



SENATE

NOTICE OF MEETING

October 4, 2024

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, October 11, 2024, at 2 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 [Senate webpage](#).

Please note that Closed Session documents and discussions are confidential.

Members of the University community who wish to view the Open Session meeting are invited to go to the Loyola Chapel and wait in the foyer. You will be admitted to the observers' gallery following the Closed Session meeting.

Karan Singh
Secretary of Senate



AGENDA OF THE OPEN SESSION OF THE MEETING OF SENATE

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

Item	Presenter(s)	Action
1. Call to order	G. Carr	
1.1 Approval of the Agenda	G. Carr	Approval
1.2 Adoption of Minutes from the Open Session meeting of May 17, 2024	G. Carr	Approval
CONSENT AGENDA		
2. Registrar's report on spring 2024 graduation statistics (Document US-2024-4-D2)		Information
3. Committee reports (Document US-2024-4-D3)		Information
4. Committee, Tribunal Pool and CCSL appointments (Document US-2024-4-D4)		Approval
5. Academic Hearing Panels' Annual Report (Document US-2024-4-D5)		Information
REGULAR AGENDA		
6. Business arising from the Minutes not included on the Agenda		
7. President's remarks	G. Carr	Information

- | | | | |
|-----|--|-----------------------------|-------------|
| 8. | Academic update (Document US-2024-4-D6) | A. Whitelaw | Information |
| 9. | Annual report of the Ombuds Officer
(Document US-2024-4-D7) | G. Carr/
A. Fish | Information |
| 10. | APC recommendation: Information/Service:
Section 11 Academic Calendar - Undergraduate
Academic Dates (OOR-OOR-5585)
(Document US-2024-4-D8) | G. Carr/
A. Whitelaw | Approval |
| 11. | APC recommendation: New Program -
Minor in Ethics and Values (AS-PHIL-5354)
(Document US-2024-4-D9) | A. Whitelaw/
P. Sicotte/ | Approval |
| 12. | Strategic Directions | G. Carr | Discussion |
| 13. | Question period (<i>maximum 15 minutes</i>) | | |
| 14. | Other business | | |
| 15. | Adjournment | G. Carr | |

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

Friday, May 17, 2024,
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) SGW Campus
and via Zoom video conferencing

PRESENT

Voting members:

Graham Carr (Chair)	Mourad Debbabi	David Morris
Leslie Barker	Larry Deck	Catherine Mulligan (zoom)
Matthew Barker (zoom)	Effrosyni Diamantoudi	Xavier Ottenwaelder
Dominique Bérubé	Mehdi Farashahi (zoom)	Véronique Pepin (zoom)
Beverley Best	Annie Gérin (zoom)	Mahshid Rahbari
Theresa Bianco	Marina Ghali	Rosemary Reilly
Amy Buckland	Steve Henle (zoom)	Pascale Sicotte
Alexandrah Cardona	Arnav Ishaan	Ahmed Soliman
Roy Cross	Charles Rohinth Joseph	Melissa Spiridigliozzi
Anne-Marie Croteau	Mehdi Kharazmi	(zoom)
Fabienne Cyrius (zoom)	Raghulkanna Lakshmanan	Sofiène Tahar (zoom)
Alexandra Dawson	Michael Lecchino	Craig Townsend
Niraj Dayanandan	Christopher Moore	Roberto Viereck-Salinas
Selvadurai Dayanandan	Harley Martin	Anne Whitelaw
		Radu Grigore Zmeureanu

Non-voting members: Philippe Beauregard, Denis Cossette, Stéphanie de Celles, Isabel Dunnigan (zoom), Nadia Hardy, Frederica Jacobs, Stefana Nita, Carlos Santana, Olivia Ward

Also attending: Ali Akgunduz, Caroline Baril, Saul Carliner, Richard Courtemanche, Sandra Gabriele, Elaine Cheasley Paterson, Chun Wang, Amr Youssef

ABSENT

Voting members:

Angelica Antonakopoulos	Dany-Ariel Ishimwe	Deep Patel
Sally Cooke	Moshe Lander	Zachary Patterson
Ariela Freedman	Robert Padmore	Ian Rakita
Bonnie Harnden	Mireille Paquet	

Non-voting members: Paul Chesser, Michael Di Grappa

1. Call to order

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

1.1 Approval of the Agenda

R-2024-3-6 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 Adoption of March 22, 2024, Minutes

R-2024-3-7 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of March 22, 2024, be adopted.

CONSENT

2. Tribunal Pool/Committee Appointments (Document US-2024-3-D4)

R-2024-3-8 Upon motion duly moved and seconded, it was unanimously resolved that the Tribunal Pool and Committee appointments be approved.

3. Committee reports (Document US-2024-3-D5)

These reports were provided for information only.

4. Revisions to the Policy on Establishment of Tribunal Pools (BD-6)
(Document US-2024-3-D6)

R-2024-3-9 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Steering Committee, Senate approve the revisions to the Policy on the Establishment of Tribunal Hearing Pools (BD-6), as per the attached document.

5. Revisions to the Senate Standing Committee (Document US-2024-3-D7)

R-2024-3-10 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Senate Research Committee and Senate Steering, Senate approve the modifications to the membership of the Senate Research Committee, as detailed in the attached document.

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 marking the end of the winter semester and noting that the first summer session is already underway. The past seven months since October 2023 have been extraordinarily difficult. In the space of a few days, the University community was shaken by the events in the Middle East and then by the decision of the government of Québec penalizing the anglophone universities.
- Dr. Carr thanked the University community, faculty, students and staff, staff associations, and friends who have shown steadfast support to the University.
- He acknowledged that, while the University responded to the challenging circumstances as well as possible, there were certainly things that could have been done better. However, no one in the higher education sector believes that perfection is the standard of performance. With what has been happening across North American campuses, he noted with pride that Concordia had delivered its semester to students, without having to move courses online, without cancelling any events or activities that had been sanctioned by the University. While this may not seem a great metric of performance in normal times, these are not normal times.
- Dr. Carr then spoke of the creation of STRIVE, a task force looking at multiple forms of racism and identity-based hatred on campus, including antisemitism and islamophobia anti-Asian racism and transphobia, that had been announced the month before. The task force is also looking more broadly at the campus climate and developing means through which our community can engage in productive dialogue around difficult issues. Six working groups plus a steering committee (that also includes heads of working groups) have been formed.
- Task force models have been used effectively at Concordia in the past to a) provide a forum to allow members of the community to share their experiences and observations; b) provide an inclusive mechanism to allow participation through working groups in seeking and proposing answers; and c) lead to the development of actionable recommendations that are designed to improve our outcomes as an institution.

- Convocation is around the corner and this year the University will be celebrating the graduation of more than 5,700 students: 4,020 undergrads and more than 1,700 graduate students. This is the largest ever graduate student cohort in Concordia's history, which reflects positively on the growth of research at the University. Dr. Carr noted that there is a need to focus on celebration as some of this year's graduating students began their time at Concordia during COVID and, for some, their studies have also ended with the pall of the Middle East crisis negatively impacting their campus experience. Given these circumstances, he expressed hope that joy and celebration will be expressed at this year's Convocation ceremonies.
- Dr. Carr noted the accomplishments of two Senators: Harley Martin, who received the McCall-MacBain scholarship and who will begin a master's in public policy at McGill this fall; and Rosemary Reilly, professor and department chair in Applied Human Sciences, who has won the coveted 3M National Teaching Fellowship Award. Each year, only 10 faculty members across Canada receive this award.
- He then shared some further great news: Concordia University is now ranked by Times Higher Education in the top 100 Young Universities in the world; and it is now ranked #1 in North American universities under 50. Last year, the University ranked among the top 150-200 young universities; this year the rank was 80th. This represents a major leap forward as the University prepares to enter its 50th year.

He thanked all Senators for their work and service to the University during the year.

8. **Academic update** (Document US-2024-3-D8)

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

9. **APC recommendation - new program: Bachelor of Engineering - Cybersecurity Engineering (GCS-CIISE-5564)** (Document US-2024-3-D9)

Dean Debbabi presented this item along with the BSc in Cybersecurity (motion noted below) and summarized the important features of both programs:

- Given the increasing number of cyber threats and the shortage of expertise in the area, where 1 in 6 cybersecurity jobs remain unfilled, the programs would serve to fill an important gap.
- He explained that there are about 90 programs offered around Canada that have some components of cybersecurity, but there are no dedicated programs.
- He also noted that there was no risk of impact on enrolment in other programs, as the programs are attracting new students and will contribute to heightening the University's reputation.
- There were questions about the handling of sensitive information in these programs. Dean Debbabi explained that the University already works with government (the RCMP, Competition Bureau) and companies and has the required expertise in-house to deal with all sorts of sensitive information. On another question about overlaps

between the BEng and BSc programs and the faculty's capacity to teach these programs, Dean Debbabi explained that the B.Sc. had no engineering core and that the programs would be leveraging 20 faculty members, and as such, there is adequate capacity to teach both programs.

R-2024-3-11 Upon motion duly moved and seconded, that, on recommendation of the Academic Programs Committee, Senate approve the new program Bachelor of Engineering in Cybersecurity Engineering (GCS-CIISE-5564), as detailed in the attached documentation.

10. APC recommendation - new program: Bachelor of Science - Cybersecurity (GCS-CIISE 5566) (Document US-2024-3-D10)

R-2024-3-12 Upon motion duly moved and seconded, that, on recommendation of the Academic Programs Committee, Senate approve the new program Bachelor of Science in Cybersecurity (GCS-CIISE-5566), as detailed in the attached documentation.

11. APC recommendation - new program: Graduate Diploma - Teacher Certification (AS-EDUC-5510) (Document US-2024-3-D11)

Dean Sicotte presented this program:

- It is a new component, a graduate diploma to respond to the pressing need in the province where there is currently shortage of certified teachers.
- 25% of teachers in Quebec are teaching without a license. Those who are currently teaching in the system without a license would be eligible for admission to the program, as long as they fulfill certain criteria.
- The program's recognition of acquired competencies approach allows for 14 competencies of teachers to be developed and the program ensures that its graduates are eligible to get a teaching job right away.

R-2024-3-13 Upon motion duly moved and seconded, that, on recommendation of the Academic Programs Committee, Senate approve the new program Graduate Diploma in Teacher Certification (AS-EDUC-5510), as detailed in the attached documentation.

12. APC recommendation - new programs: Graduate Certificate - Curatorial Studies and Practices (FA-ARTH-5506) (Document US-2024-3-D12)

13. Graduate Microprogram - Curatorial Studies (FA-ARTH-5507)
(Document US-2024-3-D12)

Dean Gérin presented the two graduate programs. There are no academic programs in the province that offer curatorial training. The Faculty of Fine Arts already has considerable expertise in this area in research and dissemination. The programs have received letters of support from community, museums and various artist-run centers.

The program has a significant component of experiential learning.

R-2024-3-14 *Upon motion duly moved and seconded, that, on recommendation of the Academic Programs Committee, Senate approve the new programs:*

- *Graduate Certificate in Curatorial Studies and Practices (FA-ARTH-5506) and*
- *Graduate Microprogram in Curatorial Studies (FA-ARTH-5507) as detailed in the attached documentation.*

14. Report on academic programs

Dr. Whitelaw made a presentation on the success of programs that have been approved by Senate. This was in response to a question that was asked at a previous meeting of Senate. Her presentation is summarized below:

- She began with a detailed list of all undergraduate and graduate programs approved by Senate in the past 10 years, which included majors, specializations, minors, certificates, diplomas, masters, PhDs and most recently, micro-credentials.
- Program review is the purview of departments and faculties, and eventually, the Office of the Provost. When changes are made to programs, they go through the appropriate process at the departmental and Faculty levels, including School of Graduate Studies, before being reviewed by the Academic Programs Committee ((APC) - a committee of Senate), and eventually, Senate itself. She noted that some questions have come up recently on the role of Senate in the approval of programs and whether that role has been diminished; however, she reiterated that only Senate has the power to approve programs. While Senate delegated the approval of minor program changes to the APC in the previous year, all major and substantive changes still need Senate approval, and even minor changes that have been approved are reported to Senate.
- Dr. Whitelaw then presented the governance process related to all program approvals, from: Letter of intent – Department program and/or curriculum Committee – Department council – Faculty curriculum committee – Faculty council – graduate programs reviewed by Council of SGS. Following these steps in the process, all programs go to APC before going to Senate.
- Dr. Whitelaw provided three examples of programs and how their success was measured. Various factors go into evaluating the success of programs: enrolment numbers, cost, reputation/contribution to research, importance of the contextual data that helps situate a particular program within the larger suite of programs offered in a department (or in some cases, a faculty). She underlined that program evaluation does not follow a one size fits all approach. For her three examples she chose undergraduate and graduate programs from different disciplines that were not less than five years old, given that new programs need a bit of time to settle and for enrolment to stabilize.

- Following the three examples/case studies, Dr. Whitelaw noted that the costs noted in the examples does not include the cost of heating buildings, electricity, AV, cleaning, etc.
- She concluded by restating that various factors go into determining the success of a program and that it is not clear-cut.
- Program reviews happen at the University every 7 to 10 years as part of the departmental reviews mandated by the government. It is a massive undertaking when done once a decade. The University is considering scheduling program reviews within shorter timeframes, so that they are more regular and would perhaps prove lighter than the major departmental reviews. This would also allow for early interventions to make adjustments to programs that may not be functioning optimally.
- Senators thanked Dr. Whitelaw for the detailed presentation and reminder on what goes into program review and approval. There were other specific questions related to the presentation, which she clarified.

15. Concordia's Strategic Directions at 50

Dr. Carr spoke to the existing strategic directions of the University that were established in 2016. As the University moves to marking its 50th anniversary, it is an opportune time to refresh the strategic directions. This is a topic of discussion that will be brought up in the coming year, with request for input from Senators and other members of the community.

16. Question period

There were no additional questions asked during the question period.

17. Other business

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

18. Adjournment

The meeting was adjourned at 3:55 p.m.

K. Singh
Karan Singh
Secretary of Senate

SPRING 2024 GRADUATION STATISTICS



UNIVERSITÉ
Concordia

UNIVERSITY

Spring 2024 Graduation Statistics Summary

Spring 2024

A total of 6257 degrees, diplomas and certificates were awarded in Spring 2024. 70.47% of these were at the undergraduate level and 29.53% at the graduate level.

