	WSDB 401 Ending Sexual Violence (3.00)		3	25		Fall 2024: 15/25	WSDB 290, 291, 292, 380	15	25	10	40%		5		
43	- WSDB 492 Post colonial and Anti colonial Feminist Theories and Practice (3)	SdBI	3	25	12%	Winter 2015: 24/25 Winter 2016: 23/25 Winter 2017: 20/25 Winter 2018: 22/25 Winter 2019: 15/25	The following courses must be completed previously: WSDB 291, WSDB 292 and WSDB 380. Students must complete 30 credits prior to enrolling. If prerequisites are not satisfied, permission of the Institute is required.	22	25	3	12%	every 2 years	1.5		
										128			103		





Sample syllabus

BLST 200/FFAR 200 Introduction to Black Studies in the Canadian Context (3 credits)

Description:

This interdisciplinary course offers a broad introduction to Black Studies. Emphasis is placed on themes of Blackness in the Canadian context. This course introduces students to foundational texts and creative expressions covering histories, cultures, and philosophies, using debates and academic traditions of Black scholars in the field. Students develop critical vocabulary and frameworks through the study of Canada's diverse Black populations and of the African diaspora.

Student Learning Outcomes:

- 1. Identify key historical events, significant figures, major themes, philosophies, movements and creative expressions in the history of Black Canadians.
- 2. Discuss the activism of Black Canadians and the contributions of these communities to the fabric of Canadian society.
- 3. Appraise the realities, needs and issues pertaining to local Black communities.
- 4. Situate experiences of Black Canadians in relation to trans-national Black diasporic communities, exploring both unique and shared challenges and successes.
- 5. Apply acquired critical vocabulary and perspectives to examine and discuss issues related to Blackness in Canada.

Assessment methods:

- 1. Class Discussions and participation (Outcome 1-5) (15%)
- 2. Community Engagement: Group project with a local Black community organization (Outcome: 2, 3 & 5) (30%)
- 3. Class Presentations (Outcome 1-5) (15%)
- 4. Creative work such as poem; civic engagement poster; mind-map; art performance; or digital media (Outcome: 1-5) (10%)
- 5. Final reflection paper (Outcome 4 & 5) (30%)



BLST 211 (also listed as LOYC 211) COURSE SYLLABUS

Calendar Desription:

This course introduces students to the major themes, issues, and debates in Montreal's Black history from its origins until today. Students gain an understanding of how Black communities lived, worked, socialized, and defined themselves in Montreal.

The course recognizes that much of the city's early Black history is unknown and that even today, the current knowledge of the Black experience in Montreal continues to be fraught with myth and misconception. Thus, this course is largely designed to introduce students to the major themes, issues, and debates in Montreal's Black history from its origins until today. This interdisciplinary survey is organized chronologically and will determine how certain trends and critical milestones have shaped Black Montreal's unique face and given rise to complex community building on and off the island. Our wider lens explores Blacks as their own agents, contributing to the greater society while simultaneously creating cultural resources and events that highlight the multifaceted ways Blacks made their own history while simultaneously shaping and contributing to the history of Montreal. Ultimately, students should gain an understanding of how Blacks lived, worked, socialized, and defined themselves in Montreal.

PURPOSES OR OBJECTIVES OF THE COURSE:

- 1. Analyze the Black experience from its beginnings in 17th century Montreal to identify how developments in culture have influenced contemporary Montreal culture and events.
- 2. Place Black slavery within the general historical context of the development of Quebec and the emergence of Black collective actions thereafter.
- 3. Demonstrate an understanding of the interplay of ideologies, demography, economics, and culture in the various community developments and in identity formation.
- 4. Draw from disparate materials and experiences to form conclusions about the struggle to sustain community, to seek and defend certain freedoms and equal treatment, and to counter oppression, survive language conflict, racial profiling, and systemic discrimination.



STUDENT LEARNING OUTCOMES

- 1. Students will be able to give examples of, describe and explain ways in which Montreal Blacks, in the face of widespread and systematic oppression, defended themselves and resisted oppression and exclusion, struggled to obtain equality, and built and sustain community.
- 2. Students will be able to analyze the effects of historical, social, political, economic, cultural and global forces on Montreal's Black history.
- 3. Students will be able to understand the importance of chronology and how earlier ideas and events shaped later events.
- 4. Students will develop an appreciation for how Montreal's cultural and urban landscape has been influenced and shaped by its cultural communities.
- 5. Students will examine how historical production plays into erasure or inclusion.

*COURSE OUTLINE

- Class 1: Course Introduction; Topic overview, Myths, Misconceptions
- Class 2: The Age of Exploration, Chattel slavery or "What was/is that?" Commemoration
- Class 3: Battle of Chateauguay, Slave Ship Saga
- Class 4: Abolition to 1849, Lives & Impact in the City
- Class 5: Erasure, Fugitive Slaves, The Underground Railroad, Civil War Impact
- Class 6: Porters, Railroads, Negrophobia, Leaving Old Montreal
- Class 7: Women in Charge, 1st Domestic Scheme, Building Community, WWI
- Class 8: Building Community cont'd., Garveyism, UNIA, NCC, Jazz
- Class 9: The Depression, Demographic Upheaval, the Press, the arts, WWII activism, Thank God for the War!
- Class 10: Post-War St, Antoine, 2nd Domestic Scheme, Urban Renewal, Residential Dispersion, Caribbeanization, Organizations
- Class 11: Black Activism, McGill; Caribbean Conferences; Sir George Williams Affair,
- Education, French-speaking Blacks, Language law effects/Little Burgundy, BCCQ
- Class 12: New Immigrants, Bill 101 Revisited, Racial Profiling, Modern Challenges/Old Associations, NCC Legacies
- Class 13: New Territory: Government Responses, Appropriating Blackness, Demographic Trends

GRADING SCHEME

Marking Weights:

- 5 TOE
- 10 Presentation 10 -
- 25– Modules
- 10 Videos
- 50 Final Exam

BLST 230

(also listed as SOCI/ANTH 230)

Race and Ethnic Relations

CALENDAR DESCRIPTION:

Race and ethnicity are examined as bases of social differentiation. Ethnic group relations are analyzed in relation to stratification and the exercise of power. The course further involves exploration of the phenomena of discrimination, prejudice, and intergroup accommodation.

EXPANDED INFORMATION:

Canadian public discourses have portrayed Canadian society as inclusive and multicultural; associating issues of race and ethnicity with ignorance and prejudice; and relegating them either to history or to the south of the border. In this course, we will learn why this portrayal is factually wrong, analytically misleading, and ethically problematic. In North America, racialized peoples and their allies have been writing, talking, (and shouting!) about how histories of settler colonialism, slavery, and segregation resulted in their present-day reflections of Anti-Black racism and police violence, systemic racism, and violence against Native Americans and First Nations. In Britain and Europe, immigrants and their allies are writing, talking, (and shouting!) about how the fortified borders of Europe are causing more displacement, dispossession, oppression, and anti-immigrant racism. In order to make sense of this rightful anger, and its cause, namely, the systematicity of racial and ethnic oppression and violence, we need to first understand that racism is not caused by individual prejudice or bigotry. Rather it is embedded in modernity, colonialism, capitalism, and the nation-state. We will begin this course by exploring the histories of the concepts of race, ethnicity, culture, and nation and how they evolved in relation to modernity and Eurocentrism. Then, we will analyze how race and ethnicity affect everyone in asymmetric and contradictory ways in relation to other forms of social difference such as gender, sexuality, class, and citizenship. We will also try to cool-headedly witness our own racialized assumptions, acknowledge our privileges, and try to dream of a post-racial world, following Toni Morrison's advice "If you can't imagine it, you can't have it."

ASSIGNMENTS AND GRADING:

Group Activity (4 weeks x 5% = 20%)
Reading Responses (25%)
Take-Home Point Reports (10%)
Midterm (15%)
Final Exam (25%)
Demonstrable interest in class and exceptional in-class participation (5%)

Week 1

Introduction, READ THE SYLLABUS, a short reading and video clip starting a long conversation

How We Talk about Race

Week 2

The West and the Rest (Response Paper Week)

Week 3

The Theory of Racial Formation (Group Activity)

Week 4

Colour-blind Racism and White Privilege in the U.S. and Canada (Group Activity)

Week 5

Racism and Colonialism in Europe (Reading Response)

Week 6

MIDTERM

Week 7

Colonialism, Dispossession, and Primitive Accumulation (Response Paper Week)

Week 8

Racial Capitalism and Indigenous Economies (Group Activity)

Week 9

Gender and Race (Group Activity)

Week 10

Science, Medicine, and Racism (Response Paper Week)

Week 11

Race and Migration (Response Paper Week)

Week 12

Abolition and Post-Race Imaginaries (Response Paper Week)



SENATE OPEN SESSION Meeting of November 8, 2024

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Program: Microprogram in Sustainability Principles (AS-LOYC-5550) (the "Program")

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new Microprogram in Sustainability Principles (AS-LOYC-5550).

BACKGROUND:

The Loyola College for Diversity and Sustainability is proposing the new 15-credit undergraduate Program that can be taken entirely in-person or as a combination of in-person or online courses. This cross-disciplinary microprogram will attract individuals interested in adding sustainability literacy to their professional or personal portfolios without completing an entire degree, and to students right out of CEGEP who are not yet willing to commit to an undergraduate degree. The details of the Program are included in the attached document.

The Program was recommended for Senate approval by the APC at its meeting of October 15, 2024.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new program Microprogram in Sustainability Principles (AS-LOYC-5550), as detailed in the attached document.

PREPARED BY:

Name: Secretary of Senate Date: October 30, 2024



ACADEMIC PROGRAMS COMMITTEE Sandra Gabriele, PhD October 15, 2024

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

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

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

Office of the Registrar

OOR-OOR-5560; APC-2024-6-D6

• Regulation/Requirements Change

OOTR-OOTR-5681; APC-2024-6-D7

• Regulation/Requirements Change

OOR-OOR-5367; APC-2024-6-D9

• Regulation/Requirements Change

Faculty of Arts and Science

Department of Applied Human Sciences

AS-AHSC-5513; **APC-2024-6-D4**

• Program Title Change from Certificate in Community Service to Certificate in Community and Organizational Leadership

Interdisciplinary Studies

AS-INTE-5555; **APC-2024-6-D2**

 New Program: Minor in Black and African Diaspora Studies in the Canadian Context

Loyola College for Diversity and Sustainability

AS-LOYC-5550; APC-2024-6-D1

• New Program: Microprogram in Sustainability Principles

Graduate Curriculum Proposals (Changes for the Winter 2025 Calendar)

School of Graduate Studies

SGS-SGS-5634; **APC-2024-6-D10**

• Program Title Change from Sustainability Microprogram to Sustainability Perspectives Graduate Microprogram

Sandra Gabriele, PhD

Statricle

Vice-Provost, Innovation in Teaching and Learning

October 15, 2024

Summary and Rationale for Changes

The **Loyola College for Diversity and Sustainability** is proposing a new 15-credit undergraduate Microprogram in Sustainability Principles (MiSP) that can be taken entirely in-person or as a combination of in-person or online. We plan to take advantage of existing courses so the resource implications of this program are minimal (see below). This cross-disciplinary microprogram will attract individuals interested in adding sustainability literacy to their professional or personal portfolios without completing an entire degree, and to students right out of CEGEP who are not yet willing to commit to an undergraduate degree.

The essence of the program is described below.

Online courses	In-person courses
3 cre	edits:
	LOYC 205 Introduction to
	Sustainability
3-6 credits	hosen from:
BIOL 203 Fundamental Nutrition	LOYC 320 Biodiversity on Earth
PHYS 273 Energy and Environment	
3-6 credits of	chosen from:
LOYC 240 Global Environmental	LOYC 230 Globalization and
Issues and Ecological Justice	Diversity
	LOYC 380 Sustainable
	Development
3-6 credits of	hosen from:
	PHIL 220 Introduction to the
PHIL 210 Critical Thinking	Philosophy of Science
	PHIL 236 Environmental Ethics
	LOYC 397 Perspectives on Animals
	and Sustainability

^{*}all courses listed are 3 credits

This proposal was approved at a Meeting of the Fellows of the College on November 9, 2023.

The courses listed as options here are either existing LOYC courses (LOYC 205, 320, 230, 240), courses offered as electives without prerequisites by other departments (BIOL 203; PHYS 273; PHIL 210, 220, 236), or new courses (LOYC 380, and 397).

None of these courses will require new course sections to be provided to the Loyola College for Diversity and Sustainability or by the Faculty of Arts and Science. LOYC 380 and 397 have been offered over the past few years as Selected Topics courses under LOYC 398 codes. LOYC 380 will continue to be part of the regular annual allotment and LOYC 397 will be hosted by the Department of Religions and Cultures, cross-listed with LOYC, as it has been in the past.

New Undergraduate Program (Fast Track) - AS-LOYC-5550 - VERSION: 15

Resource Implications

LOYC 380 will be offered as part of the regular annual allotment.

At most, the addition of extra students to courses in each of the four categories of the program, at a rate of 1.5 TA hours per student, could necessitate up to 300 TA hours for 50 students in year 1, 600 TA hours for 100 students in year 2, and 900 TA hours for 150 students in years 3 and beyond. That said, it is unlikely all the courses listed would be large enough to require these extra TA hours even with the additional students.

The only additional request would be for a 3-credit course remission for advising as numbers grow.

Please see Dean's approval in the Summary of Committee Discussion: Faculty Curriculum Committee Approval (FCC/FAPC).

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning, Academic Programs Committee, 20 Sep 2024

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science, Arts and Science Faculty Council, 24 Apr 2024

The following proposal was presented under ASFC-2024-4M-E and approved at the Arts and Science Faculty Council meeting on May 10, 2024. We request that it be reviewed at the Academic Programs Committee.

The original submission requested more TA hours and has been adjusted. Given the revised assessment for the number of students in the proposed Microprogram in Sustainability Principles, the resource needs are also expected to be less. FAS will support the cost of TA hours contingent on enrollments and reduced to a maximum of 400 hours. Potential additional resource needs, for TA support or advising, can be reassessed in the future based on enrollment trends.

Further to the original submission of this proposal, the name of the microprogram was changed from Microprogram in Sustainability to Microprogram in Sustainability Principles. The original title was found to be confusing as it was identical to a program now offered at the graduate level.

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, 10 May 2024

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs, Faculty Curriculum Committee, 19 Apr 2024

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

The Loyola College for Diversity and Sustainability is proposing a new 15-credit undergraduate Microprogram in Sustainability (MiS). This program can be completed online, in-person, or a combination of the two and aims to teach students sustainability-related concepts, which include a number of interdisciplinary collaborations (Departments of Biology, Religions and Cultures, Physics, Philosophy). Two new courses are introduced: LOYC 380 Sustainable Development (already offered as a Special Topics course), and LOYC 397 Perspectives on Animals and Sustainability (already offered in Religions and Cultures).

FCC acknowledges that there are resource implications related to this proposal.

- LOYC 380 costs of running the course will be covered within the existing credit envelope;
- LOYC 397 is cross-listed with RELI 3970 (this course is hosted under the Department of Religions and Cultures).
- The Dean's Office has noted the request of additional 300-900 TA hours, and the request of an additional 3-cr remission for advising. These will be evaluated and adapted to the requirements of the enrolments in the microprogram.

Summary of Committee Discussion: Department Approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs, Faculty Curriculum Committee, 19 Apr 2024

Approved by:

James Grant, Principal, Loyola College for Diversity and Sustainability, Meeting for the Fellows of the College for Diversity and Sustainability, 09 Nov 2023

Microprogram in Sustainability Principles

Program Requirements

Microprogram in Sustainability Principles (15 credits)

- 3.0 credits:
 - LOYC 205 Introduction to Sustainability (3.00)
- 12.0 credits from the following Sustainability Course Groups:

Environmental Sustainability Sustainability Policy Sustainability Values

Note: Students must take a minimum of three credits and a maximum of six credits from each Sustainability Course Group.

Notes

• Students are responsible for satisfying their particular program requirements.

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Sustainability Course Groups

Environmental Sustainability

- BIOL 203 Fundamental Nutrition (3.00)
- LOYC 320 Biodiversity on Earth (3.00)
- PHYS 273 Energy and Environment (3.00)

Note: BIOL 203 and PHYS 273 are offered online.

Sustainability Policy

- LOYC 230 Globalization and Diversity (3.00)
- LOYC 240 Global Environmental Issues and Ecological Justice (3.00)
- LOYC 380 Sustainable Development (3.00)

Note: LOYC 240 is offered online.

Sustainability Values

- LOYC 397 Perspectives on Animals and Sustainability (3.00)
- PHIL 210 Critical Thinking (3.00)
- PHIL 220 Introduction to the Philosophy of Science (3.00)
- PHIL 236 Environmental Ethics (3.00)

Note: PHIL 210 is offered online.

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GENERAL INFORMATION

Name of Proposed Program and Nomenclature:	Microprogram in Sustainability Principles		
Hosting unit(s):	The Loyola College for Diversity and Sustainability		
Proposed Start Date:	Fall 2025		
Prepared by:	Initially prepared by Catherine Calogeropoulos, Carol Hawthorne, Rebecca Tittler, and William Bukowski, then revised by Rebecca Tittler, James Grant, and Florence Gruter		
Dean Signature(s):			
Date:			

PROPOSED PROGRAM INFORMATION

- 1. Program Description (max 2 pages):
- **a. Brief description and rationale:** This proposed 15-credit *Microprogram in Sustainability* (MiS) is an undergraduate microprogram that can be completed entirely in person or in a hybrid format. It is designed to provide sustainability literacy and promote the acquisition and mastery of a specific set of transferable skills (described below) needed for the application of sustainability-related concepts. Through a cross-disciplinary cluster of carefully designed online and in-person courses, students will learn to think deeply about societal issues and provide solutions from a sustainability perspective.

In tandem with the sustainability curricular goals, the MiS will teach a blend of important academic skills and "Future Skills" (workforce skills that support employment success, as identified by the Future Skill Innovation Network project - FUSION- and the Conference Board of Canada). These diverse skills, including critical reading, critical thinking, effective questioning, lateral thinking, and numerical thinking, have been identified as relevant to creating and implementing viable solutions to complex sustainability challenges. In addition, systems (holistic) thinking, anticipatory or future thinking, values or normative thinking, strategic thinking, integrated problem-solving, and ability to collaborate have been identified as key competencies in sustainability (Giangrande et al. 2019¹; Wiek et al. 2011²); both sets of skills and competencies will be in demand on the job market moving forward in this era of artificial intelligence, since AI does not cover these skills.