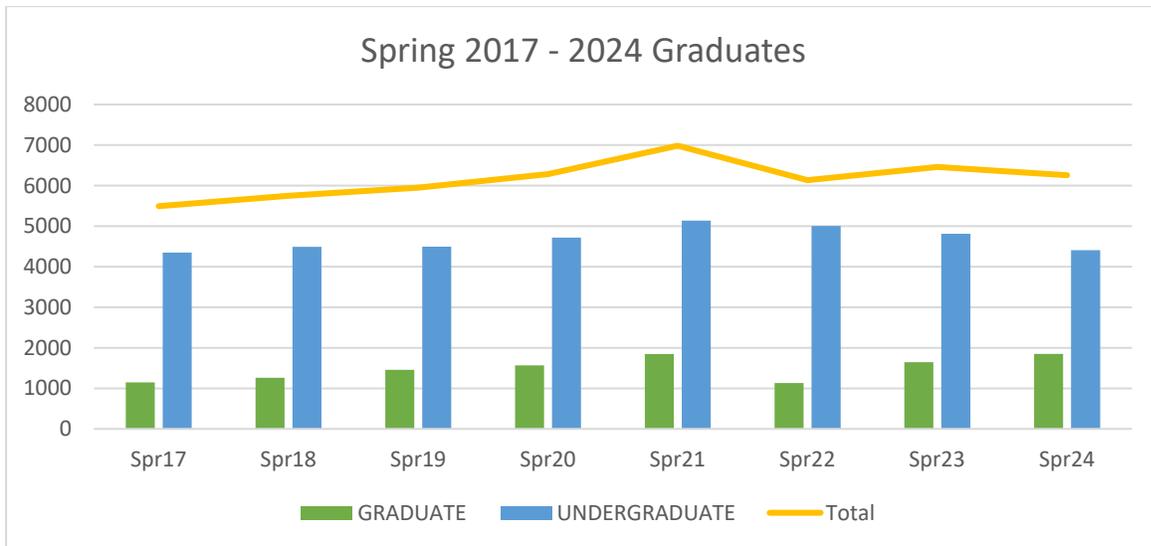
At the undergraduate level, male students made up 45.88% of the student population, females 54.05%, and non-binary students 0.07%.

At the graduate level, male students make up 62.55% of the student population, females 37.40%, and non-binary students 0.05%.

Combined, males made up 50.81%, females 49.13%, and non-binary students 0.06% of total graduates.

The two faculties that saw a decrease in the number of graduates are the John Molson School of Business with 143 fewer graduates than in 2023, and The Faculty of Arts & Science with the greatest decrease of 238 from 2023. Both these faculties saw a decrease the previous year. The Faculty of Fine Arts had an increase of 75 graduates in 2024. Each degree, diploma and certificate offered in Fine Arts had an increase over the previous year. The Gina Cody School of Engineering and Computer Science had the most significant increase with 103 more graduates in 2024 than 2023. As was the case in 2023, the increase was primarily from the Master of Engineering and Master of Applied Science programs.

Spring 2024 Graduation Statistics Summary



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Degree Statistics Final
Spring 2024 Graduation
2024-09-23

	Male	Female	Non-Binary	Total
Faculty of Arts & Science	730	1453	2	2185
Graduate	119	189	1	309
Certificate - Graduate	1	0	0	1
Diploma - Graduate	11	25	1	37
Doctor of Philosophy	25	25	0	50
Master of Arts	59	92	0	151
Master of Arts - COOPs	1	4	0	5
Master of Science	17	23	0	40
Masters of Environment	5	20	0	25
Undergraduate	611	1264	1	1876
Bachelor of Arts	451	943	1	1395
Bachelor of Arts - COOPs	7	21	0	28
Bachelor of Education	7	22	0	29
Bachelor of Science	127	249	0	376
Bachelor of Science - COOPs	10	10	0	20
Certificate - Undergraduate	9	19	0	28
Faculty of Fine Arts	175	451	2	628
Graduate	28	95	0	123
Certificate - Graduate	0	5	0	5
Diploma - Graduate	0	1	0	1
Doctor of Philosophy	1	9	0	10
Master of Arts	9	57	0	66
Master of Design	3	4	0	7
Master of Fine Arts	15	19	0	34
Undergraduate	147	356	2	505
Bachelor of Fine Arts	147	356	2	505
Gina Cody School	1496	537	0	2033
Graduate	889	342	0	1231
Certificate - Graduate	4	0	0	4
Diploma - Graduate	7	1	0	8
Doctor of Philosophy	40	21	0	61
Master of App Comp Sci - COOP	19	5	0	24
Master of Applied Comp Science	118	43	0	161
Master of Applied Science	43	30	0	73
Master of Computer Science	9	4	0	13
Master of Engineering	558	225	0	783
Master of Engineering - COOP	90	13	0	103
Master of Science	1	0	0	1

Undergraduate	607	195	0	802
Bachelor of Comp Sc - COOPs	28	8	0	36
Bachelor of Computer Science	126	38	0	164
Bachelor of Engineering	348	101	0	449
Bachelor of Engineering-COOPs	105	48	0	153
John Molson School of Business	778	633	0	1411
Graduate	120	65	0	185
Certificate - Graduate	4	7	0	11
Diploma - Graduate	15	10	0	25
Doctor of Philosophy	5	1	0	6
Master of Bus. Admin - COOP	14	4	0	18
Master of Business Admin	69	33	0	102
Master of Science	5	7	0	12
Master of Science - COOP	3	1	0	4
Master of Supply Chain Mgmt	4	0	0	4
Master Supply Chain Mgt COOP	1	2	0	3
Undergraduate	658	568	0	1226
Bachelor of Administration	8	6	0	14
Bachelor of Commerce	592	485	0	1077
Bachelor of Commerce - COOPs	56	74	0	130
Certificate - Undergraduate	2	3	0	5
	3179	3074	4	6257

Graduation Statistics – Summary

2024-09-23

Expected Graduation term Convocation in	2174	2181	2184	2191	2194	2201	2204	2211	2214	2221	2224	2231	2234
	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
GRADUATE	1260	926	1456	832	1569	957	1846	1005	1129	975	1647	1156	1848
Faculty of Arts & Science	262	232	299	213	282	219	323	259	294	248	303	269	309
Certificate - Graduate	1	0	0	0	2	2	10	4	2	1	0	1	1
Diploma - Graduate	59	46	44	44	42	22	49	54	47	50	38	49	37
Master of Arts	140	105	181	115	158	122	172	129	150	120	155	124	151
Master of Arts - COOP	0	2	1	0	0	1	4	1	5	2	4	4	5
Masters of Environment	13	7	11	4	9	4	18	4	22	2	6	3	25
Master of Science	25	40	23	27	28	41	34	30	34	33	48	42	40
Master of Teaching of Math	7	1	1	0	0	0	0	0	0	0	0	0	0
Doctor of Philosophy	17	31	38	23	43	27	36	37	34	40	52	46	50
Faculty of Fine Arts	67	67	68	75	66	83	79	66	76	85	92	74	123
Certificate - Graduate	0	0	0	0	0	0	0	6	2	18	0	2	5
Diploma - Graduate	0	8	0	13	0	11	0	13	1	13	0	5	1
Master of Arts	29	44	21	48	33	57	36	34	43	34	48	30	66
Master of Design	0	3	2	0	3	3	4	1	1	3	7	9	7
Master of Fine Arts	33	7	32	7	19	9	27	10	23	11	27	13	34
Doctor of Philosophy	5	5	13	7	11	3	12	2	6	6	10	15	10
Gina Cody School	658	464	808	437	898	524	1103	474	559	464	1036	596	1231
Certificate - Graduate	14	5	5	4	4	2	4	5	5	1	4	1	4
Diploma - Graduate	16	26	3	15	8	26	9	21	10	34	12	25	8
Master of Applied Comp Science	39	14	60	38	85	36	102	25	36	28	103	62	161
Master of Applied Comp Sci - COOP	0	0	0	0	0	0	0	0	3	0	4	5	24
Master of Applied Science	54	73	78	53	86	60	122	58	100	58	82	72	73
Master of App. Science - COOP	0	0	0	0	0	0	0	0	0	0	0	0	0
Master of Computer Science	7	7	14	15	18	10	36	23	14	13	18	18	13
Master of Engineering	478	294	601	284	645	367	754	307	334	274	677	344	783
Master of Engineering - COOP	0	0	0	0	0	0	0	0	8	8	75	28	103
Master of Science	0	0	0	0	0	0	0	0	0	0	0	0	1
Doctor of Philosophy	50	45	47	28	52	23	76	35	49	48	61	41	61
John Molson School of Business	273	163	281	107	323	131	340	206	200	178	216	214	185
Certificate - Graduate	34	13	29	9	18	7	35	6	35	5	13	7	11
Diploma - Graduate	79	106	106	28	137	48	146	138	37	118	38	152	25
Master of Arts	0	0	0	0	0	0	1	0	0	0	0	0	0
Master of Business Admin	112	20	105	20	116	24	108	26	90	25	110	15	102
Master of Bus. Admin - COOP	19	9	8	21	20	14	16	9	12	5	22	9	18
Master of Investment Management	0	0	0	0	0	0	2	0	0	0	0	0	0
Master of Science	19	14	25	27	24	24	17	12	19	17	22	18	12
Master of Science - COOP	0	0	0	0	0	0	0	0	0	0	0	2	4
Master of Supply Chain Mgmt	1	0	1	0	2	3	7	6	1	3	2	7	4
Master of Supply Chain Mgmt - COOP	0	0	0	0	0	0	0	0	0	0	0	1	3
Doctor of Philosophy	9	1	7	2	6	11	8	9	6	5	9	3	6
School of Graduate Studies							1	0	0	0	0	3	0
Certificate - Graduate							1	0	0	0	0	3	0
Total Graduate	1260	926	1456	832	1569	957	1846	1005	1129	975	1647	1156	1848

Graduation Statistics – Summary

2024-09-23

Expected Graduation term	2174	2181	2184	2191	2194	2201	2204	2211	2214	2221	2224	2231	2234
Convocation in	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
UNDERGRADUATE	4490	964	4493	915	4716	879	5139	1003	5003	857	4813	868	4409
Faculty of Arts & Science	2076	407	1975	424	2171	382	2289	433	2203	381	2120	369	1876
Bachelor of Arts	1586	307	1525	322	1690	297	1726	337	1676	282	1590	288	1395
Bachelor of Arts - COOPs	11	3	19	3	21	3	27	3	16	6	26	2	28
Bachelor of Education	41	5	39	5	46	4	29	4	38	7	28	2	29
Bachelor of Science	395	77	351	81	363	61	444	69	408	66	416	60	376
Bachelor of Science - COOPs	19	0	22	2	21	4	30	6	36	10	33	2	20
Certificate - Undergraduate	24	15	19	11	30	13	33	14	29	10	27	15	28
Faculty of Fine Arts	471	97	501	87	489	96	513	88	457	67	461	87	505
Bachelor of Fine Arts	467	97	501	87	489	96	513	88	457	67	461	87	505
Bachelor of Fine Arts - COOPs	4	0	0	0	0	0	0	0	0	0	0	0	0
Gina Cody School	665	80	708	85	765	94	879	120	880	133	894	107	802
Bachelor of Computer Science	90	21	106	24	127	28	188	36	159	40	173	35	164
Bachelor of Comp Sc - COOPs	14	4	9	4	17	4	28	15	26	12	32	8	36
Bachelor of Engineering	452	50	464	50	476	51	467	58	505	60	504	53	449
Bachelor of Engineering-COOPs	108	5	129	7	144	10	196	11	188	21	185	11	153
Certificate - Undergraduate	1	0	0	0	1	1	0	0	2	0	0	0	0
John Molson School of Business	1277	379	1309	319	1291	306	1458	362	1463	276	1338	305	1226
Bachelor of Administration	25	5	15	3	20	5	25	4	13	1	15	4	14
Bachelor of Commerce - COOPs	112	25	102	24	131	26	144	43	191	30	158	20	130
Bachelor of Commerce	1128	342	1180	285	1123	271	1280	312	1254	243	1154	280	1077
Certificate - Undergraduate	12	7	12	7	17	4	9	3	5	2	11	1	5
School of Extended Learning	1	1	0	0	0	1	0	0	0	0	0	0	0
Compl Univ Credit Certificate	1	1	0	0	0	1	0	0	0	0	0	0	0
Total Undergraduate	4490	964	4493	915	4716	879	5139	1003	5003	857	4813	868	4409

Concordia University
Graduation Statistics – Overall by Faculty
As of 2024-09-23

	2224 Spring 2023	2234 Spring 2024	Difference
Faculty of Arts & Science	2423	2185	-238
Bachelor of Arts	1590	1395	-195
Bachelor of Arts - COOP	26	28	2
Bachelor of Education	28	29	1
Bachelor of Science	416	376	-40
Bachelor of Science - COOP	33	20	-13
Certificate - Graduate	0	1	1
Certificate - Undergraduate	27	28	1
Diploma - Graduate	38	37	-1
Doctor of Philosophy	52	50	-2
Master of Arts	155	151	-4
Master of Arts - COOP	4	5	1
Master of Science	48	40	-8
Masters of Environment	6	25	19
Faculty of Fine Arts	553	628	75
Bachelor of Fine Arts	461	505	44
Certificate - Graduate	0	5	5
Diploma - Graduate	0	1	1
Doctor of Philosophy	10	10	0
Master of Arts	48	66	18
Master of Design	7	7	0
Master of Fine Arts	27	34	7
Gina Cody School of Engineering & Computer Science	1930	2033	103
Bachelor of Comp Sc - COOP	32	36	4
Bachelor of Computer Science	173	164	-9
Bachelor of Engineering	504	449	-55
Bachelor of Engineering - COOP	185	153	-32
Certificate - Graduate	4	4	0
Certificate - Undergraduate	0	0	0
Diploma - Graduate	12	8	-4
Doctor of Philosophy	61	61	0
Master of App Comp Sci - COOP	4	24	20
Master of Applied Comp Science	103	161	58
Master of Applied Science	82	73	-9
Master of Computer Science	18	13	-5
Master of Engineering	677	783	106
Master of Engineering - COOP	75	103	28
Master of Science	0	1	1

Graduation Statistics – Overall by Faculty
As of 2024-09-23

	2224 Spring 2023	2234 Spring 2024	Difference
John Molson School of Business	1554	1411	-143
Bachelor of Administration	15	14	-1
Bachelor of Commerce	1154	1077	-77
Bachelor of Commerce - COOP	158	130	-28
Certificate - Graduate	13	11	-2
Certificate - Undergraduate	11	5	-6
Diploma - Graduate	38	25	-13
Doctor of Philosophy	9	6	-3
Master of Arts	0	0	0
Master of Bus. Admin - COOP	22	18	-4
Master of Business Admin	110	102	-8
Master of Investment Management	0	0	0
Master of Science	22	12	-10
Master of Science - COOP	0	4	4
Master of Supply Chain Mgmt	2	4	2
Master of Supply Chain Mgmt - COOP	0	3	3
School of Graduate Studies	0	0	0
Certificate - Graduate	0	0	0
Total Degrees, Diplomas & Certificates	6460	6257	-203

CONCORDIA UNIVERSITY

Spring 2024

THE GOVERNOR GENERAL'S GOLD MEDAL

Conferred by Her Excellency, the Right Honourable Mary Simon, Governor General of Canada, and awarded to the highest-ranking graduate student graduating from Concordia University.