- Special, innovative or distinguishing features: This MiS has several notable features: First, the proposed MiS is cross-disciplinary. Both the essential skills developed and the medium in which they are situated (i.e., sustainability) transcend disciplinary boundaries. This makes it ideally suited to the stackable certificate structure that Concordia is currently developing. The MiS breadth will naturally complement a wide combination of other certificates. Second, the MiS supports the University's strategic focus on sustainability and skills development with a clearly-defined curriculum that targets a distinct set of academic and future skills. Knowledge of sustainability will be useful across just about any field and these highly transferable and diversely applicable future skills will directly contribute to the pragmatic training expected of the successful graduate. In addition to the future skills, the curriculum will develop other skills in demand in the field of Sustainability as the students grapple with the MiS objectives. Third, the MiS will be flexible, with both hybrid online and in-person options. While Concordia has a growing catalogue of quality online courses, there are currently no microprograms that are delivered online. The hybrid online option provides access to a broad audience that would otherwise be unreachable through face-to-face delivery, either because of location or scheduling or accessibility, and the opportunity to develop innovative approaches to online instructional design in areas that are high impact for students. Meanwhile, the in-person options provide students with strong community and networking opportunities, which are often crucial to sustainability and other work. As a result of the pandemic, many students now prefer a mix of the two, with a balance of courses online that are flexible and easily accessible and in-person courses that provide the kind of connections that are harder to develop online; the flexible MiS will provide for this as well.
- c. Program outcomes: The learning outcomes of the MiS (and associated competencies) are to enable students to
 - (1) Identify the key principles and core concepts of sustainability
 - (2) Understand the basic principles and concepts of sustainability science, including the interconnections between environmental, social, and economic systems (numerical thinking skills, problem-solving, systems thinking)
 - (3) Develop an awareness of the interdependencies between natural systems, human activities, economic and political systems, and societal well-being (e.g., the United Nations Sustainable Development Goals) (systems thinking)

¹ Giangrande, N., White, R. M., East, M., Jackson, R., Clarke, T., Saloff Coste, M., & Penha-Lopes, G. (2019). A competency framework to assess and activate education for sustainable development: Addressing the UN sustainable development goals 4.7 challenge. *Sustainability*, *11*(10), 2832.

² Wiek, A., Withycombe, L., & Redman, C. L. (2011). Key competencies in sustainability: a reference framework for academic program development. *Sustainability science*, *6*, 203-218.

- (4) Evaluate information, assess alternative approaches, and select the most feasible and practical strategies to address sustainability (strategic thinking, problem-solving)
- (5) Develop ethical decision-making/reasoning skills and critically assess the scientific and ethical implications of sustainability-related decisions (values thinking; critical reading and thinking, effective questioning, and lateral thinking skills, as well as anticipatory thinking)

In addition, students in the 15-credit MiS will develop the following future skills and sustainability competencies, which have been found to be important (Appendix 3)

- 1) Critical reading and thinking, effective questioning, lateral thinking skills
- 2) Numerical thinking skills
- 3) Systems thinking, anticipatory or future thinking, values or normative thinking, strategic thinking, and integrated problem-solving

See Appendix 1 for the calendar description.

The learning outcomes of the 15-credit MiS are developed through the curriculum as follows³:

Learning outcome	Relevant courses		
(1) Identify the key principles and core concepts of	Introduction: LOYC 205 ³ ; Reinforcement: BIOL 203³ , LOYC		
sustainability	320 ³ , PHYS 273 ³ : Emphasis: LOYC 230 ³ , 240 ³		
(2) Determine the basic principles and concepts of	Introduction: LOYC 205 ³ ; Reinforcement:		
sustainability science, including the interconnections	BIOL 203 ³ , LOYC 320 ³ , PHYS 273 ³ ; Emphasis: LOYC 380 ³		
between environmental, social, and economic systems			
(3) Develop an awareness of the interdependencies between	Introduction: LOYC 205 ³ ; Reinforcement:		
natural systems, human activities, economic and political	BIOL 203 ³ , LOYC 320 ³ , <i>Emphasis</i> : LOYC 230 ³ , 240 ³ , 380 ³		
systems, and societal well-being (e.g., the United Nations			
Sustainable Development Goals).			
(4) Evaluate information, assess alternative approaches, and	Introduction: BIOL 203 ³ , LOYC 320 ³ , PHYS 273 ³ ;		
select the most feasible and practical strategies to address	Reinforcement: LOYC 230 ³ , 240 ³		
sustainability.			
(5) Develop ethical decision-making/reasoning skills and	Introduction: LOYC 205 ³ ; Reinforcement & Emphasis: LOYC		
critically assess the scientific and ethical implications of	320 ³ , PHIL 210 ³ , 220 ³ , 236 ³ , LOYC 397 ³		
sustainability-related decisions.			

d. Target audience

This MiS will target a broad audience:

- (1) Those interested in learning about sustainability in English. A recent labour market survey indicated the greatest demand for sustainability expertise was in Ontario and British Columbia (anglophone) and, in terms of cities, in Ottawa (bilingual.) A targeted market survey on this particular proposal found that 82% of those representing local Quebec organizations, all but three of whom answered the survey in French, also indicated their organizations would likely hire graduates of these programs (Appendix 3). So, the audience may be anglophone, allophone, or francophone, looking to work in anglophone, francophone, or bilingual Canada. This survey indicated needs and local support from within the government, NGO, and corporate worlds here in Quebec.
- (2) **Professionals and others** not seeking to complete an entire degree but nonetheless interested in building their sustainability literacy to add to their careers and/or to inform lifestyle decisions in a rapidly changing world. The option to take some or all courses aside from the foundational course online will be particularly appealing to these students. Of the local Quebec sustainability professionals surveyed about this particular proposal, almost three quarters indicated they would recommend this or a 30-credit version (also in the proposal stage) to colleagues seeking professional development opportunities and over half indicated their organization might consider subsidizing such opportunities for their employees (Appendix 3).
- (3) **Students right out of CEGEP** who are not ready to commit to a full Bachelor's degree. Many have an interest in sustainability but aren't sure what else they want to do and may also have a particularly narrow view of sustainability; the

MiS can serve as an introduction to Concordia, one that will hopefully lead students to continue with their studies after completing the MiS and will also broaden their horizons as concerns the interdisciplinary nature of sustainability. The ability to follow this MiS through a mix of in-person and online courses may be particularly attractive for these students, who need to build networks and tend to be looking for community. In addition, the cross-disciplinary nature of the MiS will give these students an introduction to various different fields of study, potentially helping them choose a major program moving forward, potentially at Concordia.

(4) **Students at Concordia** who are pursuing the stackable undergraduate degree when and if this becomes an option. The cross-disciplinary nature of the MiS – transferable skills, applied in the context of problem solving – melds it neatly with a range of other existing certificates.

Credits taken towards the MiS can also be transferred to the Minor in Sustainability Studies should students wish to switch programs and include this work as part of a Bachelor's degree with a Major, Specialization, or Honours program plus a Minor. Credits from the completed Microprogram may also be applied towards completion of a degree at Concordia.

We envisage an enrolment of 50 students in the flagship year, 100 in the second year, and 150 in the third year. Note that it is relatively inexpensive to increase the capacity of online courses in particular should there be a need.

Admission to the MiS will be consistent with calendar admission requirements, however the College will add a sentence to their website for the program encouraging students to align themselves with minimum grade expectations.

They will encourage but not require that the students to have: a DEC for in-province students; a minimum C+ average for students coming from out of province straight out of high school; a 26 from an IB program; an 11 from a Baccalauréat français; a C for university transfers; (see details here:

https://www.concordia.ca/academics/undergraduate/sustainability-studies.html) and the minimum Concordia admissions requirements (https://www.concordia.ca/admissions/undergraduate/requirements.html), including those for mature students (Mature student - Concordia University).

Upon successful completion, students will be recognized for the microprogram credential via a letter of attestation.

2. Institutional Fit (max .5 page): Provide an explanation of how the proposed program fits within the Faculty and University at large (for example: how will this program fit with others at the university).

Concordia already has a strong, established sustainability ethos spearheaded by its students, the Loyola College for Diversity and Sustainability, the Loyola Sustainability Research Centre, GPE, and others. Building upon this momentum is the recent award of a Canada Excellence Research Chair position in Smart, Sustainable and Resilient Communities and Cities to Concordia and the accompanying focused hiring of five tenure-track positions in this area, as well as the Development of the Next-Generation Cities Institute. The proposed MiS is a natural extension of these initiatives and will provide a transformative and innovative platform for interdisciplinary collaborations.

In addition, this proposal directly addresses Strategy 7 of the Sustainability in the Curriculum section of Concordia's Sustainable Action Plan. Strategy 7 reads "Increase sustainability-related programs that are delivered across multiple formats and/or open to members of the public". The proposed MiS would be delivered across multiple formats (both in person and online), and would be broadly accessible, as detailed above.

The Department of Geography, Planning and Environment is currently proposing a Major in Leadership in Sustainability. The proposed MiS will not compete with this program but will rather bring students into Concordia who might want to continue on to the Major.

3. Program Alignment within Unit (max 1.5 page): Please provide a rationale for how the program aligns with your unit. List the existing programs in your unit and indicate how the new program will impact these programs.

The proposed MiS adds to the University's offerings in the area of sustainability, especially the Loyola College for the Study of Diversity and Sustainability's (LCDS) Minor in Sustainability Studies. LCDS provides cross-disciplinary programs in both sustainability and diversity studies. At present, LCDS offers two sustainability programs, specifically the Minor in Sustainability Studies (27 credits) and the Sustainability Studies Elective Group (15 credits).

Despite the success of its current programs, there are markets for the kind of accessible cross-disciplinary sustainability education that we are not able to tap into at present, particularly (1) students who are not sure they want to complete an entire Bachelor's degree, either because they already have one or because they are not ready to commit, (2) students who are interested in sustainability but cannot attend in-person classes for whatever reason, and (3) professionals looking to upskill their resumes. LCDS receives inquiries about both on a regular basis. The proposed MiS would allow LCDS to tap into these markets, expand beyond the physical limits of its classroom spaces, and capitalize on its existing strengths in providing cross-disciplinary education in the growing field of sustainability.

The proposed MiS would not be expected to affect the number of students enrolled in the current sustainability programs of the College because both the Elective Group and the Minor in Sustainability Studies are taken as part of a Bachelor's degree and the proposed MiS will be stand-alone.

4. Consultation (max 1 page):

a. Describe the consultation processes undertaken with potentially affected academic units and/or other stakeholders.