Gabrielle Mandl, PhD
Chemistry
Faculty of Arts & Science

Thesis Title: *On the Development of Praseodymium-Doped
Radioluminescent Nanoparticles and Their Use in X-ray Mediated
Photodynamic Therapy of Glioblastoma Cells*

Supervisor: Dr. John Capobianco

CONCORDIA UNIVERSITY

Spring 2024

THE GOVERNOR GENERAL'S SILVER MEDAL

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

PRIZE WINNER

Student Name

Kairouz, William

Degree and Concentration(s)

BSc Specialization Actuarial Mathematics/Finance

CONCORDIA UNIVERSITY

Spring 2024 Prize Report

University-Wide

The Governor General's Silver Medal
The Governor General's Gold Medal
The Concordia University Distinguished Doctoral Dissertation Prize
(Engineering and Natural Sciences)
The Concordia University Distinguished Doctoral Dissertation Prize
(Fine Arts, Humanities and Social Sciences)
The Rytza Tobias Memorial Medal
The Anne Stokes Medal
The Mappin Medal
The Administration Medal
The Commerce Medal
The Computer Science Medal
The Chait Medal
The Alfred Pinsky Medal

William Kairouz
Gabrielle Mandl
Gabrielle Mandl
Daniel Dickson
James Beaver
Ayah Abdulrahim
William Kairouz
Charles Tremblay
Sebastian Alvarez Maldonado
Hyun Soo Kim
Dante Sabini
Isabelle Anguita

Undergraduate

Arts & Science

The Robert C. Rae Book Prize in Human Relations
The Biology Prize
The Randy B. Swedburg Medal for Leisure Sciences and Therapeutic
Recreation
The Chemistry Medal
The Classics Book Prize
The John E. O'Brien, s.j. Medal for Communication Studies
The Economics Prize
Balbir Sahni Outstanding International Undergraduate Award in
Economics
The Education Book Prize
The Medal for English
Le prix Paul d'Hollander pour les Études françaises
The Exercise Science Plaque
The Bogdan Zaborski Medal in Geography
The Martin Lewis Memorial Book Prize in History
The Interdisciplinary Studies Medal
The Gordon Fisher Prize for Journalism
The Liberal Arts College Prize
The Eric O'Connor Mathematics Medal
The Modern Languages and Linguistics Plaque
The W.R. Fraser Medal for Philosophy
The Walter Raudorf Medal for Physics
The Renée Vautelet Prize for Political Science
The J.W. Bridges Medal for Psychology
The Boyd Sinyard Prize for Religion
The Science College Prize
The Vince Sirois Prize
The Everett C. Hughes Medal for Sociology and Anthropology
The Thérèse F. Casgrain Medal for Women's Studies

Julieta Torres
Katya Kharitonov
Anneliese Zwaagstra
Nicole Paredes Vegas
Sophia Phillips
Lalla Mariam Haidara
José Antonio Santamaria
Julia Colle
Cristina Ruscito
Hannah Lowe
Megan Parker
Eric Han
James Beaver
Harley Martin
Justine Vallée
Melissa Migueis
Emmanuella Morales Espinosa
William Kairouz
Autumn Banks
Charlotte Range
Emily Eadie
Luis Colmenares De la Melena
Sarah Barnier
Layla Rudy
Bianca Arsever
Romy Shoam
Ava Weinstein-Wright
Rosemary McDonald

John Molson School Of Business

The Ross Medal for Accountancy
The Supply Chain and Business Technology Management Medal
The Finance Medal
The International Business Medal
The Management Medal
The Marketing Medal

Paulina Moulinos
Matthew Basmadjian
Emmanuel Mastroianni
Kaitlyn Montpetit
Nicolas Bergeron
Mohammad Amin Sabour

Engineering & Computer Science

The Aerospace Engineering Medal
The Building Engineering Medal
The Matthew Douglass Medal for Civil Engineering
The Computer Engineering Medal
The Phoivos Ziogas Medal for Electrical Engineering
The Jaan Saber Medal for Industrial Engineering
The Mechanical Engineering Medal
The Software Engineering Medal

Jian Jiao
Dante Sabini
Hind Jaara
Nicholas Kawwas
Matthew Bergeron
Gabrielle Gallant
Amy Tran
Ghaith Chrit

Fine Arts

The Art Education Prize
The R. Bella Rabinovitch Art History Prize
The Cinema Prize
The Computation Arts Prize
The Contemporary Dance Prize
The Design Prize
The Lydia Sharman Award
The Music Prize
The Yves Gaucher Prize in Studio Arts
The Betty Goodwin Prize in Studio Arts
The Guido Molinari Prize in Studio Arts
The Gabor Szilasi Prize in Studio Arts
The Irene F. Whittome Prize in Studio Arts
The Theatre Prize

Courtney Dookwah
Yasemin Eroglu
Victoria Biste
Jacob Garneau
Kristina Hilliard
Gabrielle Von
Antoine Léger
Prabir Sekhri
Lucile Beaudouin
Clara-Jane Rioux Fiset
Benjamin Langwieder
Sonia Létourneau
Barbara Ottevaere
Lindsey Reshef

Graduate

Arts & Science

Le prix d'excellence Armand Verthuy
Balbir Sahni Outstanding International Graduate Award in Economics
The Balvir Singh Medal
The Edward Eastman McCullough MA History Award
The Gordon Fisher Prize for Journalism (Graduate Diploma Program)
The Julius and Ilka Ekler Book Prize in Judaic Studies
The Nishith Mukerji Medal for M.Sc. Physics (Thesis Option)
The Herbert F. Quinn Medal for Political Science

Prize not awarded
Lauren Maria Cosenza
Jung Hwan Kim
Grace Elaine McMorris
Stephanie Manning
Louise Laverty
Martina Mai
Lauren Thurber

John Molson School of Business

The Uma and Mahesh Sharma Graduate Award
The Joe Kelly Graduate Award

Emily Burdman-Castravelli
Kai Haverila

Engineering & Computer Science

The F.A. Gerard Prize (non-thesis)
The F.A. Gerard Prize (non-thesis)
The Doctoral Prize in Engineering and Computer Science
The F.A. Gerard Prize (thesis)

Gurpreet Singh Nanda
Mansoureh Navidpanahtoupkanlou
Qi Feng
Zhaonian Qu

Non-Academic

The Concordia Medal
The Dean of Students Medal
The Malone Medal
The O'Brien Medal
The Provost's Medal for Outstanding Achievement
The Stanley G. French Medal

Nicolas Bergeron
Max Kerby Henry Edmond
Abigail Koff
Sumaiya Abedin
Mahshid Rahbari
Gabrielle Mandl



UNIVERSITÉ
Concordia

UNIVERSITY

**ACADEMIC PROGRAMS COMMITTEE
REPORT OF APPROVED DOSSIERS
Sandra Gabriele, PhD
September 16, 2024**

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

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

All curriculum change dossiers listed below are available for consultation online in the [October 11, 2024 Senate \(APC-2024-4,5\)](#) SharePoint folder.

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

Office of the Provost

University Skills
OOP-OO P-4841; **APC-2024-5-D2**

- Program Changes
- Courses

Faculty of Arts and Science

Department of Communication Studies
AS-COMS-5583; **APC-2024-5-D3**

- Program Changes
- Courses

Department of Mathematics and Statistics
AS-MATH-1081; **APC-2024-5-D4**

- Courses

Department of Theological Studies
AS-THEO-5545; **APC-2024-4-D1**

- Program Changes
- Courses

Liberal Arts College
AS-LBCL-5571; **APC-2024-5-D6**

- Program Changes
- Courses

John Molson School of Business

JMSB-JMSB-5340; **APC-2024-4-D2**

- Courses

Gina Cody School of Engineering and Computer Science

Department of Building, Civil and Environmental Engineering
GCS-BCEE-5461; **APC-2024-4-D3**

- Program Changes
- Courses

Department of Mechanical, Industrial and Aerospace Engineering
GCS-MIAE-5551; **APC-2024-4-D4**

- Courses

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

Faculty of Arts and Science

Department of Applied Human Sciences
AS-AHSC-5537; **APC-2024-4-D5**

- Courses

John Molson School of Business

Master of Business Administration (MBA)
JMSB-MBA-5525; **APC-2024-4-D6**

- Courses

Gina Cody School of Engineering and Computer Science

Department of Building, Civil and Environmental Engineering
GCS-BCEE-5514; **APC-2024-4-D7**

- Courses

GCS-BCEE-5524; **APC-2024-4-D8**

- Program Changes
- Courses

Interfaculty Programs

INTFAC-NANO-5521; **APC-2024-4-D9**

- Program Changes
- Courses



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
September 16, 2024



**SENATE
OPEN SESSION
Meeting of October 11, 2024**

AGENDA ITEM: Committee / Tribunal Pool Appointments

ACTION REQUIRED: For approval

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

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Academic Planning and Priorities	Lea Katsanis (JMSB)	2024-27
	Moksh Sood (GSA)	2024-25
Academic Programs	James Agbonhese (GSA)	2024-25
	Raymond Paquin (JMSB)	2024-27
	Ishita Tiwary (FOFA)	2024-25
Distinguished Professor Emeritus/ Distinguished Librarian Emeritus	Sabine Bergler (GCS)	2024-27
	John Potvin (FOFA)	2024-27
Library	Manan Rajendra Patel (GSA)	2024-25
	Travis Smith (FAS)	2024-27
Research	Arnav Ishaan (GSA)	2024-25
	Wade Paul (GSA)	2024-25
Special Graduation Awards	Mehdi Kharazmi (GSA)	2024-25
Steering	Catherine Mulligan (GCS)	2024-25
	Ayyappan Subramanian (GSA)	2024-25
<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Ibrahim Aly (JMSB)	2024-27
	Lucie Bonneville (FAS)	2024-27
	Chui Ha Lau (FAS)	2024-27
	Sophie Marcotte (FAS)	2024-27
	Mohamed Ouf (GCS)	2024-25
	Manish Sharma (FAS)	2024-27
	Katie Young (FAS)	2024-27

Student Tribunal Pool	Adharsh Anand (GSA)	2024-26
	Huseyin Ates Balsoy (CSU)	2024-26
	Amirmohammad Barati (GSA)	2024-26
	Ana Bedoya (CSU)	2024-26
	Marianne Bouchard (CSU)	2024-26
	Valerie Brunelle (CSU)	2024-26
	Sophie Desmarais (CSU)	2024-26
	Rayana Eltanoukhi (CSU)	2024-26
	Hassan Gharaei (GSA)	2024-26
	Daniel Gonzalez (CSU)	2024-26
	Nora Green (CSU)	2024-26
	Noah Hunt (CSU)	2024-26
	Sofia Leiva (CSU)	2024-26
	Alice Martin (CSU)	2024-26
	Manan Patel (GSA)	2024-26
	Manuj Saharan (GSA)	2024-26
	Saran Sethuraman (GSA)	2024-26
	Sai Abhinav Tadepalli (GSA)	2024-26
	SanthoshKumar Velayutham (GSA)	2024-26
	Vijayraagavan Vijayathirupathi (GSA)	2024-26
Jacob Wade-Vallance (CSU)	2024-26	
Hannah Wicki (CSU)	2024-26	
Concordia Council on Student Life (per BD-9)	Philippe Caignon (FAS)	2024-26
Honorary Degree Committee	Anne-Marie Croteau (Faculty Dean)	2024-27
	Anna Sheftel (Faculty Senator)	2024-27

DRAFT MOTION:

That the Committee and Tribunal Pool appointments be approved.

PREPARED BY:

Name: Secretary of Senate

Date: October 4, 2024

INTERNAL MEMORANDUM

To: Karan Singh, Associate Secretary-General, University Secretariat
From: Katie Broad, Acting Dean of Students and Chair of the CCSL
Date: June 28, 2024
Subject: Senate approval of faculty member on the Concordia Council on Student Life per the Policy *Concordia Council on Student Life* ([BD-9](#))

As per the policy *Concordia Council on Student Life* (BD-9):

“The Council membership shall consist of:

- *Two (2) full-time faculty members, one of whom must be a Vice/Associate/Assistant Dean for Student Affairs of a Faculty or the School of Graduate Studies”*

Furthermore:

“Senate shall name two faculty members for renewable terms covering two academic years, beginning on 1 September and ending on 31 August of the second following year. In order to stagger the terms, one faculty member shall be elected initially for one year only.”

The CCSL would like to nominate the following faculty member for the vacant position on the Council, to be approved by Senate:

2-year term from September 1, 2024 – August 31, 2026:

Dr. Philippe Caignon, Associate Dean, Student Academic Services, Faculty of Arts and Science

Signed by:



Katie Broad
Acting Dean of Students
Chair, CCSL

Office of Student Tribunals Annual Academic Hearing Report July 1, 2023 to June 30, 2024

In accordance with Article 94 of the Academic Code of Conduct (the “Code”), this report details the number and type of charges laid under the Code and their disposition and is presented at the September meeting of Senate. In addition, enclosed herewith is a table with the breakdown of the type of charges laid under the Code (schedule A).