The proposed MiS has been framed so far in consultation with the following members within and beyond Concordia University: Katja Neves (Associate Professor, Sociology and Anthropology and Fellow of LCDS); Shannon Lloyd (Associate Professor of Management at JMSB and Fellow of LCDS), Jordan Glass (Lecturer for PHIL 210); Raymond Paquin (Associate Professor of Management at JMSB and Fellow of LCDS); Donna Goodleaf (Indigenous Curriculum & Pedagogy Adv /Centre for Teaching and Learning); Damon Matthews (Professor, Geography, Planning and Environment); Chris Adams (Sustainability Coordinator, Dawson College); Anik de St-Hilaire (VP eConcordia); Richard Courtemanche (Associate Dean of Academic Programs, FAS); Julie Johnston (Curriculum Administrator, Office of the Provost and Vice-President, Academic); and Dalia Radwan (Curriculum Developer, Centre for Teaching and Learning).

b. Describe the impact the new program will have on other, existing programs.

The proposed MiS is cross-disciplinary and includes a balance of entry- and advanced-level courses to ensure sufficient breadth and depth. It will therefore complement many other programs should the stackable certificate model become possible with a 15-credit MiS. For the moment, existing certificates with which the MiS could be meaningfully paired include Immigration Studies, Women's Studies, and Sustainable Investment, because these arguably touch on topics of importance to social and economic sustainability; women and immigrants are often most affected by environmental issues such as climate change; and sustainable investing may provide avenues for change.

The Microprogram in Sustainability will serve as the equivalent to the current Sustainability Studies Elective Group for students who do not want to complete an entire Bachelor's degree. The Sustainability Studies Elective Group will continue to serve those students who want to take it as part of a Bachelor's degree rather than as a stand-alone program. Should it become possible to incorporate a microprogram into a Bachelor's degree, the MiS will replace the Elective Group but will also continue to bring in many more students, with the possibility to complete it as a stand-alone microprogram in a hybrid format or in person, as desired.

c. Describe what future collaborations will be necessary (for example: with community groups, corporations, etc if experiential learning is planned, or with other departments).

The Loyola College for Diversity and Sustainability already collaborates with the Departments of Geography, Planning and Environment, Physics, Biology, Philosophy, and Religions and Cultures to support existing programs. The inclusion of appropriate courses in the future might result in the development of new collaborations but the College already has a strong, cross-disciplinary network across the University, in part because of the fellows system.

5. Demand and Societal Need (max 1.5 pages):

a. How this program will address current or future societal needs, emerging trends in research and/or higher education.

At a time of climate crisis, when the world is arguably experiencing its sixth mass extinction, in a geological age that has been termed the Anthropocene because of the extremely negative effects of humans on the environment on which we depend, the University has a social responsibility to equip its graduates and society in general with the knowledge and skills to contribute to building a brighter future. This means reaching out to as large an audience as possible with sustainability curricula, the mandate of the proposed microprogram. Sustainability is an immediate global concern that has rightfully captured the attention of the private and public sectors as well as the everyday citizen. More and more industry decisions include sustainability considerations and sustainability activism is evident everywhere. Within Concordia University, there is an institution-wide initiative to address sustainability on multiple levels, as evidenced by the recent development of the institutional Sustainability Action Plan and the commitment to the Sustainable Development Goals.

There are some similar programs in existence at other institutions already but few of these are at the undergraduate level and most are for enrolled students, not prospective students nor professionals. Only one of the programs we examined refers to high school graduates, but it is not aimed at professionals. There are limited but specialised programs offered to professionals only. The online offer does not compare to our proposal. None of the programs we examined explicitly target skills or sustainability competencies. While there are graduate certificates for professionals, few options exist for undergraduates, misaligned with market demand for such offerings. This underscores a gap, accentuated by the limited availability of programs catering to sustainability skills.

A market survey designed to gauge the response among potential employers to this and a 30-credit proposed program did find great support. Developed by the curricular team in July-August 2023, the survey was emailed in both English and French to over 100 people across sectors, including industry, non-profit, and all three levels of government. Response rate was over 10%. Of those who responded to the survey, most were from the Regional Councils of Montreal, the National Capital, and the Outaouais, but one was from the City of Montreal, another from Future Earth, third from Ouranos, and two from consulting firms. Roles ranged from President and Director General to project coordinators. The average number of years of experience was over 13, ranging from 2 to 45. The general results indicated strong support for the programs, as well as the proposed learning outcomes and skills:

- The majority of respondents indicated that their organization would probably or certainly hire graduates of these programs (71%), that graduates would benefit the organizations (100%), and that the proposed programs align with current global and local needs (86%).
- Most respondents indicated they would encourage employees or colleagues seeking professional development opportunities to complete one of the proposed programs (71%) and more than half also indicated their organization might consider subsidizing continuing education for their employees to complete one of these programs (57%).
- When asked to rate the proposed learning outcomes on a scale of 1 to 4, with 4 being very important and 1 being not at all important, all respondents indicated that all the proposed learning outcomes were either important or very important to the field. Development of an understanding of the basic principles and concepts of sustainability science, including the interconnections between environmental, social, and economic systems, was deemed the most important learning outcome, followed by the ability to evaluate information, assess alternative approaches, and select the most feasible and practical strategies to address sustainability (problem-solving) (Appendix 3, Table A1).
- When asked to rate the importance of the skills proposed on a scale of 1 to 4, with 4 being very important and 1 being not at all important, all respondents indicated that all the proposed skills were either important or very important to the field. Systems thinking, anticipatory or future thinking, values or normative thinking, strategic thinking, and integrated problem-solving were ranked as the most important skills, followed by digital literacy (Appendix 3, Table A2)

b. Type of students the program is expected to attract

With the possibility of a hybrid delivery method, this microprogram will broaden the reach and appeal of the University to a new student population seeking more flexible and professionally relevant learning opportunities as it will provide the possibility of learning about sustainability without having to complete an entire Bachelor's degree. As such, the microprogram is expected to attract professionals looking for retraining or additional training as well as students not ready to commit to a full degree and more mature students looking to return to the workforce after a hiatus for whatever reason.

The job analysis done found that many positions in sustainability do not require an undergraduate degree, indicating that those completing the microprogram without completing a full undergraduate degree may be prepared for the labour market in this field. This labour market analysis discussed above indicated that the education level most in demand for sustainability-related jobs is a bachelor's degree, or no education listed. Thus, there is a market for undergraduate, as opposed to graduate-level programs. The analysis also indicates that little to no experience is necessary for most sustainability-related jobs; thus, the proposed microprogram could attract early-stage professionals looking for specialization in sustainability as well as those with some experience who are looking for an entry-level position in this field.

c. Rationale for how there is student interest in, demand for and capacity to support the program

According to a recent report put together using Burning Glass, a broad range of employers are looking for sustainability expertise in Canada, from governments to companies to educational institutions. From 2013 to 2018, there were anywhere from 7,631 to 10,563 job postings in this field, not including those posted in French only. These numbers are likely to increase as the effects of climate change and biodiversity loss become more acute.

A most recent report using Lightcast, focusing on the February 2020-January 2023 period, indicated 1837 unique job postings for all job titles encompassing sustainability in Canada, not including those posted in French only. The posting trend is slightly but steadily rising over the course of 5 years. According to Johnson et al. (2019, in Brundiers et al., 2021, p.14), "projections for the USA suggest up to 9% growth in the existing sustainability labor market through 2024".

In addition to general knowledge of sustainability, the Lightcast Analyst report indicates that skills in demand include problem solving, hence the explicit inclusion of this in the proposed microprogram.

A search conducted using Labour Insights supports these results, indicating that there is demand for candidates with skill sets related to sustainability and the environment across the job market. The report also indicates that demand for skills related to sustainability is likely to remain relatively stable as these skills permeate a wide range of industries.

Moreover, data from the survey conducted with industry and community groups highlighted the importance of sustainability skills such as systems thinking and problem-solving. Those competencies are at the heart of our proposed curriculum.

In addition, Dawson College, John Abbott College, Vanier College, and Champlain College, CEGEPs from which many Concordia students come, all have strategies that promote sustainability within the curriculum and host projects and initiatives that offer students opportunities to study and practice sustainable development through experiential projects on and off campus. Thus, students are looking for this in their university experience as well.

6. Resources: At this preliminary stage, provide any already-known financial and human resources (e.g., faculty, staff, technicians) that will be required to launch this program. Additionally, if lecture, studio, lab or specialized space requirements are needed to sustain the program, please indicate.

There will be very few resource requirements for this microprogram since LOYC 397³ is not a new course section. This will be offered as a cross-listing to RELI 3970, which RELI will host as part of their regular annual allotment. They offered us the cross-listing. At most, the addition of extra students to courses in each of the four categories of the program, at a rate of 1.5 TA hours per student, could necessitate up to 300 TA hours for 50 students in year 1, 600 TA hours for 100 students in year 2, and 900 TA hours for 150 students in years 3 and beyond. That said, it is unlikely all the courses listed would be large enough to require these extra TA hours even with the additional students.

The only additional request would be for a 3-credit course remission for advising as numbers grow.

Appendix 1: Calendar description of proposed Microprogram in Sustainability

Note: Courses in bold represent online offerings

Microprogram in Sustainability (15 credits)

- 3 credits:
 - LOYC 205: Introduction to Sustainability (3.00)
- 3-6 credits chosen from:
 - BIOL 203: Fundamental Nutrition (3.00)
 - LOYC 320: Biodiversity on Earth (3.00)
 - PHYS 273: Energy and the Environment (3.00)
- 3-6 credits chosen from:
 - LOYC 230: Globalization and Diversity (3.00)
 - LOYC 240: Global Environmental Issues and Ecological Justice (3.00)
 - LOYC 380: Sustainable Development (3.00)
- 3-6 credits chosen from:
 - LOYC 397: Perspectives on Animals and Sustainability (3.00)
 - PHIL 210: Critical Thinking (3.00)
 - PHIL 220: Philosophy of Science (3.00)
 - PHIL 236: Environmental Ethics (3.00)

Appendix 2: List of Existing and New Courses

EXISTING COURSES:

BIOL 203 Fundamental Nutrition (3 credits)

This course deals with food composition (carbohydrates, lipids, proteins, vitamins, and minerals), its absorption and utilization, energy balance, special diets, and food technology.

NOTE: Students registered in a Biology or Biochemistry program may not take this course for credit..

LOYC 205 (also listed as BIOL 205) Introduction to Sustainability (3 credits)

This course begins with an introduction to the science of ecology and to the concept of sustainability as an ecological principle. The concept of sustainability is then broadened to include humans, as students are introduced to ethics, economics, and resource management from an eco-centric point of view. Students are encouraged to think critically about current environmental problems and to take action on an individual project.

NOTE: Students who have received credit for BIOL 205, BIOL 208 or for this topic under a BIOL 298 number may not take this course for credit.

NOTE: Students registered in a Biology program may not take this course for program credit.

LOYC 230 Globalization and Diversity (3 credits)

This course explores the main differences between the world's major cultures, religious beliefs, and philosophies, and addresses the tensions between establishing universal values and maintaining cultural diversity in an age of accelerating globalization. There is also an emphasis on the conception of different levels of social complexity, principally the role of the individual, the interpersonal, and the group within a society. This course is intended to develop team research and presentation skills, and the ability to communicate and work effectively within a small group setting.

LOYC 240 (also listed as POLI 208) Global Environmental Issues and Ecological Justice (3 credits)

This course introduces students to collective action problems faced by governments, international organizations, corporations, advocacy groups, and scientists. Topics may include climate change, biodiversity conservation, hazardous waste disposal, water and food security.

NOTE: Students who have received credit for POLI 208 or 394, or for this topic under a POLI 298 number, may not take this course for credit.

LOYC 320 Biodiversity on Earth (3 credits)

The current state of biodiversity around the world and the forces that affect this diversity are the main focus of this course. It addresses the origins of this diversity, the advantages of variability in the environment for human life, and the contemporary and future challenges to this diversity. This course is intended to emphasize holistic thinking and system analysis, as well as integrated problem-solving and collaborative learning.

PHIL 210 Critical Thinking (3 credits)

This course is an introduction to argumentation and reasoning. It focuses on the kinds of arguments one is likely to encounter in academic work, in the media, and in philosophical, social, and political debate. The course aims to improve students' ability to advance arguments persuasively and their ability to respond critically to the arguments of others. Students will find the skills they gain in this course useful in virtually every area of study.

PHIL 220 Introduction to the Philosophy of Science (3 credits)

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.

NOTE: Students who have received credit for INTE 250 or PHIL 228 may not take this course for credit.

PHIL 236 Environmental Ethics (3 credits)

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.

NOTE: Students who have received credit for this topic under a PHIL 298 or PHIL 398 number may not take this course for credit.

PHYS 273 Energy and Environment (3 credits)

This course studies energy — a critical resource for civilization — and the impact of energy consumption on societies and the environment. Topics include renewable and non-renewable energy sources, the physics of energy including the second law of thermodynamics and the notion of entropy, energy production and distribution, and social and global environmental issues such as pollution, sustainability, climate change, regulation and the future of energy.

NOTE: Students registered in a Physics program may only count this course for credit towards their degree requirements as an out-of-program elective, or towards the completion of an additional program of concentration outside of Physics.

NEW COURSES

LOYC 380 Sustainable Development (3 credits)³

This course introduces and examines progress towards sustainable development from an interdisciplinary perspective in Canada and across the globe. It focuses on the multitude of factors included in sustainable development, the interrelationships between these factors, and our effectiveness at achieving sustainable development from different disciplinary perspectives. Emphasis is placed on current issues in sustainability and sustainable development and on solutions to complex sustainability problems in a social context.

NOTE: Students who have received credit for this topic under LOYC 398 may not take this course for credit.

LOYC 397 (also listed as RELI 3970) Perspectives on Animals and Sustainability (3 credits)⁴

This course investigates how human-animal relationships and human interactions with the environment have been perceived and justified in various cultures and religions and how they are being debated and re-imagined today. Students engage with histories, texts, and ethical positions of a variety of groups, movements, and thinkers regarding the relationships between animals and humans and their material environments. Students explore theoretical and philosophical perspectives about why humans have related to animals and the environment in the way they do, and how these positions impact, for example, practical choices about diet, ethics of scientific research, understandings of humans' place in the world, and increasingly, ecological issues of habitat preservation, environmental degradation, and collective futures.

NOTE: Students who have received credit for RELI 3970 or for this topic under LOYC 398 or RELI 398 may not take this course for credit.

³ This course is already being offered under a LOYC 398 (Selected Topics) course. We will be applying to make it a permanent offering listed in the calendar.

⁴ This course is already being offered under a LOYC 398 (Selected Topics) course. We will be applying to make it a permanent offering listed in the calendar, cross-listed with RELI 3970. The course is hosted by the Department of Religions and Cultures so there are no resource implications here.

Appendix 3: Results of Market Survey

In July-August 2023, the curricular team developed a market survey to gauge the reception of this microprogram and a 30-credit option among potential employers. The survey was emailed in both English and French to over 100 people across sectors, including industry, non-profit, and all three levels of government. Response rate was over 10% (14 people). Of those who responded to the survey, most were from the Regional Councils of Montreal, the National Capital, and the Outaouais, but one was from the City of Montreal, another from Future Earth, third from Ouranos, and two from consulting firms. Roles ranged from President and Director General to project coordinators. The average number of years of experience was over 13, ranging from 2 to 45. All but three of the respondents answered in French. The general results indicated strong support for the programs, as well as the proposed learning outcomes and skills:

- The majority of respondents indicated that their organization would probably or certainly hire graduates of these programs (71%), that graduates would benefit the organizations (100%), and that the proposed programs align with current global and local needs (86%).
- Most respondents indicated they would encourage employees or colleagues seeking professional development opportunities to complete one of the proposed programs (71%) and more than half also indicated their organization might consider subsidizing continuing education for their employees to complete one of these programs (57%).
- When asked to rate the proposed learning outcomes on a scale of 1 to 4, with 4 being very important and 1 being not at all important, all respondents indicated that all the proposed learning outcomes were either important or very important to the field. Development of an understanding of the basic principles and concepts of sustainability science, including the interconnections between environmental, social, and economic systems, was deemed the most important learning outcome, followed by the ability to evaluate information, assess alternative approaches, and select the most feasible and practical strategies to address sustainability (problem-solving) (Table 1).
- When asked to rate the importance of the skills proposed on a scale of 1 to 4, with 4 being very important and 1 being not at all important, all respondents indicated that all the proposed skills were either important or very important to the field. Systems thinking, anticipatory or future thinking, values or normative thinking, strategic thinking, and integrated problem-solving were ranked as the most important skills (Table 2)

Table A1: Rating of proposed learning outcomes for the 15-credit Microprogram in Sustainability (N = 14 survey respondents; ratings on a scale of 1 to 4, with 4 being very important and 1 being not at all important)

Learning outcome	Range of answers	Mean answer	Rank in terms of importance of learning outcomes
Ability to identify the key principles and core concepts of sustainability	3-4 (Important – Very important)	3.5	4 (tied)
Understanding of the basic principles and concepts of sustainability science, including the interconnections between environmental, social, and economic systems	3-4 (Important – Very important)	3.9	1
Development of an awareness of the interdependencies between natural systems, human activities, economic and political systems, and societal well-being (e.g., the United Nations Sustainable Development Goals).	3-4 (Important – Very important)	3.6	3
Ability to evaluate information, assess alternative approaches, and select the most feasible and practical strategies to address sustainability	ive approaches, and select the asible and practical strategies to 3-4 (Important – Very important)		2
Development of ethical decision-making/reasoning skills and critically assess the scientific and ethical implications of sustainability-related decisions	3-4 (Important – Very important)	3.5	4 (tied)

Table A2: Rating of the proposed future skills and sustainability competencies for the 15-credit Microprogram in Sustainability (N = 14 survey respondents; ratings on a scale of 1 to 4, with 4 being very important and 1 being not at all important)

Skill	Range of answers	Mean answer	Rank in terms of importance of learning outcomes
Critical reading and thinking, effective questioning, lateral thinking skills	3-4 (Important – Very important)	3.3	2
Numerical thinking skills	2-4 (Not very important – Very important)	3.0	3
Systems thinking, anticipatory or future thinking, values or normative thinking, strategic thinking, and integrated problem-solving	3-4 (Important – Very important)	3.9	1

Summary of Changes (New Undergraduate Program (Fast Track))

Course Changes:

	Code	Number	Change	uon	site	to any		Compon- ent Change		1 11
LOYC 320 Biodiversity on Earth Change				X						
LOYC 380 Sustainable Development New	X	X	X	X			X	X	X	
LOYC 397 Perspectives on Animals and Sustainability New	X	X	X	X			X	X	X	X

Defined Group Changes:

Defined Groups

	-	1	Change to Total Credit Value of Defined Group
Environmental Sustainability New	X	X	
Sustainability Policy New	X	X	
Sustainability Values New	X	X	

Regulation Changes:

• Notes Change

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Microprogram in Sustainability Principles
Calendar Section Name: Microprogram in Sustainability Principles

Calendar Section Type: Program

Description of Change: Microprogram in Sustainability Principles

New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Loyola College for Diversity and Sustainability

Program Name: Microprogram in Sustainability Principles

Program Type: Micro Program

Degree: Micro Program

Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.525 Loyola College for Diversity and Sustainability > Loyola College for Diversity and Sustainability Principles > Program Requirements

Type of Change: New Program

Present Text calendar

credits

0

Proposed Text

15

credits

Microprogram in Sustainability Principles

O 3 credits:

LOYC 205 Introduction to Sustainability (3)

12 credits from the following Sustainability Course Groups:

Environmental Sustainability

Sustainability Policy

Sustainability Values

Note: Students must take a minimum of three credits and a maximum of six credits from each Sustainability Course Group.