The specific breakdown by Faculty for 2023-2024 as at July 1, 2024 is provided below:

Faculty	INCIDENT REPORTS		CHARGES DISMISSED AT FACULTY LEVEL		CHARGES UPHELD AT FACULTY LEVEL		INCIDENT REPORTS PENDING DECISIONS BY FACULTY	TOTAL HEARING REQUESTS		AHP ¹ PENDING FROM PREVIOUS YEARS	WITH-DRAWN	TOTAL AHPs HELD		
			% of incident reports		% of incident reports	SENT TO AHP BY FACULTY		AHP REQUESTED BY STUDENT	DISMISSED			UPHELD	AHP PENDING	
Arts and Science	141	17	12%	118	84%	6	12	1	40	2	1	23	27	
Gina Cody School of Engineering and Computer Science	46	5	11%	41	89%	0	1	4	14	4	1	8	6	
Fine Arts	8	5	62%	3	38%	0	0	0	0	0	0	0	0	
John Molson School of Business	56	4	7%	44	79%	8	5	4	7	0	0	3	13	
School of Graduate Studies	57	6	11%	51	89%	0	5	1	2	1	0	5	2	
TOTAL	308	37	12%	257	83%	14	23	10	63	7	2	39	48	
							33					41		

By July 1, 2024, a total of **308 incidents** were reported for courses taken during the academic period covered by this report. A total of 257 (83%) charges were upheld at the Faculty level, 37 (12%) charges were dismissed and 14 (5%) of these incidents are still pending decisions by the Faculties.

¹ The number of hearings pending from previous years column includes hearings requested during the 2023-2024 academic year for courses taken during previous academic years.

Out of the 257 charges upheld by the Faculties, the Office of Student Tribunals received a total of 10 requests for AHPs from students and 23 requests from the Faculties, 22 of which were due to repeat offences. Adding the above to the 63 AHP requests carried over from previous years, there were a total of **96 AHP requests to process this past year**, including 71 for repeat offences.

Our office conducted hearings with respect to **43 cases** under the Code in the 2023-2024 academic year, as follows:

- **41 Academic Hearing Panels** (including 37 for repeat offence cases)
- **2 Appeals Authorization Panels**

As of July 1, 2024, we begin the 2024-2025 academic year with the following number of cases awaiting hearings:

- 48 Academic Hearing Panels (including 34 for repeat offence cases)
- 1 Appeals Authorization Panel

The hearings carried over from 2023-2024 are due to:

- 15 separate requests to postpone hearings

Submitted by Laura Landry
Student Tribunals Officer
tribunal@concordia.ca
October 1, 2024

Encl.

Schedule A

Breakdown from July 1, 2023 to June 30, 2024 of the type of charges laid under the Academic Code of Conduct (the "Code")

Incident Reports filed under the Code

	Article 18	Article 19a	Article 19b	Article 19c	Article 19d	Article 19e	Article 19g	Article 19i	Article 19j	Article 19k	Article 19l
Arts and Science	135	73	2	3	1	2	29	–	2	2	7
Gina Cody School of Engineering and Computer Science	45	–	–	–	1	–	40	1	–	–	1
Fine Arts	1	6	–	–	1	–	1	–	–	–	–
John Molson School of Business	56	1	–	2	2	–	40	–	–	3	–
School of Graduate Studies	57	18	3	27	–	–	5	3	–	–	–
TOTAL	294	98	5	32	5	2	115	4	2	5	8

Note: See Excerpts from the Code on the following page for details about the contents of the articles listed above.
Students may have been charged under more than one article with respect to the same incident.

Excerpts setting forth the types of charges from the Academic Code of Conduct

Article 18: "Any form of cheating, or plagiarism, as well as any other form of dishonest behaviour, intentional or not, related to the obtention of gain, academic or otherwise, or the interference in evaluative exercises committed by a student is an offence under this Code. Any attempt at or participation related in any way to an offence by a student is also an offence"

Article 19: "Without limiting, or restricting, the generality of Article 18 above and with the understanding that Articles 19 a) to l) are to be considered examples only, academic offences include, the carrying out, or attempting to carry out or participating in":

19a: "plagiarism - the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement"

19b: "the contribution by one student to another student of work with the knowledge that the latter may submit the work in part or in whole as his or her own"

19c: "unauthorized collaboration between students"

19d: "tearing or mutilating an examination booklet or an examination paper, including, but not limited to, inserting pages into a booklet or taking a booklet or a portion of the booklet or examination paper from the examination room"

19e: "multiple submission - the submission of a piece of work for evaluative purposes when that work has been or is currently being submitted for evaluative purposes in another course at the University or in another teaching institution without the knowledge and permission of the instructor or instructors involved"

19g: "the possession or use during an examination of any non-authorized documents or materials or resource or possessing a device allowing access to or use of any non-authorized documents or materials"

19i: "communication with anyone other than an invigilator during an examination or the obtention of any non-authorized assistance during an examination"

19j: "impersonation - assuming the identity of another person or having another person assume one's own identity"

19k: "the falsification of a document, in particular a document transmitted to the University or a document of the University, whether transmitted or not to a third party, whatever the circumstances"

19l: "the falsification or fabrication of a fact or data or a reference to a source in a work"



Internal Memorandum

To: Members of Senate
From: Anne Whitelaw, Provost and Vice-President, Academic
Date: October 3, 2024
Re: Academic Update

Announcements and Key Items

On October 15 we will be celebrating 1200 of our graduates at the Fall Convocation Ceremonies. In addition to recognizing the accomplishments of our graduates, we will also be honouring three people who have left their mark on Canadian human rights and Indigenous law, biotechnology and pharmaceutical industries, and technology and supply management industries: Kiran Mazumdar-Shaw, pioneer of the biotechnology industry in India and the founder of the country's leading biotechnology enterprise, Biocon; John Sicard, BCompSc '88, president and chief executive officer of Kinaxis, a global leader in modern end-to-end supply chain management; and Douglas Sanderson (Amo Binashii), who is Beaver Clan from the Opaskwayak Cree Nation and currently holds the Prichard-Wilson Chair in Law and Public Policy and serves as the decanal advisor on Indigenous issues at the University of Toronto.

Open House will be taking place on October 26. A key recruitment event for Concordia, we will be hosting thousands of potential students and their families. Tabling, presentations and events will take place across both campuses, with Concordia faculty, staff and students involved. I look forward to seeing many of you there.

In September the School of Health welcomed Alexandre Champagne as associate dean, Academic Programs and Student Services. Dr. Champagne will play a pivotal role in supporting Concordia's community of health researchers and educators in developing courses and programs that go beyond what is currently possible. He will also advance the School's vision through the promotion and facilitation of hands-on training, internships, and other experiential learning opportunities.

The STRIVE taskforce is starting consultations. There are many ways to get involved, including completing the [STRIVE Task Force Community Survey](#). A survey link will be sent to your Concordia email address and will remain active until October 21, 2024. If you do not receive a link by Friday, October 4 and wish to participate, please contact strivetaskforce@concordia.ca.

Accolades

[Ericsson](#) has designated Concordia as its first Tier 1 university partner in North America, marking a new phase in an ongoing collaboration. It's the highest level an academic institution can achieve with Ericsson. The partnership will focus on advancing research, innovation and training in various fields such as cybersecurity, applied artificial intelligence (AI), cloud computing, 5G and beyond.

Many Concordia PhD students received awards and recognitions over the summer:

- Megan Joyce, a PhD student in Concordia's Department of Geography, Planning and Environment, has been recognized with the May 2024 *Relève Étoile Louis-Berlinguet* Award (FRQNT). Her recent paper, "No food left behind: foraging route choices among free-ranging Japanese macaques (*Macaca fuscata*) in a multi-destination array at the Awajishima Monkey Center, Japan" has been published in [Primates](#), an international journal of primatology.
- Arwa Hussain, PhD candidate in the Department of Religions and Culture, received the July 2024 *Prix Relève étoile Paul-Gérin-Lajoie* (FRQSC). Her recent paper, "'Covered, Not Bound': Young Dawoodi Bohra Women's Self-Representation and Agency through the Online Website Mighzal," has been published in the [Journal of Religion, Media and Digital Culture](#).
- Jiami Yang, a PhD candidate in the Concordia Institute for Information Systems Engineering (CIISE), was awarded a Vanier Canada Graduate Scholarship (NSERC) for her research developing advanced AI algorithms to analyze patterns from natural language texts. Yang is working with her supervisor Yong Zeng to develop tools to help designers create products that promote sustainable behaviours, potentially redefining the role of products in fostering sustainability.
- Lauren Laframboise, a PhD student in the Department of History, was awarded a Vanier Canada Graduate Scholarship (SSHRC) for her research exploring how women and immigrant workers, especially in Montreal and New York City, experienced and resisted economic changes, with a focus on strikes and unions during this period of decline. Laframboise is working under the guidance of her supervisor, Steven High.
- Francesco MacAllister-Carusio, a PhD student in the Department of Political Science, was awarded a Vanier Canada Graduate Scholarship (SSHRC) for his research on how Two-Spirit, transgender, and nonbinary (2S/TNB) political representation compares to that of lesbian, gay, bisexual, and queer (LGBQ) individuals. His study, conducted under the supervision of Kimberley Manning, addresses a research gap by focusing on the unique needs and experiences of 2S/TNB people, analyzing their policy advocacy, community perceptions, and demographic alignment with their electorate.

- Carolina Gallo Garcia and Kristine Dizon are the latest Concordia recipients of the Banting Postdoctoral Fellowship. Garcia, a postdoctoral fellow at the Simone de Beauvoir Institute under the supervision of Gada Mahrouse, will investigate the complex interplay between immigration, entrepreneurship, and citizenship among migrant women in Canada. Her research aims to understand how these women shape their sense of belonging and citizenship through entrepreneurship. Her work underscores the need for structural change and a nuanced understanding of citizenship and entrepreneurship to promote inclusivity and equity in society. Dizon, a musician and postdoctoral fellow in the Department of English under Professor Jason Camlot, explores the emotions and cultural reflections evoked by spoken poetry and music, especially in relation to race and identity. She aims to develop decolonizing listening methodologies to expand traditional audience engagement with sound. By analyzing poetic-musical works, interviewing artists, and creating educational tools, Dizon hopes to foster reflective listening and promote deeper cultural awareness and understanding of complex social themes.
- PhD candidate Scott DeJong has been awarded a prestigious Fulbright Award for his groundbreaking work on combating disinformation through educational games. DeJong, who is completing his doctorate in Communications, will spend the next nine months at the University of Washington in Seattle, where he will design a media literacy board game for children aged 10 and up.

New initiatives

Starting this fall, Concordia will offer a tuition waiver to First Nations and Inuit students whose communities are situated in Quebec. The waiver will include most undergraduate and graduate programs and apply to full- or part-time studies. The University joins other Canadian institutions in launching programs that reduce financial barriers to education for Indigenous students and is fulfilling its commitment to reducing financial barriers, following the recommendations of Concordia's Indigenous Directions Action Plan. Concordia's innovative tuition-free initiative sets a new standard for educational accessibility by reaching beyond the university's immediate geographical boundaries to include all 11 Nations (10 First Nations as well as the Inuit) across Quebec.

Over the summer, Concordia launched a [Hire a Student](#) hub for employers and partners. The website brings together information from all the University's career centres into one virtual space, providing employers with information on how to hire students, how to partner with Concordia to create co-op opportunities, and how to participate in the Beat the Odds program – the internship program for students who face obstacles to employment due to circumstances such as race, gender, disability, poverty and more. The site also highlights the Humanities+ program, which promotes and markets the skills that students in the humanities can bring to different organizations, such as research, writing, communications and other tasks.

A new course is now available – *FRAN 398 L'éloquence en scène* is being offered for the first time this fall by *Études françaises* professor Julien Perrier Chartrand. This course serves as an excellent preliminary training and a unique pathway to the interuniversity French eloquence competition *Délie ta langue!* which will take place in March 2025. Students will also benefit from practical workshops on stage performance led by Noah Labranche, a professional actor and coach. In 2024, Concordia undergraduate student Selma Herrero Lepers finished with two prizes — the only contestant to do so — at the 2024 edition of *Délie ta langue!*

Concordia International launched the first North American university led call for proposals to build research partnerships between a Canadian university and universities in Vietnam resulting in sixteen researchers' projects being funded, with participation from six academic institutions in Vietnam and Concordia faculty from the Gina Cody School of Engineering and Computer Science and the Faculty of Arts and Science. The call for proposals is to fund two-way mobility between Concordia University and Vietnamese researchers for collaborations in sustainability with a research focus on water, energy and cities. This collaboration was created following the Concordia – Vietnam: Building partnerships toward a sustainable future event.

Astronautics company, Space Exploration Technologies Corporation, or SpaceX, has recruited Concordia undergraduate student Simon Randy for an internship this fall. The mechanical engineering student will be interning on the Starship Components Research and Development Manufacturing team. Members perform design reviews to assess manufacturing ability and provide advice on speedier or more cost-effective manufacturing. Randy also credits his work with Space Concordia – of which he is now president – for much of his success in landing this upcoming SpaceX internship. He noted that Concordia was his university of choice largely because of the renowned student group, which features Spacecraft, Rocketry, Robotics and Space Health divisions.

The École de technologie supérieure (ÉTS) in Montreal and Concordia are joining forces to create an innovative new scholarship program. It will bring together artistic and engineering approaches to encourage those in both fields to learn from each other while contributing to public space. The bursary is named after Daniel Forgues, the retired professor in the Department of Construction Engineering at ÉTS who developed the program. It seeks to open up a common corridor of thought, and action, to raise awareness around environmental issues, public art and more. Directed at students at ÉTS and at Concordia's Faculty of Fine Arts, the Daniel Forgues Art, Engineering and Environment scholarship program has \$100,000 earmarked for the project. Each year, one student from each university will come together to create a temporary public art installation, with the goal of raising awareness around and taking action toward the reduction of the human environmental footprint. The program will be part of the development of the Louvain East eco-neighbourhood, which is being guided by the City of Montreal, the borough of Ahuntsic-Cartierville, and the community.

The SHIFT Centre for Social Transformation at Concordia launched its impact evaluation last June with an event that celebrated how relationships drive social change. It marked the culmination of an 18-month evaluation process, showcasing the transformative power of

connections within the SHIFT community as it works to create a more just and inclusive city. Named “We are always becoming,” the SHIFT impact evaluation illustrates the perpetual process of learning, growing and working across differences that is essential for social transformation. The evaluation reflected SHIFT’s innovative governance processes, which have inspired strong relationships built on trust among partners, governance committee members, students, staff and other members of the Centre’s community. Since 2019, SHIFT has hosted more than 150 public events, supported 270-plus paid internships for students, collaborated with 54 community organizations and facilitated more than 10 community-led research projects.

The implementation team of the President's Task Force on Anti-Black Racism recently launched the [Black Presence Hub](#). The hub represents many of the implemented recommendations and ongoing work since the release of the PTFABR's final report, which are further detailed [here](#).

The [Experiential Learning Grant](#) application is now open till October 31. The EL Grant provides up to \$2000 per project to support experiential learning opportunities that benefit Concordia students. Whether you're a student with a project idea or a faculty/staff member offering an EL opportunity, this grant can help bring your vision to life.

Events - upcoming

The Equity Office continues to offer the following workshops: [Cultivating Collegial Spaces](#), [Exploring Equity, Diversity and Inclusion](#) and [Best Practices for the Equitable Hiring of Full-time Faculty](#). New offerings include an [Integrating Equity, Diversity, Inclusion, and Accessibility in Research series](#), [Access+: Building sustainable communities](#), [Chai, Coffee & Change: Discussing Inclusion](#), [Decoding the academic journey: navigating the hidden rules](#), [Unmasking the Hidden Curriculum: A conversation on unlocking students' success](#), and [Queer in Colour: reflecting on the impact of underrepresentation in 2SLGBTQIA+ communities](#). They will also be hosting an [Open House](#) on October 22nd as well.

The Health Services clinic (Campus Wellness and Support Services) is hosting pop-up clinics to make vaccination and testing more accessible to the Concordia community. Clinics include HPV vaccination and STI testing. The annual flu vaccine campaign will begin November 6, with information to access available at www.concordia.ca/flu. There is also a new tele-counselling provider for international students: GuardMe is available 24/7, with multilingual support. For more information on all tele-counselling services offered visit the Mental health support services [website](#).

Events - past

Over the summer, 4th Space worked with members of the Concordia community to host a variety of events and showcases, including some last-minute special guests for in depth conversations.

- The Indigenous Futures Research Centre were hosting Kanaka Maoli (Native Hawaiian) artist [Solomon Enos](#). He came into the space to produce large floor drawing. Sharing the view from his VR headset, he walked us through his virtual reality sculpting process.
- 4th Space continued to work on its [Closer Look](#) series, sending our team deep into labs and spaces you might not otherwise get to see. They visited Dylan Fraser's aquatics lab in the Applied Science Hub, got a tour through the stacks at Records Management and Archives and checked in on the plants in the urban teaching gardens in the Grey Nuns Annex.
- The fall season was launched successfully with a full day of events commanded by [Space Concordia](#). Soldering, coding and parabolic zero-gravity test flights were live on air as our folding doors broadcasted out to the busy street.
- The week of September 9th featured a week-long deep-dive into the creative side of [synthetic biology](#) with a series of performances, discussions, workshops and other forms of mitochondrial drama!

The third annual [Otsenhákta Student Centre](#) Pow Wow, held on September 13, was a great success, bringing together a large community comprised of Concordians, community elders, surrounding schools and daycare centres, and the public. Collaboration across units resulted in free, traditional Indigenous food for everyone in attendance, excellent hospitality services and an overall welcoming event. Several articles have been published highlighting the Pow Wow, including one by Kahnawake's Zye Rashontiiostha Mayo (who previously worked with Professor Kristy Snell and Concordia's Department of Journalism).

On September 11, SHIFT hosted "Pathways to Accountability: Navigating Communities in Conflict with Care" featuring somatic practitioner Gabriela Gomez, internationally recognized student of conflict Dominic Barter, and mediator and youth worker Philippe Koffi. Building from SHIFT's ongoing work to bring community expertise on pressing social issues into the university, this rich conversation explored approaches to navigating interpersonal and systemic conflict toward restorative resolution.

On September 20, Concordia University, in partnership with Université de Montréal, organized the second edition of [Parcours FrancoVille](#), a unique opportunity for newly arrived international and out of province students to discover the French-speaking culture of Montreal, meet new people and win prizes. Through team challenges during a scavenger hunt activity, students visited cultural landmarks and monuments. This year, all Montreal universities have participated in the great event!

On September 26, the Office of Community Engagement (OCE) hosted the first public conversation of the Fall 2024 season of University of the Streets Café. The event took place at Head & Hands and explored inequalities in the school system.

The [First Year Experience](#) team in the Student Success Centre hosted [fall 2024 Orientation](#). The initiative achieved attained Gold Sustainability Certification status across all phases of Orientation, and benefitted greatly from increased collaborations with student associations and unions



**SENATE
OPEN SESSION
Meeting of October 11, 2024**

AGENDA ITEM: Annual report from the Ombuds Office

ACTION REQUIRED: For information

SUMMARY: The *Terms of Reference of the Ombuds Office* ([BD-2](#)) provide for the filing of an annual report detailing the activities of the Ombuds Office, including statistics on the concerns and complaints received. A copy of said report shall be submitted to Senate for information purposes, following the presentation of some highlights by the Ombudsperson, Amy Fish.

PREPARED BY:

Name: Secretary of Senate

Date: October 1, 2024



**SENATE
OPEN SESSION
Meeting of October 11, 2024**

AGENDA ITEM: Academic Programs Committee (APC) recommendation:
Information/Service: Section 11 Academic Calendar (the “Calendar”) modification –
Undergraduate Academic Dates (OOR-OOR-5585)

ACTION REQUIRED: For approval

SUMMARY: Senate is being requested to approve changes to Section 11 of the Calendar.

BACKGROUND:

The academic dates in Section 11 of the Calendar are being removed and replaced with a new message. Currently, when referencing Section 11 in the online version of the Calendar, a popup note appears that indicates that the Calendar is updated as of February and may not contain current information. The note refers users to a webpage for the most current information.

Therefore, in place of the academic dates in Section 11, a revised text will now direct the user to the University’s webpage. Maintaining the dates on the webpage ensures that the information resides in a single place and allows the flexibility to make updates if deemed necessary. Going forward, all academic dates will be established and approved using the same procedures as in previous years.

The dates will be published on the webpage annually. Once published, changes will be limited to correcting errors or implementing changes for key initiatives. Any requested change will be examined for the impact on students, process, and other relevant considerations. Changes will require approval of the Manager, Course Registration, Examinations & Academic Scheduling, and the Associate Registrar, Academic Records, Policies and Exams.

This change was approved by the APC on September 16, 2024.

DRAFT MOTION:

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.

PREPARED BY:

Name: Secretary of Senate

Date: September 20, 2024

ACADEMIC PROGRAMS COMMITTEE

Sandra Gabriele, PhD

September 16, 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

OOO-OOO-5585; **APC-2024-5-D1**

- Information/Service: Section 11 Academic Calendar. Undergraduate Academic Dates

Faculty of Arts and Science

Department of Philosophy

AS-PHIL-5354; **APC-2024-5-D5**

- New Program: Minor in Ethics and Values



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning

September 16, 2024

Summary and Rationale for Changes

The academic dates in Section 11 Academic Calendar are being removed and replaced with a new message. Currently, when referencing Section 11 in the online version of the Undergraduate Calendar, a popup note appears that indicates that the Calendar is updated as of February and may not contain current information. The note refers users to a webpage for the most current information. Therefore in place of the academic dates in Section 11, the revised text will now direct the user to Concordia's webpage. Maintaining the dates on the webpage ensures that the information resides in a single place and allows the flexibility to make updates if deemed necessary.

Going forward, the Academic Dates will be established and approved using the same procedures as in previous years. The dates will be published on the webpage annually. Once published changes will be limited to correcting errors, or implementing changes for key initiatives. Any requested change will be examined for the impact on students, process, and other relevant considerations. Changes will require approval of the Manager, Course Registration, Examinations & Academic Scheduling, and the Associate Registrar, Academic Records, Policies and Exams.

The webpage will include a "Last updated" date, and all changes will be tracked to ensure that an archive of published information and changes is retained.

INFORMATION/SERVICES CHANGE FORM

Dossier Type: Information/Service or Mastheads

Dossier Title: Academic Calendar Section 11 – 2025-26

Calendar Section Name: Undergraduate Academic Dates

Calendar Section Type: Service Info

Description of Change: Undergraduate Academic Dates Change

Proposed: Undergraduate Curriculum Changes

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

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2025/2026/Summer

Type of change: Information Service Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 11 Academic Calendar > Academic Calendar

Present Text calendar

Undergraduate Academic Dates

~~Please note that the current version of the Undergraduate Calendar is up to date as of February 2024.~~

~~For the most current information, see the Undergraduate Academic dates web page.~~

~~The Academic Calendar is subject to change. Updated information will be available on the Concordia website. For dates pertaining to registration and non-standard summer sessions, please consult the 2024-25 Term Dates and Deadlines web page at concordia.ca/students/registration/term-dates-deadlines or the Course Registration web page. For financial deadlines, see concordia.ca/admissions/tuition-fees.~~

~~Deadlines falling on weekends or holidays will be extended to the next working day, except for academic withdrawal deadlines.~~

Proposed Text

Undergraduate Academic Dates

Regular Session and Summer Session

The undergraduate academic dates for the current and previous academic years are available on the Concordia website. Academic dates are published on three different web pages:

Regular and summer session academic dates are published on the "Academic dates – Undergraduate" web page at:

concordia.ca/students/undergraduate/undergraduate-academic-dates

Registration start dates, as well as non-standard summer session courses and academic dates, are published on the "Term Dates and Deadlines (Undergraduate & Graduate)" web page at:

concordia.ca/students/registration/term-dates-deadlines

Financial deadlines are published on the "Tuition & fees" web page at:

concordia.ca/admissions/tuition-fees

The Academic Calendar is subject to change.

Rationale:

Resource Implications:

INFORMATION/SERVICES CHANGE FORM

Dossier Type: Information/Service or Mastheads

Dossier Title: Academic Calendar Section 11 – 2025-26

Calendar Section Name: Regular Session 2024-25 and Summer Session 2024

Calendar Section Type: Service Info

Description of Change: Regular Session 2024-25 and Summer Session 2024 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 & 16) **Calendar publication date:** 2025/2026/Summer
Type of change: Information Service Deletion

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 11 Academic Calendar > Academic Calendar > Undergraduate Academic Dates

Present Text calendar

Proposed Text

~~Regular Session 2024-25 and Summer Session 2024~~

~~2024~~

~~**FEBRUARY** Monday, February 26 Mid-term break begins.~~

~~Monday, February 26 Replacement examinations begin.~~

~~Monday, February 26 Supplemental examinations begin for courses ending in December 2023 (graduating students only).~~

~~Thursday, February 29 Replacement and supplemental examinations end.~~

~~Thursday, February 29~~

~~Last day to submit required documentation to register with the Access Centre for Students with Disabilities (ACSD) and request exam accommodations for the winter 2024 final examination period.~~

~~**MARCH** Friday, March 1 Last day to apply for admission to undergraduate programs — Full-time regular session 2024-25.~~

~~Friday, March 1 Last day to apply for degree transfer — Fall term 2024 (for currently registered students to transfer into a different degree in any Faculty).~~

~~Friday, March 1 President's Holiday — University closed.~~

~~Sunday, March 3 Mid-term break ends.~~

~~Tuesday, March 5 Registration start date for students with 0 to 9 credits to completion and for co-op students and varsity athletes — Regular and summer sessions 2024-25.~~

~~Wednesday, March 6 Registration start date for students with 10 to 21 credits to completion — Regular and summer sessions 2024-25.~~

~~Thursday, March 7 Registration start date for students with 22 to 33 credits to completion — Regular and summer sessions~~

Present Text calendar

Proposed Text

~~2024-25.-~~

~~Friday, March 8 Registration start date for students with 34 to 42 credits to completion — Regular and summer sessions 2024-25.-~~

~~Monday, March 11 Registration start date for students with 43 to 54 credits to completion — Regular and summer sessions~~

~~2024-25.-~~

~~Tuesday, March 12 Registration start date for students with 55 to 63 credits to completion — Regular and summer sessions~~

~~2024-25.-~~

~~Wednesday, March 13 Registration start date for students with 64 to 72 credits to completion — Regular and summer sessions~~

~~2024-25.-~~

~~Thursday, March 14 Registration start date for students with 73 to 87 credits to completion — Regular and summer sessions~~

~~2024-25.-~~

~~Friday, March 15 Registration start date for students with 88 and more credits to completion — Regular and summer sessions~~

~~2024-25.-~~

~~Monday, March 18 Registration start date for Visiting students and for returning and newly authorized Independent students — Summer session 2024.-~~

~~Friday, March 29 University closed (see April 16, 2024).-~~

~~Saturday, March 30 University closed (see April 16, 2024).-~~

~~Sunday, March 31 University closed.-~~

~~**APRIL** Monday, April 1 University closed.-~~

~~Monday, April 1 Last day to apply for Quebec resident status for winter term 2024.-~~

~~Monday, April 8 Last day for instructor-scheduled tests or examinations.-~~

~~Tuesday, April 9 Registration start date for Visiting students and for newly admitted undergraduate students — Regular session 2024-25. Students admitted for September 2024 should register for winter term courses at the same time as fall term courses.-~~

~~Monday, April 15 Last day of classes — Fall/winter and winter terms 2023-24.-~~

~~Tuesday, April 16 Make-up day for classes scheduled on March 29 and 30.-~~

~~Wednesday, April 17 Last day for academic withdrawal (DISC) from two-term and winter-term courses.-~~

~~Thursday, April 18 Examinations begin.-~~

~~Tuesday, April 30 Aide financière aux études (AFE) end of funding for winter term.-~~

~~**MAY** Wednesday, May 1 Examinations end.-~~

~~Wednesday, May 8 Classes begin — First term and two-term summer session courses.-~~

~~Friday, May 10 Last day to apply for DEF (Deferred) or MED (Medical) notation for courses ending in April 2024.-~~

~~Wednesday, May 15 Last day to apply for late completion of courses ending in April 2024.-~~

~~Wednesday, May 15 Last day to add first term and two-term~~

Present Text calendar

Proposed Text

~~summer session courses.~~

~~Wednesday, May 15 Deadline for withdrawal with tuition refund (DNE) from first term and two-term summer session courses.~~