Rationale:

This microprogram is designed to provide sustainability literacy and promote the acquisition and mastery of a specific set of transferable skills (described below) needed for the application of sustainability-related concepts. Through a cross-disciplinary cluster of carefully designed online and in-person courses, students will learn to think deeply about societal issues and provide solutions from a sustainability perspective.

Resource Implications:

Please see individual course pages and proposal for specific information.

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Microprogram in Sustainability Principles

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

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.525 Loyola College for Diversity and Sustainability > Loyola College for Diversity and Sustainability Programs > Microprogram in Sustainability Principles

Present Text calendar Proposed Text

Notes Notes

- Students are responsible for satisfying their particular program requirements.

Rationale:

Standard note applied.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Microprogram in Sustainability Principles

Calendar Section Name: Environmental Sustainability

Calendar Section Type: Defined group

Description of Change: Environmental Sustainability New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Loyola College for Diversity and Sustainability

Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.525 Loyola College for Diversity and Sustainability > Loyola College for Diversity and Sustainability Programs > Sustainability Course Groups

Type of Change: New Defined Group

Present Text calendar Proposed Text

credits Environmental Sustainability

BIOL 203 Fundamental Nutrition (3)
LOYC 320 Biodiversity on Earth (3)

PHYS 273 Energy and Environment (3)

Note: BIOL 203 and PHYS 273 are offered online.

Rationale:

This defined group reflects courses relating to environmental sustainability. Students must take a minimum of 3 credits and a maximum of 6 credits from this group.

Resource Implications:

These courses are currently offered and have plenty of space. In particular, BIOL 203 and PHYS 273 are offered as general electives with caps of 700 and 1400, respectively. That said, 75-225 extra TA hours may be required to support additional enrolments in these courses.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Microprogram in Sustainability Principles

Calendar Section Name: Sustainability Policy Calendar Section Type: Defined group

Description of Change: Sustainability Policy New Proposed: Undergraduate Curriculum Changes
Faculty/School: Faculty of Arts and Science

Department: Loyola College for Diversity and Sustainability

Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.525 Loyola College for Diversity and Sustainability > Loyola College for Diversity and Sustainability Programs > Sustainability Course Groups

Type of Change: New Defined Group

Present Text calendar Proposed Text

credits Sustainability Policy

0

LOYC 230 Globalization and Diversity (3)
LOYC 240 Global Environmental Issues and
Ecological Justice (3)
LOYC 380 Sustainable Development (3)

Note: LOYC 240 is offered online.

Rationale

This defined group reflects courses relating to sustainability policy. Students must take a minimum of 3 credits and a maximum of 6 credits from this group.

Resource Implications:

These courses are currently offered (LOYC 380 previously as LOYC 398) and have space. In addition, LOYC 240 is offered as a general elective with a cap of 250-350. That said, 75-225 extra TA hours may be required to support additional enrolments in these courses.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Microprogram in Sustainability Principles

Calendar Section Name: Sustainability Values

Calendar Section Type: Defined group

Description of Change: Sustainability Values New Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Department: Loyola College for Diversity and Sustainability

Calendar publication date: 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.525 Loyola College for Diversity and Sustainability > Loyola College for Diversity and Sustainability Programs > Sustainability Course Groups

Type of Change: New Defined Group

Present Text calendar Proposed Text

credits Sustainability Values

0

LOYC 397 Perspectives on Animals and

Sustainability (3)

PHIL 210 Critical Thinking (3)

PHIL 220 Introduction to the Philosophy of

Science (3)

PHIL 236 Environmental Ethics (3)

Note: PHIL 210 is offered online.

Rationale:

0

This defined group reflects courses relating to sustainability values. Students must take a minimum of 3 credits and a maximum of 6 credits from this group.

Resource Implications:

These courses are currently offered (LOYC 397 as LOYC/RELI 398) and have space. All are listed as general electives. That said, 75-225 extra TA hours may be required to support additional enrolments in these courses.

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Microprogram in Sustainability Principles

Calendar Section Name: LOYC 320 Calendar Section Type: Course

Description of Change: LOYC 320 Biodiversity on Earth Change

Proposed: Undergraduate Curriculum Changes Faculty/School: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer **Department:** Loyola College for Diversity and Sustainability

> Planning and Promotion: 01 Jan 0001 Effective/Push to SIS date: 01 Jan 0001 Implementation/Start date: 01 May 2025

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

> Section 31.525 Loyola College for Diversity and Sustainability > Loyola College for Diversity and Sustainability Courses

Type of Change: Course Change

Present Text calendar

Proposed Text

LOYC 320 Biodiversity on Earth (3 credits)

LOYC 320 Biodiversity on Earth (3 credits)

Prerequisites:

Prerequisites:

Description:

The current state of biodiversity around the world and the forces that affect this diversity are the main focus of this course. It addresses the origins of this diversity, the advantages of variability in the environment for human life, and the contemporary challenges to this diversity. This course is intended to emphasize holistic thinking and system analysis.

Description:

The current state of biodiversity around the world and the forces that affect this diversity are the main focus of this course. It addresses the origins of this diversity, the advantages of variability in the environment for human life, and the contemporary and future challenges to this diversity. This course is intended to emphasize holistic thinking and system analysis, as well as integrated problemsolving and collaborative learning.

Component(s):

Lecture

Lecture

Component(s):

Notes:

Rationale:

Notes:

The description is modified to add an emphasis on integrative problem-solving and collaborative learning, as these are identified sustainability competencies that we would like to highlight in this program.

Note to calendar editor: LOYC 320 is listed as a prerequisite under AHSC 415. The changes to the LOYC 320 course description are not sufficient enough to have an impact on the AHSC 415 course.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Microprogram in Sustainability Principles

Calendar Section Name: LOYC 380 Calendar Section Type: Course

Description of Change: LOYC 380 Sustainable Development New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Loyola College for Diversity and Sustainability **Calendar publication date:** 2025/2026/Summer

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

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.525 Loyola College for Diversity and Sustainability > Loyola College for Diversity and Sustainability Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	LOYC 380 Sustainable Development (3 credits)
Prerequisites:	Prerequisites:
Description :	Description :
	This course introduces and examines progress towards sustainable development from an interdisciplinary perspective in Canada and across the globe. It focuses on the multitude of factors included in sustainable development, the interrelationships between these factors, and humans' effectiveness at achieving sustainable development from different disciplinary perspectives. Emphasis is placed on current issues in sustainability and sustainable development, and on solutions to complex sustainability problems in a social context.
Component(s):	Component(s): Lecture
Notes :	Notes :
Equivalent Courses :	Equivalent Courses : Students who have received credit for this topic under a LOYC 398 number may not take this course for credit

Rationale:

This course on the Sustainable Development Goals (SDGs) has been offered successfully as a Special Topics course (LOYC 398) for the past three years. Enrolment has been as follows: Fall 2021: 28 students; Fall 2022: 49 students; Winter 2024: 28 students. This course also addresses the institution commitment made by the University in 2020 to advance the SDGs.

Resource Implications:

This course will be offered as part of the regular annual allotment.

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 Microprogram in Sustainability Principles

Calendar Section Name: LOYC 397 **Calendar Section Type:** Course

Description of Change: LOYC 397 Perspectives on Animals and

Sustainability New

Proposed: Undergraduate Curriculum Changes **Faculty/School:** Faculty of Arts and Science

Department: Loyola College for Diversity and Sustainability

Calendar publication date: 2025/2026/Summer

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

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

> Section 31.525 Loyola College for Diversity and Sustainability > Loyola College for Diversity and Sustainability Courses

Type of Change: New Course

Present Text calendar **Proposed Text** LOYC 397 Perspectives on Animals and Sustainability (3 credits) (also listed as RELI 3970) Prerequisites: Prerequisites: Description: Description: This course investigates how human-animal relationships and human interactions with the environment have been perceived and justified in various cultures and religions and how they are being debated and reimagined today. Students engage with histories, texts, and ethical positions of a variety of groups, movements, and thinkers regarding the relationships between animals and humans and their material environments. Students explore theoretical and philosophical perspectives about why humans have related to animals and the environment in the way they do, and how these positions impact, for example, practical choices about diet, ethics of scientific research, understandings of humans' place in the world, and increasingly, ecological issues of habitat preservation, environmental degradation, and collective futures. Component(s): Component(s): Lecture Notes: Notes: **Equivalent Courses: Equivalent Courses:** Students who have received credit for RELI 3970, or for this topic under a LOYC 398 or RELI 398 number, may

Rationale:

This course is currently offered by the Department of Religions and Cultures under RELI 3970 (Perspectives on Animals and Sustainability). It was previously cross-listed as a special topic under RELI/LOYC 398 course numbers (topic: Animal Rights and Sustainability). In the winter of 2023, it was cross-listed with a Selected Topics course at the Loyola College for Diversity and Sustainability (LOYC 398); there were 12

not take this course for credit.

students registered for this topic under LOYC 398 and 16 under RELI 398 for a total of 28 students in the combined section. Before the cross-listing, this topic under RELI 398 had 10 students in the winter of 2020 and 25 students in the winter of 2021, indicating increased interest and enrollment with time.

NOTE to calendar editor: A curriculum dossier has been created to add an exclusion note for LOYC 397 under the course RELI 3970. Please see AS-RELI-5616.

Resource Implications:

There are no resource requirements here because this course section is already being offered, hosted by the Department of Religions and Cultures. RELI 3970 became a permanent course in the 2024-25 calendar and is the prime for this course.

Impact Report

Programs

Minor in Diversity and the Contemporary World

Undergraduate -> 2024-2025 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 Diversity and the Contemporary World -> Program Requirements

Source of Impact

LOYC 320

Minor in Sustainability Studies

Undergraduate -> 2024-2025 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

LOYC 320

Defined Groups

Environmental Sustainability New

Undergraduate -> 2024-2025 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

LOYC 320

Sustainability Policy New

Undergraduate -> 2024-2025 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

Sustainability Values New

Undergraduate -> 2024-2025 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

Courses

AHSC 415

Undergraduate -> 2024-2025 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 Courses

Source of Impact

LOYC 320

LOYC 380 Sustainable Development New

Undergraduate -> 2024-2025 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 Courses

LOYC 397 Perspectives on Animals and Sustainability New

Undergraduate -> 2024-2025 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 Courses Source of Impact

Other Units

Addition of BIOL 203 to Environmental Sustainability requirement

Source of other unit Impact

• Course is housed in Section 31.030 Department of Biology

Addition of PHYS 273 to Environmental Sustainability requirement

Source of other unit Impact

• Course is housed in Section 31.230 Department of Physics

Addition of PHIL 210 to Sustainability Values requirement

Source of other unit Impact

• Course is housed in Section 31.220 Department of Philosophy

Addition of PHIL 220 to Sustainability Values requirement

Source of other unit Impact

• Course is housed in Section 31.220 Department of Philosophy

Addition of PHIL 236 to Sustainability Values requirement

Source of other unit Impact

• Course is housed in Section 31.220 Department of Philosophy

Addition of RELI 398 to LOYC 397 requirement

Source of other unit Impact

• Course is housed in Section 31.270 Department of Religions and Cultures

Addition of RELI 3970 to LOYC 397 requirement

Source of other unit Impact

• Course is housed in Section 31.270 Department of Religions and Cultures

From: Rebecca Tittler
To: Emilia Angelova

Cc: Philosophy Chair Assistant; Philosophy Chair; Nicole Freeman; Andrea Jakob; Associate Dean Academic Programs

(FAS); James Grant

Subject: RE: Seats in PHIL courses for new undergraduate Microprogram in Sustainability?

Date: April 22, 2024 2:39:30 PM

Attachments: PHIL LetterMicropogram Sustainabilityv2.pdf

Dear Emilia-

Thank you so much for your consideration and thoughtful letter of support! I think this should be sufficient, but am adding Nicole Freeman and Andrea Jakob and Richard Courtemanche to this thread in case they think otherwise.

As the academic advisor for all the College programs, including the Minor in Sustainability Studies, I am well-acquainted with PHIL 220 and 236, in particular. PHIL 236 is listed in the calendar as an option for the Minor and I often accept PHIL 220 through student request; I am quite used to advising students about the associated conferences but will certainly add the note about switching conferences. We are also asking for additional advising support in the proposal, understanding exactly what you point out: that programs like this tend to have heavy advising needs.

Please don't hesitate to reach out at any time if you have additional questions, comments, or concerns.

All the best

Rebecca

Rebecca Tittler, Ph.D.

Lecturer, <u>Loyola College for Diversity and Sustainability</u> and Departments of <u>Biology</u> and <u>Geography</u>. <u>Planning and Environment</u>

Academic Advisor and Coordinator, <u>Loyola College for Diversity and Sustainability</u>
Research Administration Coordinator, <u>Loyola Sustainability Research Centre</u>
Faculty of Arts and Science
Concordia University

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https://outlook.office365.com/owa/calendar/LCDS@liveconcordia.onmicrosoft.com/bookings/

From: Emilia Angelova <emilia.angelova@concordia.ca>

Sent: Monday, April 22, 2024 1:33 PM

To: Rebecca Tittler < rebecca.tittler@concordia.ca>

Cc: Philosophy Chair Assistant <philosophy.chairassistant@concordia.ca>; Philosophy Chair

<philosophy.chair@concordia.ca>

Subject: RE: Seats in PHIL courses for new undergraduate Microprogram in Sustainability?

Dear Dr. Tittler,

Please find enclosed the letter in support of the Microprogram, on behalf of the Philosophy Department.

Please let me know if you need more in terms of paperwork. We appreciate this opportunity.

Best, Emilia

Emilia Angelova
Chair & Associate Professor
Department of Philosophy
Concordia University
Montreal, Quebec, Canada
Tel. (514) 848-2424 ext. 2517
concordia.academia.edu/EmiliaAngelova

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, February 2017



Philosophy Department

22 April 2024 Dear Dr. Tittler,

Thank you very much for reaching out to me with this invitation. The Department of Philosophy held a Closed meeting on April 19, and members unanimously supported the inclusion of the three courses, as per your letter, in the Microprogram. The proposal of the Loyola College for Diversity and Sustainability for a new undergraduate Microprogram in Sustainability (15 credits) was reviewed by all regular FT members of my department.

The Department of Philosophy supports the inclusion of PHIL 210, 220, and 236 as options. That said, below I briefly share some of the points raised in the discussion, to give you a perspective from our side. I note that in this discussion we solicited the views of Drs. Matthew Barker and Matthias Fritsch, who regularly offer PHIL 220 and PHIL 236, respectively, they shared specific points.

PHIL 210 is the only online course among the three PHIL courses proposed as part of the Microprogram. PHIL 210 and 220 are among our Major in Philosophy program electives. All three courses are open to enrollment to students in any program. Note that the course name of PHIL 220 in the Calendar is "Introduction to the Philosophy of Science." PHIL 220 has two mandatory course registration components: Lectures and Conferences. We would hope that the Microprogram Advisor would be able to communicate to prospective PHIL 220 students what is a lecture vs. conference, and no, students cannot switch conferences once enrolled, yes, conference attendance is mandatory, and other registration FAQs. PHIL 236 is a popular elective course among undergraduate students. In 2018 this course, PHIL 236 was made a required course in a new Major in Sustainability in Leadership, housed within the Department of Geography, Planning and Environment, which the then Chair Dr. M. Barker supported.

Finally, from the perspective of admin staff support, it is now clear from a recent SGS town hall that Microprogram (non-degree) students require extra advising support for course selection and registration, as they are not undergraduate students, are not used to the university's registration timelines, systems, often work full-time, and thus have particular scheduling needs. The amount of extra work to run new Microprograms should not be negligible. Given this, we would appreciate the note in the curriculum proposal about resource implications: Advisors may expect extra work and should be compensated accordingly.

With best wishes for the proposed Microprogram,

Sincerely,

Emilia Angelova

Chair & Associate Professor of Philosophy

Concordia University

Rebecca Tittler

Subject:

Courses for Microprogram in Sustainability

Dear Nicole-

We have contacted the Departments of Biology, Philosophy, Physics, and Religions and Cultures about including their courses in the proposal for the Microprogram in Sustainability.

That said, we do not require reserved seats in these courses because (1) the courses hosted by these departments that are listed for the Microprogram are all open for students to take as electives

(https://www.concordia.ca/artsci/students/advising-registration-withdrawal/elective-courses.html), and (2) since there are options at every level of the Microprogram, we do not know exactly how many seats we will need in each course.

The exception may be LOYC 205, (/BIOL 205), into which we may need to fit all the students in the first year if LOYC 260 is not online yet, but we have approval for this from the Selvadurai Dayanandan, Chair of the Department of Biology.

In addition, based on enrollment numbers from the 2023-2024 academic year, there is plenty of space for students enrolled in the Microprogram to take these courses. The courses and associated enrollment numbers are detailed below. Of note

- (1) All the courses had a least a few empty seats this past year (columns 3 and 4 below).
- (2) The majority of the students enrolled in each non-LOYC course were taking it as an elective (i.e., non-program students; column 5 below).
- (3) Adding up the number of empty seats and seats occupied by students taking each course as an elective (column 6 below), it is easy to see that there would have been plenty of space to accommodate Microprogram students in these courses this past year.

Please let me know if you have any further questions or concerns about this matter.

All the best

Rebecca

Rebecca Tittler, Ph.D.

Lecturer, Loyola College for Diversity and Sustainability and Departments of Biology and Geography, Planning and Environment

Academic Advisor and Coordinator, <u>Loyola College for Diversity and Sustainability</u> Research Administration Coordinator, <u>Loyola Sustainability Research Centre</u> Faculty of Arts and Science Concordia University

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1. Course	2. Programs for which course is listed as an option	3. 2023- 2024 enrollment (students enrolled/cap)	4. 2023- 2024 Empty seats (cap - enrollment)	5. 2023- 2024 number of enrolled students taking the course as an elective	6. 2023- 2024 empty seats + seats occupied by students taking the course as an elective
3 credits chosen	from:				
LOYC 205 (/BIOL 205)	Sustainability Minor	93/100	7	61	68
LOYC 260	NA (in development)				
3-6 credits chose	en from:				
BIOL 203	None	677/700	23	676	699
LOYC 320	Sustainability Minor	41/50	9	11	20
PHYS 273	Sustainability Minor	1314/1400	86	1298	1384
3-6 credits chose	en from:				
LOYC 230	Sustainability Minor, Diversity Minor	27/30	3	15	18
LOYC 240 (/POLI 208)	Sustainability Minor/ POLI 208 listed for Human Rights and Poli Sci minors	349/350	1	304	305
LOYC 380	Sustainability Minor, Diversity Minor	28/30	2	9	11
3-6 credits chose	en from:				
LOYC 397 (/RELI 3970) Unknown (new course)					
PHIL 210	Philosophy Major / Minor	503/525	22	482	504
PHIL 220	Philosophy Major / Minor	72/78	6	48	54
PHIL 236	Sustainability Minor, Philosophy Major / Minor	87/90	3	67	70



LOYC 380: Sustainable Development

Abridged draft course outline

Prerequisites

This course has no prerequisites or co-requisites.

Description

This course introduces and examines progress towards sustainable development from an interdisciplinary perspective in Canada and across the globe. It focuses on the multitude of factors included in sustainable development, the inter-relationships between these factors, and our effectiveness at achieving sustainable development from different disciplinary perspectives. Emphasis is placed on current issues in sustainability and sustainable development and on solutions to complex sustainability problems in a social context. NOTE: Students who have received credit for this topic under LOYC 398 may not take this course for credit.

Instructional Method

This is an in-person course.