~~Monday, May 20 Journée nationale des patriotes (Quebec); Victoria Day (elsewhere in Canada) — University closed (see June 19, 2024).~~

~~Thursday, May 30 Last day for submission of late completion work for courses ending in April 2024 (application deadline May 15).~~

~~**JUNE** T.B.A. Spring convocations. Please see concordia.ca/graduation-convocation.~~

~~Tuesday, June 11 Last day for instructor-scheduled tests or examinations for first-term summer session courses.~~

~~Saturday, June 15 Last day to apply for supplemental examinations for courses taken during the regular session 2023-24.~~

~~Saturday, June 15 Last day to apply for re-evaluation of courses ending in April 2024.~~

~~Tuesday, June 18 Last day of classes — First-term summer session.~~

~~Wednesday, June 19 Make-up day for classes scheduled on May 20 affecting both the first-term summer session and the two-term summer session courses.~~

~~Wednesday, June 19~~

~~Last day for academic withdrawal (DISC) from first-term summer session courses.~~

~~Thursday, June 20 Examinations begin — First-term summer session finals.~~

~~Thursday, June 20 Mid-term break for two-term summer session begins.~~

~~Monday, June 24 Fête nationale — University closed.~~

~~Wednesday, June 26 Examinations end — First-term summer session finals.~~

~~Wednesday, June 26 Mid-term break for two-term summer session ends.~~

~~**JULY** Monday, July 1 Canada Day — University closed.~~

~~Tuesday, July 2 Classes begin — Second-term summer session.~~

~~Tuesday, July 9 Last day to add second-term summer session courses.~~

~~Tuesday, July 9 Deadline for withdrawal with tuition refund (DNE) from second-term summer session.~~

~~Monday, July 15 Last day to apply for fall 2024 graduation.~~

~~Wednesday, July 31 Registration start date for returning and newly authorized Independent students — Fall 2024 term.~~

~~**AUGUST** Thursday, August 1 Last day to apply for Quebec resident status for summer session 2024.~~

~~Monday, August 5 Last day for instructor-scheduled tests or examinations for two-term and second-term summer~~

Present Text calendar

Proposed Text

~~session courses.~~

~~Monday, August 12 Last day of classes — Two term and second term summer session courses.~~

~~Monday, August 12 Last day for academic withdrawal (DISC) from second term summer session courses.~~

~~Monday, August 12 Last day for academic withdrawal (DISC) from two term summer session courses.~~

~~Tuesday, August 13 Examinations begin — Two term and second term summer session finals.~~

~~Monday, August 19 Examinations end — Two term and second term summer session finals.~~

~~Tuesday, August 20 Replacement and supplemental examinations begin — Regular session 2023-24.~~

~~Saturday, August 24 Replacement and supplemental examinations end — Regular session 2023-24.~~

~~Saturday, August 31 Last day to apply for DEF (Deferred) or MED (Medical) notation for courses taken during the summer session 2024.~~

~~**SEPTEMBER** Sunday, September 1 Last day to apply for late completion of courses taken during the summer session 2024.~~

~~Monday, September 2 Labour Day — University closed.~~

~~Tuesday, September 3 Classes begin — Fall and fall/winter terms 2024-25.~~

~~Sunday, September 15 Last day for submission of late completion work for summer session 2024 courses (application deadline September 1).~~

~~Monday, September 16 Last day to apply for supplemental examinations for courses taken during the summer session 2024.~~

~~Monday, September 16 Last day to add fall term and two term courses.~~

~~Monday, September 16 Deadline for withdrawal with tuition refund (DNE) from fall term and two term courses.~~

~~Tuesday, September 17 Registration start date for newly admitted students — Winter 2025 term. New students admitted for winter 2025 can register any time after admission and advising criteria have been satisfied.~~

~~**OCTOBER** Tuesday, October 1 Last day to apply for re-evaluation of courses taken during the summer session 2024.~~

~~Saturday, October 5 Replacement and supplemental examinations — Summer session 2024 courses.~~

~~Monday, October 14 Thanksgiving Day — University closed.~~

~~Tuesday, October 15 Mid-term break begins.~~

~~Sunday, October 20 Mid-term break ends.~~

~~Friday, October 25~~

~~Last day to submit required documentation to register with the Access Centre for Students with Disabilities (ACSD) and request exam accommodations for the fall 2024 final examination period.~~

~~**NOVEMBER** T.B.A. Fall convocations. Please see~~

Present Text calendar

Proposed Text

~~concordia.ca/graduation-convocation-~~

~~Friday, November 1 Last day to apply for admission to undergraduate programs — Winter term 2025-~~

~~Friday, November 1 Last day to apply for degree transfer — Winter term 2025 (for currently registered students to transfer into the Faculty of Arts and Science, the John Molson School of Business, or the Gina Cody School of Engineering and Computer Science)-~~

~~Tuesday, November 19 Registration start date for newly authorized Independent students — Winter 2025 term-~~

~~Monday, November 25 Last day for instructor-scheduled tests or examinations-~~

~~**DECEMBER** Sunday, December 1 Last day to apply for Quebec resident status for fall term 2024-~~

~~Monday, December 2 Last day of classes — Fall term-~~

~~Monday, December 2 Last day for academic withdrawal (DISC) from fall term courses-~~

~~Wednesday, December 4 Examinations begin-~~

~~Wednesday, December 18 Examinations end-~~

~~Wednesday, December 18 Aide financière aux études (AFE) end of funding for fall term-~~

~~Saturday, December 21 to Sunday, January 5 Holiday period — University closed-~~

~~2025-~~

~~**JANUARY** Monday, January 13 Classes begin — Winter term 2025-~~

~~Monday, January 13 Classes resume — Fall/winter term 2024-25-~~

~~Wednesday, January 15 Last day to apply for spring 2025 graduation-~~

~~Wednesday, January 15 Last day to apply for DEF (Deferred) or MED (Medical) notation for courses ending in December 2024-~~

~~Monday, January 27 Last day to add winter term courses-~~

~~Monday, January 27 Deadline for withdrawal with tuition refund (DNE) from winter term courses-~~

~~**FEBRUARY** Saturday, February 1 Last day to apply for supplemental examinations for courses ending in December 2024 (graduating students only)-~~

~~Saturday, February 1 Last day to apply for re-evaluation of courses ending in December 2024-~~

~~Saturday, February 1 Last day to apply for late completion of courses ending in December 2024-~~

~~Saturday, February 15 Last day for submission of late completion work for courses ending in December 2024 (application deadline February 1)-~~

~~Monday, February 24 Mid-term break begins-~~

~~Monday, February 24 Replacement examinations begin-~~

~~Monday, February 24 Supplemental examinations begin for courses ending in December 2024 (graduating students only)-~~

~~Thursday, February 27 Replacement and supplemental examinations end-~~

Present Text calendar

Proposed Text

~~Thursday, February 27~~

~~Last day to submit required documentation to register with the Access Centre for Students with Disabilities (ACSD) and request exam accommodations for the winter 2025 final examination period.~~

~~Friday, February 28~~

~~President's Holiday — University closed.~~

~~**MARCH** Saturday, March 1 Last day to apply for admission to undergraduate programs — Full-time regular session 2025-26.~~

~~Saturday, March 1 Last day to apply for degree transfer — Fall term 2025 (for currently registered students to transfer into a different degree in any Faculty).~~

~~Sunday, March 2 Mid-term break ends.~~

~~**APRIL** Tuesday, April 1 Last day to apply for Quebec resident status for winter term 2025.~~

~~Saturday, April 5 Last day for instructor-scheduled tests or examinations.~~

~~Saturday, April 12 Last day of classes — Fall/winter and winter terms 2024-25.~~

~~Saturday, April 12 Last day for academic withdrawal (DISC) from two-term courses.~~

~~Saturday, April 12 Last day for academic withdrawal (DISC) from winter-term courses.~~

~~Tuesday, April 15 Examinations begin.~~

~~Friday, April 18 University closed.~~

~~Saturday, April 19 University closed.~~

~~Sunday, April 20 University closed.~~

~~Monday, April 21 University closed.~~

~~Wednesday, April 30 Aide financière aux études (AFE) end of funding for winter term.~~

~~**MAY** Sunday, May 4 Examinations end.~~

~~Saturday, May 10 Last day to apply for DEF (Deferred) or MED (Medical) notation for courses ending in April 2025.~~

~~Thursday, May 15 Last day to apply for late completion of courses ending in April 2025.~~

~~Monday, May 19 Journée nationale des patriotes (Quebec); Victoria Day (elsewhere in Canada) — University closed.~~

~~Friday, May 30 Last day for submission of late completion work for courses ending in April 2025 (application deadline May 15).~~

~~**JUNE** T.B.A. Spring convocations. Please see eonecordia.ca/graduation-convocation.~~

~~Sunday, June 15 Last day to apply for supplemental examinations for courses taken during the regular session 2024-25.~~

~~Sunday, June 15 Last day to apply for re-evaluation of~~

Present Text calendar

Proposed Text

~~courses ending in April 2025.~~

Rationale:

Resource Implications:



**SENATE
OPEN SESSION
Meeting of October 11, 2024**

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Program: Minor in Ethics and Values (AS-PHIL-5354)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new program – Minor in Ethics and Values (AS-PHIL-5354).

BACKGROUND:

The Department of Philosophy is proposing a 24-credit Minor in Ethics and Values. The overall objective of the program is to give students a well-rounded and systematic training in ethics and adjacent philosophical fields.

The minor will require that students take the Introduction to Ethics, three credits each from two philosophical fundamental course groupings (like epistemology, philosophy of science, or logic), and six credits in each of two broad areas, namely (i) applied and normative ethics and (ii) political, legal, and social philosophy. In addition, students may choose another three credits from any of these course groups.

All courses in the minor are selected from existing courses to instill in students an understanding of ethics, in the philosophical context, by advancing them through two stages of study, structured to provide them with a toolkit for grasping ethics from a philosophical perspective and with knowledge of a philosophical background. In a third stage, students will have the opportunity to go deeper into some ethical issues of their own choice by taking one elective course in ethics

This new program was approved by the APC on September 16, 2024.

DRAFT MOTION:

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.

PREPARED BY:

Name: Secretary of Senate
Date: September 20, 2024

ACADEMIC PROGRAMS COMMITTEE

Sandra Gabriele, PhD

September 16, 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

OOO-OOO-5585; **APC-2024-5-D1**

- Information/Service: Section 11 Academic Calendar. Undergraduate Academic Dates

Faculty of Arts and Science

Department of Philosophy

AS-PHIL-5354; **APC-2024-5-D5**

- New Program: Minor in Ethics and Values



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning

September 16, 2024

Summary and Rationale for Changes

The Department of Philosophy is proposing a 24-credit Minor in Ethics and Values. The overall objective of the program is to give students a well-rounded and systematic training in ethics and adjacent philosophical fields.

The minor will require that students take the Introduction to Ethics (PHIL 232), three credits each from two philosophical fundamental course groupings (like epistemology, philosophy of science, or logic), and six credits in each of two broad areas, namely (i) applied and normative ethics and (ii) political, legal, and social philosophy. In addition, students may choose another 3 credits from any of these course groups.

All courses in the minor are selected from existing courses to instill in students an understanding of ethics, in the philosophical context, by advancing them through two stages of study, structured to provide them with a toolkit for grasping ethics from a philosophical perspective and with knowledge of a philosophical background. In a third stage, students will have the opportunity to go deeper into some ethical issues of their own choice by taking one elective course in ethics. Please see the proposal for more detail.

Resource Implications

None. All the courses for this program already exist. No changes to courses or hires are necessary.

Summary of Committee Discussion: APC approval

For Submission to:

Graham Carr, President and Vice Chancellor,
Senate, 11 Oct 2024

Approved by:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 10 Sep 2024

Following approval of the Faculty Councils, APC members reviewed the curriculum submission AS-PHIL-5354; APC-2024-5-D5.

As a result of discussions, APC resolved that AS-PHIL-5354; APC-2024-5-D5 be forwarded to Senate for approval.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

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

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 10 May 2024

The following proposal was presented under ASFC-2024-4M-D 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.

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

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 Department of Philosophy is proposing a new 24-credit Minor in Ethics and Values. This minor will give students a well-rounded understanding and systematic training in the field of ethics. This new minor is expected to attract students from various disciplinary backgrounds as ethical concerns are increasingly in the forefront of several fields, including social media and health care professions.

FCC acknowledges that there are no resource implications related to this proposal.

Minor in Ethics and Values

Program Requirements

Minor in Ethics and Values (24 credits)

3.0 credits:

- PHIL 232 Introduction to Ethics (3.00)

3.0 credits from the following group:

Fundamentals I

3.0 credits from the following group:

Fundamentals II

6.0 credits from the following group:

Applied and Normative Ethics

6.0 credits from the following group:

Political, Legal, and Social Philosophy

3.0 credits of elective courses chosen from the following groups:

Applied and Normative Ethics

Political, Legal, and Social Philosophy

Note: Students may also select from other relevant Philosophy courses, with permission of the Department.

Notes

- Students are responsible for satisfying their particular degree requirements.

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Ethics Course Groups

Fundamentals I

- [PHIL 210](#) Critical Thinking (3.00)
- [PHIL 214](#) Deductive Logic (3.00)
- [PHIL 220](#) Introduction to the Philosophy of Science (3.00)
- [PHIL 226](#) Introduction to Philosophy of Mind (3.00)
- [PHIL 263](#) Introduction to Epistemology (3.00)
- [PHIL 265](#) Introduction to Metaphysics (3.00)
- [PHIL 275](#) From Modern to Postmodern: Philosophical Thought and Cultural Critique (3.00)
- [PHIL 280](#) Classical Chinese Philosophy (3.00)
- [PHIL 281](#) Philosophy in the Islamic World (3.00)
- [PHIL 285](#) World Philosophy (3.00)

Fundamentals II

- [PHIL 316](#) Intermediate Logic (3.00)
- [PHIL 318](#) Philosophy of Biology (3.00)
- [PHIL 324](#) Philosophy of Social Science (3.00)
- [PHIL 325](#) Philosophical Psychology (3.00)
- [PHIL 328](#) Intermediate Philosophy of Science (3.00)
- [PHIL 377](#) 20th-Century Continental Philosophy (3.00)
- [PHIL 380](#) Chinese Philosophy: From Han to the 19th Century (3.00)
- [PHIL 387](#) Existentialism (3.00)

Applied and Normative Ethics

- [PHIL 233](#) Applied Ethics (3.00)
- [PHIL 235](#) Biomedical Ethics (3.00)
- [PHIL 236](#) Environmental Ethics (3.00)
- [PHIL 266](#) Introduction to Philosophy of Religion (3.00)
- [PHIL 330](#) Contemporary Ethical Theory (3.00)

- [PHIL 333](#) Philosophical Ideas in Literature (3.00)
- [PHIL 339](#) Aesthetics (3.00)
- [PHIL 389](#) Epistemology and Ethics in the Digital Age (3.00)
- [PHIL 429](#) Values and Biotechnology (3.00)
- [PHIL 430](#) Advanced Studies in Ethics (3.00)

Political, Legal, and Social Philosophy

- [PHIL 241](#) Philosophy of Human Rights (3.00)
- [PHIL 342](#) Political Philosophy (3.00)
- [PHIL 343](#) Philosophy of Law: General Jurisprudence (3.00)
- [PHIL 371](#) Philosophy of Feminism (3.00)
- [PHIL 372](#) Philosophy of Race (3.00)
- [PHIL 385](#) Marxism (3.00)
- [PHIL 440](#) Advanced Political Philosophy (3.00)
- [PHIL 471](#) Advanced Topics in Feminist Theory (3.00)

NEW PROGRAMS PROPOSAL
– FAST-TRACK PROCESS

Letter of Intent for new Programs may enter the Fast-Track Process under the following conditions:

- The program meets an academic, strategic and/or societal need; and
- There are no significant resource demands implied by the process; and,
- The program does not require MEES approval.

GENERAL INFORMATION

Name of Proposed Program and Nomenclature:	Minor in Ethics and Values
Hosting unit(s):	Philosophy
Proposed Start Date:	September 2025
Prepared by:	Emilia Angelova, Chair, and USC, Philosophy
Dean Signature(s):	
Date:	

PROPOSED PROGRAM INFORMATION

1. Program Description (approx. 1 page):

A. A brief description of the program and its rationale

Our society faces increasingly complex ethical, moral, and political problems at local and global levels, problems involving humans, nature and built environments. This leads to an increased need for systematic training in how such problems can be addressed, not merely from a policy-making perspective but also from a philosophical perspective that studies the conceptual, theoretical and methodological underpinnings of such problems.

The philosophy department at Concordia is well equipped to provide such systematic training. Professors Angelova, Barker, Brinkerhoff, Fritsch, Gilabert, Hlobil, Hu, and Nieswandt all specialize in ethics, metaethics, feminist philosophy, or social and political philosophy. Moreover, the philosophy department is home to the *Social Justice Centre*, which provides additional resources for studying topics related to ethics and values, such as workshops and talks.

We are proposing a **24 credit Minor in Ethics and Values**. The minor will require that students take the *Introduction to Ethics* (PHIL 232), three credits on philosophical fundamentals (like epistemology, philosophy of science, or logic), and six credits in each of two broad areas, namely (i) applied and normative ethics and (ii) political, legal, and social philosophy. In addition, the program

will require three credits from electives in ethics-related courses in philosophy. All the courses for this program already exist. **No changes to courses or hires are necessary.**

This minor provides a way for students to receive a well-rounded and systematic training in ethics and related philosophical areas, such as metaethics, social and political philosophy, feminist philosophy, and moral psychology. And the new minor will make the competence that students acquire from this training clearly visible on their transcripts. Moreover, this new minor will complement developments in the *Next-Generation Cities Institute*, the *School of Health*, and the study of climate change and sustainability, where philosophers and other humanities scholars are making important contributions.

B. Describe the target audience of the program and admissions requirements and targets.

The target audience of the Minor in Ethics and Values are undergraduate students who major in fields with important ethical implications, such as applied human sciences, biology, economics, education, urban planning, journalism, political science, psychology, sociology and anthropology, communications and public affairs, or women's studies, as well as areas where there is increasing importance for ethics, such as data science and computer science (e.g. with AI and privacy issues). The minor allows these students to receive training in philosophical ethics and have their training appear on their transcripts. We anticipate 30 students at the onset of the program.

There will be no admission requirements for the proposed minor. Philosophy does not have any admission requirements for its current Major or Minor in philosophy; it would be incongruent to have admission requirements for the new minor and would be at cross-purposes with aim of providing training in ethics to students in other disciplines.

We will also recruit internally and advertise to a wide variety of departments and programs where we believe the new minor will be most attractive.

2. Curriculum (approx. 2 -3 pages):

A. Describe the overall program objectives, as well as a description of the specific learning outcomes of the degree. A curriculum map should be included.

Objectives

The overall objective of the Minor in Ethics and Values is to give students a well-rounded and systematic training in ethics and adjacent philosophical fields.

Learning Outcomes

By the end of the program, successful students will be able to:

- Explain and analyze the theoretical fundamentals of ethics and value theory, including their core arguments, presuppositions, and implications.
- Explain and evaluate different theoretical traditions and frameworks in the history of ethics, social, and political philosophy.
- Analyze complex ethical problems in society, and personal and institutional life.
- Assess the strengths and weaknesses of proposed solutions to such ethical problems, supported by reasoned analysis.

Curriculum Map

In this chart, each course is identified according to which competencies it addresses. “I” denotes introduction of a competency, “R” denotes reinforcement, and “E” denotes emphasis.

Minor in Ethics and Values Map	Courses									
	Mandatory 3 cr req.	Fundamentals I 3 cr chosen from 9 courses (9@200-level); Fundamentals II 3cr chosen from 8 courses (8@300-level)			Applied and Normative Ethics 6 cr chosen from 10 courses (4@200-level; 4@300-level; 2@400-level)		Political, Legal, and Social Philosophy 6 cr chosen from 9 courses (1@200-level; 5@300-level; 2@400-level)			Open electives in ethics 3 cr
Courses: PHIL	232	210 214 226 316 325	220, 263, 265, 318, 324, 328	275 280, 281, 285, 377, 380, 387	233, 235, 236, 266, 389, 429	333, 339, 330, 430	241, 342, 385, 440	343, 345,	371, 372, 471	Open
Content-related competences										
Systematic knowledge										
Theoretical phil.		I	R							
Applied ethics				I	R		R	R		
Social and political philosophy	I		I		R		R		E	
General ethics	I				R	R				R
Other value questions	I			I		R		R		R
Historical knowledge										
Ethical traditions	I			R		E	R		E	
History of ethics applications					I	E		R		R
History of social and political philosophy	I			I		R	E		E	
Content-independent competences										
Critical thinking										
Formal methods		I	R							
Identifying fallacies		I	R					R		
Writing skills										
Formulation of arguments		I	R	I			R	R		
Organization of papers		I	R	I	R	R			R	
Reading skills										
Charitable interpretation	I			R		E			E	R
Evaluation of arguments	I	R	E	R				R		R
Debating skills										
Formulating objections	I	R	R	I	E			E		
Responding to objections		I	I	I	E	E	E		E	

B. Describe in detail the curriculum of the program, including how students are expected to progress through the program. If the program is designed to be a pathway program (e.g., stacked degrees), please outline what other curricular changes beyond this proposal are needed to support this objective.

The Program requirements will be as follows:

- 24 Minor in Ethics and Values**
- 3 Mandatory PHIL 232
- 3 (Fundamentals I) chosen from PHIL 210, 214, 220, 226, 263, 265, 275, 280, 281, 285
- 3 (Fundamentals II) chosen from PHIL 316, 318, 324, 325, 328, 377, 380, 387
- 6 (Applied and normative ethics) chosen from PHIL 233, 235, 236, 266, 330, 333, 339, 389, 429, 430
- 6 (Political, legal, and social philosophy) chosen from PHIL 241, 342, 343, 371, 372, 385, 440, 471
- 3 Open elective in ethics in philosophy, or in ethics in another discipline (as determined by our list of ethics courses)

Students are expected to start, in a first stage, by taking the Introduction to Ethics (PHIL 232) and two courses on philosophical fundamentals (one at the 200-level and another at a more advanced, 300-level). This will prepare the ground for systematic training in ethics.

In a second stage, students will engage with ethical topics in more detail by taking two courses on applied and normative ethics, and two courses on political, legal, and social philosophy. In a third stage, students will have the opportunity to go deeper into some ethical issues of their own choice by taking one elective course in ethics.

We have different suggestions as to how students should move through the program, depending on their main interests. These recommendations will be further clarified on our webpage orienting students who join (or are thinking about joining) the minor, as well as in conversations between the students and the UPD. The core points are depicted in the following table:

Main interest	Stage 1	Stage 2	Stage 3		
	Intro	Fundamentals I and II	Applied and normative ethics	Political, legal, and social philosophy	Open elective in ethics
Classic training in philosophical ethics	232	280, 281, 285, 380	266, 330, 430	342, 440	Open
Environmental ethics, sustainability, or climate justice	232	210, 220, 318, 328	236, 429	343, 345, 440	Open
Health or medical ethics	232	263, 318, 328	235, 429	342, 440, 471	Open
Psychiatry or psychology	232	220, 226, 325	233, 235, 330	371, 385, 471	Open
Gender, racial, or social justice	232	265, 324	233, 241, 330, 430	371, 372, 385	Open
Ethics of digital technology and AI	232	214, 226, 263, 316, 324	389, 430	342, 343, 371	Open
Art theft, fraud, digital rights in art	232	324, 325	339, 389	342, 343, 345, 385	Open
Humanities & Ethics	232	275, 377, 387	233, 241, 330, 333, 339, 430	371, 372, 385	Open

Since all the courses that are listed in these degree requirements already exist, no other curricular changes beyond this proposal are needed.

Note that the courses for the Minor in Ethics and Values are already components of our current Minor in Philosophy. That is, students who fulfill our Minor in Ethics and Values could use their course work to complete our general Minor—but a quick data analysis we conducted for this exercise shows that students currently in the Minor complete it in a very open way that doesn't concentrate on ethics. The Minor in Ethics and Values imposes a structure within the courses of the Minor, to allow the student to add a credential in ethics to their transcript—yet maintains a range of openness in course choices.

C. Describe the innovative or distinguishing features adopted in the design, delivery, and pedagogy of the program (e.g., ties to future skills development, online/flipped components, experiential learning opportunities, flexibility in design through stacked certificates, etc).

The program consists exclusively of already existing courses. Hence, the pedagogy of the individual courses is the already existing and successful pedagogy of these courses. The innovative and distinguishing feature of the minor is that it gives students a more focused, structured, and specialized way to study value theory. In particular, the structure draws on our faculty's strengths as cutting across histories of philosophy and contemporary traditions; and across philosophy of values, sciences, and human identity and difference. Accordingly, our minor can combine background in fundamentals from a wide range of areas and traditions, with training in a wide range of ethical and value theories, and a wide range of domains of application.

3. Demand and Societal Need (approx. 1 - 1.5 pages)¹: eps. a. and b.

A. How this program will address current or future societal needs, emerging trends in research and/or higher education

The program offers training in ethical theories and reflections and provides necessary tools such as the established vocabularies and ethical theories to navigate increasingly complex moral conflicts in our lives, which many face daily in their professional and private lives. The program addresses current and future societal needs from the following aspects: At the policy making and governmental level, ethical reflection and deliberation have been placed increasingly at the center of the stage, alongside other considerations such as financial ones. With core values such as the fostering of human rights, free expression, inclusion, and respect for pluralist cultural practices, the program provides students with the necessary toolkit to discuss and deliberate important decision facing issues such as balancing between sustainable development, economic opportunity, and environmental protection.

¹ The Office of Institutional Planning and Analysis will be consulted. Other possible data points also include: labour market data supplied by the provincial and federal governments, other reports that reference future job skills. The Office of the Vice-Provost, Innovation in Teaching and Learning also may be able to provide more refined data.

In healthcare sectors such as regional hospitals and local clinics, many health care professionals are faced with moral questions that they need to act upon. For example, the tasks of allocating scarce medical resources on the meso and micro level frequently fall on the shoulders of hospital management or doctors and nurses, as we have witnessed in the Covid-19 pandemic. In the future, the health care professionals will continue to have to respond to health needs in ways that respect the autonomy of patients as well as their cultural practices. The program equips health care providers with the necessary theoretical resources besides their basic moral intuitions which frequently fail to guide them when facing situations that evoke conflicting moral values.

In higher education, many important topics such as social marginalization, access to health care for the financially vulnerable, cultural practices that are at odds with certain practices in modern medicine, systemic ageism, ablism, racism, and social stigmatization of certain diseases will be important practical as well as research topics in health care research, higher education in general, as well as society at large. Our programs should educate future generations of free and equal citizens ready to take responsibility to respect and promote the rights of their fellow citizens, think with clarity and care about their own needs, and imagine how to relate to each other in ways that are caring and supportive.

Finally, increasingly complex and fast technological developments and globalization require all of us to explore questions such as the ethical implications of Artificial Intelligence and machine learning replacing and enhancing certain aspects of human interaction and social bonding, privacy concerns in Big Data and digitalization, the nature of work, the protection of the environment, and the bonds of solidarity among people with diverse ethnic and religious backgrounds and sexual orientations. Ethical reflection structures these explorations to enhance their lucidity and careful assessment, it also equips the future generations with the necessary mindset, vocabularies, and theoretical resources to carry out meaningful ethical discussions and cultural exchange that foster the intellectual growth necessary for a flourishing society.

B. The type of students the program is expected to attract (e.g., lifelong learners, international students, etc.)

The program would attract a diverse set of students from various disciplinary backgrounds. Some students will take the minor as a complement to training regarding their career paths in government, health care professions, business, city planning and engineering, and NGOs. Ethical reflection features increasingly in each one of these lines of social activity. For example, many students who aim to work in healthcare professions express interest, after taking Biomedical Ethics, to receive more training in ethics as they find training in ethics both empowering and practical. Increasing numbers of industrial sectors are incorporating ethical guidelines regarding their treatment of workers, consumers, and the environment, as ethical discussion increasingly occupies the center stage of today's social discourse. Further, ethical concerns have quickly become an important topic in the high-tech industry—big tech companies such as Google, Apple, and Meta have started their own ethics institutes to investigate the implicit biases to which machine learning and artificial intelligence are especially vulnerable. Students in computer science, engineering, and data analysis would be attracted to the program so as to acquire the skillset and knowledge necessary for future occupations in the tech industry. Our ethics minor will prepare them to be

reflective, thoughtful, and critical within such professions and industries and provide them with a conceptual apparatus that has deeper roots than might be found in corporate ethics institutes.