Learning Outcomes

By the end of this course, students will be able to

- Determine the basic principles and concepts of sustainability science, including the interconnections between environmental, social, and economic systems
- Understand the interdependencies between natural systems, human activities, economic and political systems, and societal well-being
- Describe the multitude of factors included in sustainable development
- Understand the inter-relationship between the above factors
- Analyze our effectiveness at achieving sustainable development from different disciplinary perspectives

Assessments

Group presentation: 25%Reflective essays: 25%

Paper: 25%Final exam: 25%

Rebecca Tittler

From: Madoka Gray-Mitsumune Sent: April 24, 2024 4:34 PM

To: Selvadurai Dayanandan; Rebecca Tittler

Cc: James Grant

Subject: RE: Seats in BIOL / LOYC 205 for new undergraduate Microprogram in Sustainability?

Hi, all,

I don't see any issues with adding BIOL 203 & 205 in the microprogram. Please keep me posted on the reserved spots for next year.

Madoka

Madoka Gray-Mitsumune, Ph.D.
Undergraduate Program Director and Co-op Academic Director
Department of Biology, Concordia University
7141 rue Sherbrooke O, Montreal QC H4B 1R6, Canada
madoka.gray-mitsumune@concordia.ca

From: Selvadurai Dayanandan <daya.dayanandan@concordia.ca>

Sent: Wednesday, April 24, 2024 12:56 PM

To: Rebecca Tittler <rebecca.tittler@concordia.ca>

Cc: James Grant < james.grant@concordia.ca>; Madoka Gray-Mitsumune < madoka.gray-mitsumune@concordia.ca>

Subject: Re: Seats in BIOL / LOYC 205 for new undergraduate Microprogram in Sustainability?

Hi Rebecca,

I don't see an issue with including BIOL205 in the microprogram. I am copying this message to our UPD, Madoka for the input.

-daya

From: Rebecca Tittler < rebecca.tittler@concordia.ca>

Sent: Wednesday, April 24, 2024 11:55 AM

To: Selvadurai Dayanandan <daya.dayanandan@concordia.ca>

Cc: James Grant < james.grant@concordia.ca>

Subject: Seats in BIOL / LOYC 205 for new undergraduate Microprogram in Sustainability?

Dear Daya-

I'm so sorry to have left this off the previous request, but of course, in addition to BIOL 203, which we already discussed, BIOL / LOYC 205 is also listed in the proposal for the Microprogram in Sustainability. We envisage a total enrollment of 50 students in the flagship year, 100 in the second year, and up to 150 students moving forward after that.

Rebecca Tittler

From: Valter Zazubovits
Sent: April 24, 2024 4:37 PM

To: Rebecca Tittler

Subject: Re: Seats in PHYS 273 for new undergraduate Microprogram in Sustainability?

Dear Rebecca,

thank you for contacting me and sorry for late reply. Nice to hear that the course is of interest to specific other programs.

I hope there will be no problem accommodating your students. In the worst-case scenario we could force-enroll them from the waiting list.

With best regards,

Valter Zazubovits, Professor and Chair

Department of Physics, Concordia University, Montreal

From: Rebecca Tittler < rebecca.tittler@concordia.ca>

Sent: Wednesday, April 24, 2024 1:45 PM

To: Valter Zazubovits <valter.zazubovits@concordia.ca>

Subject: RE: Seats in PHYS 273 for new undergraduate Microprogram in Sustainability?

Dear Professor Zazubovits-

I just wanted to check in with you about this.

Note that, since we do not know exactly how many students will choose to take this course, given that there are three other options to choose from, we are not asking for seats to be reserved. That said, given the high cap of this course (1400 this past year) and the fact that it is not listed as an option for any program except the Minor in Sustainability Studies, it looks like there would be space in the unlikely event that all the Microprogram students opted for this course option; this past year, 99% of the students enrolled were taking this course as an electives, i.e., there were 1384 seats that were either empty or filled by students taking the course as an elective, and a total of 86 seats were not filled at all. That said, the proposal for the Microprogram in Sustainability does include a request for extra TA support for any of the courses listed that might need it.

I would be more than happy to discuss if you have any questions or concerns at any time.

All the best

Rebecca

Rebecca Tittler, Ph.D.

Lecturer, Loyola College for Diversity and Sustainability and Departments of Biology and Geography, Planning and Environment

Academic Advisor and Coordinator, <u>Loyola College for Diversity and Sustainability</u> Research Administration Coordinator, <u>Loyola Sustainability Research Centre</u> Faculty of Arts and Science Concordia University

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https://outlook.office365.com/owa/calendar/LCDS@liveconcordia.onmicrosoft.com/bookings/

From: Rebecca Tittler

Sent: Monday, April 15, 2024 4:32 PM

To: Valter Zazubovits <valter.zazubovits@concordia.ca>

Subject: Seats in PHYS 273 for new undergraduate Microprogram in Sustainability?

Dear Professor Zazubovits-

Here at the Loyola College for Diversity and Sustainability, we are working on a proposal for a new undergraduate Microprogram in Sustainability (15 credits). The microprogram is designed to be available almost entirely online as well as in person to account for differences in student preferences, schedules, and accessibility. I am attaching the complete proposal as it stands, but also the calendar description below, FYI. Of particular relevance to the Department of Physics is the inclusion of PHYS 273 as an option. We envisage a total enrollment of 50 students in the flagship year, 100 in the second year, and up to 150 students moving forward after that, but PHYS 273 is only one of three options students can choose from to complete this part of the program so it's unclear how many students would actually want to take it. That said, is the Department of Physics in favour of this course being listed as an option for the Microprogram?

All the best Rebecca

Rebecca Tittler, Ph.D.

Lecturer, Loyola College for Diversity and Sustainability and Departments of Biology and Geography, Planning and Environment

Academic Advisor and Coordinator, <u>Loyola College for Diversity and Sustainability</u> Research Administration Coordinator, <u>Loyola Sustainability Research Centre</u> Faculty of Arts and Science

Rebecca Tittler

From: Naftali Cohn

Sent: April 25, 2024 9:15 AM

To: Rebecca Tittler
Cc: Munit Merid

Subject: Re: Seats in new RELI 3970 course for new undergraduate Microprogram in

Sustainability?

Attachments: Proposal for undegraduate microprogram in sustainability.pdf

Dear Rebecca.

The Department of Religions and Cultures is in favor of this course, the LOYC cross-listing for RELI 3970, being listed as an option for the Microprogram. It will be ideal to maintain communication about demand from your program students so we can target the cap for the course to optimize bringing in your students and ensuring there is space for them.

Wishing you all the best, Naftali

Naftali Cohn (he/him)
Professor and Chair
Dept of Religions and Cultures
Concordia University
1455 De Maisonneuve Blvd. W
Montreal, Quebec, Canada H3G 1M8
Tiohtià:ke, unceded Kanien'kehá:ka territory
(514) 848-2424 ext. 5734
naftali.cohn@concordia.ca

From: Rebecca Tittler < rebecca.tittler@concordia.ca>

Sent: April 15, 2024 4:38 PM

To: Naftali Cohn <naftali.cohn@concordia.ca>

Subject: Seats in new RELI 3970 course for new undergraduate Microprogram in Sustainability?

Dear Professor Cohn-

Here at the Loyola College for Diversity and Sustainability, we are working on a proposal for a new undergraduate Microprogram in Sustainability (15 credits). The program is designed to be available almost entirely online as well as in person to account for differences in student preferences, schedules, and accessibility. I am attaching the complete proposal as it stands, but also the calendar description below, FYI. Of particular relevance to the Department of Religions and Cultures is the inclusion of LOYC 397, to be cross-listed with the new RELI 3970 as an option. We envisage a total enrollment of 50 students in the flagship year, 100 in the second year, and up to 150 students moving forward after that, but LOYC 397 is only one of four options students can choose from to complete this part of the program so it's unclear how many students would actually want to take it. That said, is the Department of Religions and Cultures in favour of this course being listed as an option for the Microprogram, to be hosted by the Department of Religions and Cultures and cross-listed as LOYC 397?

All the best Rebecca

Abridged Syllabus

LOYC 397 Perspectives on Animals and Sustainability (3 credits) (also listed as RELI 3970)

Description

This course investigates how human-animal relationships and human interactions with the environment have been perceived and justified in various cultures and religions and how they are being debated and re-imagined today. Students engage with histories, texts, and ethical positions of a variety of groups, movements, and thinkers regarding the relationships between animals and humans and their material environments. Students explore theoretical and philosophical perspectives about why humans have related to animals and the environment in the way they do, and how these positions impact, for example, practical choices about diet, ethics of scientific research, understandings of humans' place in the world, and increasingly, ecological issues of habitat preservation, environmental degradation, and collective futures.

Note: Students who have received credit for RELI 3970, or for this topic under a LOYC 398 or RELI 398 number, may not take this course for credit.

Course Learning Objectives

At the end of this course, students will be able to:

- Identify and articulate the various ethical positions of movements or thinkers about animal rights, environmental ethics, and sustainability, including historical points of conflict between Animal Rights and Environmentalist positions and key features of Ecofeminism, 'Continental Philosophy', anti-/Humanism, and Indigenous perspectives.
- Develop critical thinking skills through analysis of course material, including assessing the strengths
 and weaknesses of arguments and analyzing how the arguments of a viewpoint fit together; synthesize
 positions to produce new position; reevaluate presuppositions and articulate reasoning behind a
 position.
- Understand fundamental way meaning is made about the relative place of animals and humans in a sustainable world, including concepts of 'nature', 'animal', 'human', 'East', 'West', gender, sexuality, secularism, ideology, colonialism, decolonization, capitalism, and neoliberalism.
- Conceive of, create, and communicate one's own position on a subset of the subject matter.

Assessments

• Reflexive Critical Responses (2-4 pages, 10% each): 40%

Exploratory Philosophical Essay (15% each): 30%

• Final Research Paper (8+ pages): 30%