The ethics minor will also be especially attractive for students aiming to apply to law. Ethics will train them in the kind of normative argumentation that is central in legal reasoning and in the evaluation of hard choices which is common in medical care and hospital environments.

We also expect lifelong learners to take the minor's classes as a means of developing reflection on their careers in various disciplines and lines of work. Ethics is also part of the curriculum in schools, and therefore we expect future and current teachers to be interested in our classes as they prepare for, or improve, their own teaching practice.

C. Rationale for how there is demonstrable student interest in, demand for and capacity to support the program (e.g., feeder programs at other institutions like cégeps or within Concordia; data indicating hiring trends or areas of growth in industries; data indicating the emergence of an important research field)

Rising interest in ethics and ethics training is clear from media and business reporting and the extension of this into computing areas is clear as well from constant media attention to data ethics and ethical issues in the AI context, e.g. which has prompted Montreal AI researchers to form the [Montreal AI Ethics Institute](#).

Other evidence for demonstrable interest is to be found in other institutions within Montreal. In the CÉGEP system. At CÉGEPs, alongside various discussion of *deontologie* in the professions, we find programs such as Dawson College's [Applied Ethics in Humanities](#) and on the other hand Université St. Paul has a Public Ethics (Honours Bachelor of Arts) program targeted specifically at [Cégep Heritage College and Social Science Program](#) (without Math) Graduates.

In general, a Minor in Ethics and Values fits with opportunities for jobs and postsecondary education branching out after completing undergraduate degree. First, philosophy and ethics is a 'teachable' in CEGEP. By providing essential theoretical training at the undergraduate level, a Minor in Ethics and Values can be a part of a student's path for becoming a certified teacher in Québec. The MA in Teaching and Learning at McGill University draws from graduates with studies in philosophy, with a particular focus on ethics: the Social-Science-Ethics specialization requires an academic profile with credits specifically in philosophy, history, social sciences, and religion. Second, regarding teaching jobs, today's employers think differently than in the last decade. The government in the past restrained the growth in educational spending (e.g., cutting back on the number of teachers). The projections for the 2017-2026 period are to increase secondary school teachers. This directly correlates with the increase in the number of young people attending secondary school (13-17 years old). The Department of Employment and Social Development Canada projects a good job outlook for "ethics teacher—secondary school," especially good in Québec and in British Columbia.

Third, a direct line between the Minor in Ethics and Values and a student's path is that of becoming a lawyer in Québec. The enhanced training through a focused Minor in Ethics and Values will support other kinds of theoretical training in a chosen Major at the undergraduate level at Concordia.

Fourth, in Montreal, research is conducted in almost all areas of human health. Take for example the Biotechnology Research Institute: a research centre of the Government of Canada, which is the largest biotechnology research centre in Canada and one of the largest in the world. The Minor in Ethics and Values can enrich a student's academic profile for conducting research in the main areas: health, bioprocesses and the environment.

4. Institutional Fit (approx. 1 page): Provide an explanation of how the proposed program fits within the Faculty and University at large.

There are at least 35 courses offered across Concordia that relate to ethics, in programs and departments ranging from RELI, POLI and ANTH, SOCI, across the faculties into ENGI, the JMSB. The Minor in Ethics and Values fits strongly with the existing role of Philosophy in FAS, and is a perfect fit internally for its logic within the programs offered in Philosophy. We speak to this point about the discipline first, and then, the overall fit within the Faculty of Arts and Science. In the second half we argue the fit within the University at large, including fit within the academic opportunities existing on the island of Montreal and prospects for pursuit of next level related graduate training and leading to jobs.

Produced in 2015, the most recent appraisal review of the department received good feedback from the external reviewers. They praised the strengths in research and teaching of the faculty complement in the relevant area then. These consisted of a set of courses in Philosophy of Law (PHIL345 Legal Rights and Duties; and as well in PHIL343 Philosophy of Law: General Jurisprudence, taught by the late Chris Grey), and a set of ethics courses taught by Sheila Mason, now retired. With a very strong leadership in the department (via chairs Morris and Barker) and an enormously successful string of hires (Nieswandt, Hlobil, Hamid, Hu, and Brinkerhoff) today we find ourselves in an even stronger position to deliver a program such as the Minor in Ethics and Values. The reviewers had indeed recommended developing in ethics. As mentioned, the Ethics Minor fits well with our department's three core areas. Our three areas are philosophy of values; philosophy of sciences; and philosophy of human identity and difference.

The Minor in Ethics and Values fits well within the Faculty of Arts and Science beyond our department. E.g., topics in values and ethics are increasingly important in work in interdisciplinary humanities, including digital humanities and medical humanities. THEO reports increased demands in teaching biomedical ethics.

As well, value theory, normativity theory, ethics and social justice, tend to have higher than average representation from minorities. We anticipate that higher equity, stronger minority representation, and diversification of the curriculum within the Faculty (currently e.g., in ENGL, PSYC, SOCI, HIST, POLI, RELI) will correlate strongly with increased academic interest in our Minor in Ethics and Values.

5. Program Alignment within Unit (approx. 1 page):

Describe how the program aligns with your unit/department. Please provide the rationale for alignment. Further, please indicate what, if any, programs or courses will be closed in its

place, or how programs will be consolidated or re-packaged (e.g., why a new program is necessary, rather than revising an existing program).

- Program Area of Growth (an area of expansion)
- Program Area of Strength (capitalizes on existing strengths)

Ethics – and value theory more generally – are already existing strengths of Concordia’s philosophy department. The hire of Dr. Brinkerhoff in 2022 expands and consolidates this strength. Research in the philosophy department brings together the philosophy of values, philosophy of science, and the philosophy of human identity and difference. All three themes can contribute in crucial ways to the new minor. While this is obvious for the philosophy of value and the philosophy of human identity and difference, it is also true of philosophy of science, especially the philosophy of the biological and social sciences, as ethical reflection on scientific topics (such as biotechnology) must be informed by a philosophical understanding of these sciences. Faculty members in our department have also been developing courses and expertise on ethical dimensions of various domains of data and computer science, so the program aligns well with this and potential attractiveness to students in GCS.

No other programs will be closed. The new minor will give students who would now take a minor in philosophy a more specialized option. Thus, the new program is giving students a more fine-grained way to include philosophy in their studies, with the added benefit that training and background in ethics is increasingly valued in a variety of disciplines and professions.

6. Consultation (approx. 1 page):

A. Describe the consultation processes that have been undertaken with potentially affected academic units and/or other stakeholders.

All the courses for the suggested minor are in philosophy.

...

B. Describe the impact the new program will have on other, existing programs.

The new program will have virtually no impact on other, existing programs. It will merely give students the possibility to do a more specialized Minor in Ethics and Values, rather than a Minor in Philosophy in general. We do not expect it to impact enrolments in our existing minor. We believe that new students will be interested in ethics and values as a topic of study and as a valuable credential.

C. Describe what further collaborations or partnerships, if any, are being developed in order to support the program, if any.

No further collaborations or partnerships are needed to support this program.

7. Resources and Budget:

A. Keeping in mind that the Fast Track Process is meant for programs that have minimal resource implications, please indicate if any resources are required to start the program. Please provide a detailed budget with rationale for each budget line.

Since all courses for this program already exist, the creation of this program will have no effect on resources and no budget is needed.



Summary of Changes (New Undergraduate Program (Fast Track))

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Fundamentals I New	X	X	
Fundamentals II New	X	X	
Applied and Normative Ethics New	X	X	
Political, Legal, and Social Philosophy New	X	X	

Regulation Changes:

- Notes Change

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 New Minor in Ethics and Values

Calendar Section Name: Minor in Ethics and Values

Calendar Section Type: Program

Description of Change: Minor in Ethics and Values New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

Program Name: Minor in Ethics and Values

Program Type: Minor

Degree: Minor

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 31.220 Department of Philosophy > Philosophy Programs > Minor in Ethics and Values > Program Requirements

Type of Change: New Program

Present Text calendar

credits

0

Proposed Text

24

Minor in Ethics and Values

credits

0

3 credits:

PHIL 232 Introduction to Ethics (3)

3 credits from the following group:

Fundamentals I

3 credits from the following group:

Fundamentals II

6 credits from the following group:

Applied and Normative Ethics

6 credits from the following group:

Political, Legal, and Social Philosophy

3 credits of elective courses chosen from the following groups:

Applied and Normative Ethics

Political, Legal, and Social Philosophy

Note: Students may also select from other relevant Philosophy courses, with permission of the Department.

Rationale:

All courses in the minor are selected from existing courses to prepare students with an understanding of ethics, in the philosophical context, by advancing them in through two stages of study, structured to provide students with a toolkit for grasping ethics from a philosophical perspective and with knowledge of relevant philosophical background. In a third stage, students will have the opportunity to go deeper into some ethical issues of their own choice by taking one elective course in ethics.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 New Minor in Ethics and Values

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 31.220 Department of Philosophy > Philosophy Programs > Minor in Ethics and Values

Present Text calendar

Notes

Proposed Text

Notes

- Students are responsible for satisfying their particular degree requirements.

Rationale:

Standard note applied.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 New Minor in Ethics and Values

Calendar Section Name: Fundamentals I

Calendar Section Type: Defined group

Description of Change: Fundamentals I New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 31.220 Department of Philosophy > Philosophy Programs > Ethics Course Groups

Type of Change: New Defined Group

Present Text calendar

0

Proposed Text

credits	Fundamentals I
0	PHIL 210 Critical Thinking (3)
	PHIL 214 Deductive Logic (3)
	PHIL 220 Introduction to the Philosophy of Science (3)
	PHIL 226 Introduction to Philosophy of Mind (3)
	PHIL 263 Introduction to Epistemology (3)
	PHIL 265 Introduction to Metaphysics (3)
	PHIL 275 From Modern to Postmodern: Philosophical Thought and Cultural Critique (3)
	PHIL 280 Classical Chinese Philosophy (3)
	PHIL 281 Philosophy in the Islamic World (3)
	PHIL 285 World Philosophy (3)

Rationale:

This defined group represents a set of courses that students may take at the beginning of the minor (3 credits chosen from). Students may also select a course from this grouping as an additional program elective. That is, the first stage of the minor consists of our Introduction to Ethics (PHIL 232) and courses on philosophical Fundamentals I, selected as above to invite and support a diversity of students with different backgrounds adding ethics to their education. See curriculum map in the proposal for an illustration of how this allows students with backgrounds ranging from environmental ethics, to AI, to humanities, to put together a good toolkit of courses.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 New Minor in Ethics and Values

Calendar Section Name: Fundamentals II

Calendar Section Type: Defined group

Description of Change: Fundamentals II New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

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Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.220 Department of Philosophy > Philosophy Programs > Ethics Course Groups

Type of Change: New Defined Group

Present Text calendar

0

Proposed Text

credits Fundamentals II

⊕ PHIL 316 Intermediate Logic (3)
PHIL 318 Philosophy of Biology (3)
PHIL 324 Philosophy of Social Science (3)
PHIL 325 Philosophical Psychology (3)
PHIL 328 Intermediate Philosophy of Science (3)
PHIL 377 20th-Century Continental
Philosophy (3)
PHIL 380 Chinese Philosophy: From Han to the
19th Century (3)
PHIL 387 Existentialism (3)

Rationale:

This defined group represents a second set of courses that students may select from as they progress through the minor (3 credits chosen from). Students may also select a course from this grouping as an additional program elective. These courses are a list for the second stage, the rationale is similar to Fundamentals I, but the courses advance to a higher level, one at the 200-level and another at a more advanced, 300-level). This will prepare the ground for a systematic training in ethics.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 New Minor in Ethics and Values

Calendar Section Name: Applied and Normative Ethics

Calendar Section Type: Defined group

Description of Change: Applied and Normative Ethics New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 31.220 Department of Philosophy > Philosophy Programs > Ethics Course Groups

Type of Change: New Defined Group

Present Text calendar

Proposed Text

0

credits Applied and Normative Ethics

⊖ PHIL 233 Applied Ethics (3)
PHIL 235 Biomedical Ethics (3)
PHIL 236 Environmental Ethics (3)
PHIL 266 Introduction to Philosophy of Religion (3)
PHIL 330 Contemporary Ethical Theory (3)
PHIL 333 Philosophical Ideas in Literature (3)
PHIL 339 Aesthetics (3)
PHIL 389 Epistemology and Ethics in the Digital Age (3)
PHIL 429 Values and Biotechnology (3)
PHIL 430 Advanced Studies in Ethics (3)

Rationale:

As students progress through the program they are required to take 6 credits from this defined group. In a second stage, students will engage with ethical topics in more detail by taking two courses on applied and normative ethics, and two courses on political, legal, and social philosophy.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: 2025-26 New Minor in Ethics and Values

Calendar Section Name: Political, Legal, and Social Philosophy

Calendar Section Type: Defined group

Description of Change: Political, Legal, and Social Philosophy New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Philosophy

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 31.220 Department of Philosophy > Philosophy Programs > Ethics Course Groups

Type of Change: New Defined Group

Present Text calendar

0

Proposed Text

credits [Political, Legal, and Social Philosophy](#)
0 [PHIL 241 Philosophy of Human Rights \(3\)](#)
[PHIL 342 Political Philosophy \(3\)](#)
[PHIL 343 Philosophy of Law: General Jurisprudence \(3\)](#)
[PHIL 371 Philosophy of Feminism \(3\)](#)
[PHIL 372 Philosophy of Race \(3\)](#)
[PHIL 385 Marxism \(3\)](#)
[PHIL 440 Advanced Political Philosophy \(3\)](#)
[PHIL 471 Advanced Topics in Feminist Theory \(3\)](#)

Rationale:

As students progress through the program they are required to take 6 credits from this defined group. These courses provide students with background on political, legal, and social philosophy.

Resource Implications:

None.

Impact Report

Defined Groups

Applied and Normative Ethics New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> Ethics Course Groups

Source of Impact

Fundamentals I New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> Ethics Course Groups

Source of Impact

Fundamentals II New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> Ethics Course Groups

Source of Impact

Political, Legal, and Social Philosophy New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.220 Department of Philosophy -> Philosophy Programs -> Ethics Course Groups

Source of Impact