SENATE

NOTICE OF MEETING

September 25, 2026

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

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

Please note that 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 EV 2.184. 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 2, 2026
immediately following the Closed Session meeting
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus
and via Zoom video conferencing

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 15, 2026	G. Carr	**Approval**

CONSENT AGENDA

2.	Committee reports (Document US-2026-4-D2)	**Information**
3.	Committee appointments (Document US-2026-4-D3)	**Approval**
4.	Appointment to the Concordia Council on Student Life (Document US-2026-4-D4)	**Approval**
5.	Spring Graduation Report (Document US-2026-4-D5)	**Information**
6.	APC recommendations:	
	6.1 Regulation Change (AS-ARTSCI-5923) (Document US-2026-4-D6)	**Approval**

6.2	New undergraduate program: Microprogram in Christian Spirituality (AS-THEO-5793) (Document US-2026-4-D7)		**Approval**
6.3	New undergraduate program: Certificate in Artificial Intelligence (GCS-COMP-6085) (Document US-2026-4-D8)		**Approval**
6.4	New graduate program: Graduate Certification in Chartered Professional Accountancy (JMSB-JMSB-6042) (Document US-2026-4-D9)		**Approval**

REGULAR AGENDA

7.	Business arising from the Minutes not included on the Agenda		
8.	President's remarks	G. Carr	**Information**
9.	Academic update (Document US-2026-4-D10)	E. Diamantoudi	**Information**
10.	Annual report of the Academic Hearing Panel (Document US-2026-4-D11)	G. Carr/ A. Beck	**Information**
11.	Ombuds report (Document US-2026-4-D12)	G. Carr/ A. Fish	**Information**
12.	Merger of the Department of Art Education and the Department of Creative Arts Therapies (Document US-2026-4-D13)	G. Carr/ E. Diamantoudi/ A. Gérin	**Approval**
13.	Question period (*maximum 15 minutes*)		
14.	Other business		
15.	Adjournment	G. Carr	

US-2026-3

MINUTES OF THE OPEN SESSION OF THE MEETING OF SENATE

Friday, May 15, 2026
immediately following Closed Session
in the Applied Science Hub Amphitheatre, 7141 Sherbrooke Street West (Room HU-125)
on the Loyola Campus
and via Zoom video conferencing

PRESENT

Voting members:

Graham Carr (Chair)
Saraluz Barton-Gomez
Seif Bedair
Patrice Blais
Cynthia Bruce (zoom)
Amy Buckland
Anne-Marie Croteau
Robin Chemtov (zoom)
Fabienne Cyrius
Alexandra Dawson
Mourad Debbabi
Effrosyni Diamantoudi
Geoffrey Dover
Lina El-Bakaye
Zoe Erika-Okoye
Tim Evans
Ariela Freedman
Annie Gérin
Michael Gillis (zoom)
Eléanore Handsone
Andrea Harland
Steven Henle
Vanessa Massot
Maggie McDonnell
Christopher Moore (zoom)
Peter Morden
Catherine Mulligan (zoom)
Muhammad Ilyas Nadeem
Xavier Ottenwaelder
Véronique Pepin
Sina Queyras
Isabelle Ranger
Rosemary Reilly (zoom)
Aphrodite Salas
Ramin Sedaghati (zoom)
Adam Semergian
Anna Sheftel (zoom)
Pascale Sicotte
Kamila Sobol (zoom)
Reza Soleymani (zoom)
Huu Thien Tran
Roberto Viereck-Salinas (zoom)
Radu Zmeureanu

Non-voting members: Philippe Beauregard, Stéphanie de Celles, Michael Di Grappa (zoom), Tom Hughes (zoom), Frederica Jacobs, Kathleen Lizé, Frederica Martin (zoom), Brad Nelson, Olivia Ward (zoom)

Also attending: Otmane Ait Mohamed, Caroline Baril, Rachel Berger, Alexandre Champagne, Naftali Cohn, Richard Courtemanche, Julie Fortier (zoom), Wahab Hamou Lhadj, Vannina Maestracci, Joey Paquet, Valter Zazubovitz (zoom)

ABSENT

Voting members:

Theresa Bianco	Roy Cross	Mireille Paquet
Onur Bodur	Moshe Lander	Isabella Providenti
Narmine Boubasla	Sanaz Naghdi	Ahmed Soliman
		Preethi Srikanth

Non-voting members: Paul Chesser, Isabel Dunnigan

1. Call to order

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

1.1 **Approval of the Agenda**

R-2026-3-6 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 **Adoption of March 27, 2026 Minutes**

R-2026-3-7 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of March 27, 2026 be adopted.

CONSENT

2. Committee reports (Document US-2026-3-D4)

The reports were provided for information only.

3. Committee appointments (Document US-2026-3-D5)

R-2026-3-8 Upon motion duly moved and seconded, it was unanimously resolved that the Committee and Faculty Tribunal Pool appointments be approved.

4. APC recommendation*:*

4.1 **Changes to the Graduate Diploma in Chartered Professional Accountancy** (Document US-2026-3-D6)

R-2026-3-9 Upon motion duly moved and seconded, it was unanimously resolved that the Regulation change to the Graduate Diploma in Chartered Professional Accountancy be approved.

REGULAR

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

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

6. President's remarks

- Dr. Carr noted that, as the winter semester has ended and we are already two weeks into the summer term, it is important to highlight the various accomplishments during this period of challenges.

- On May 13th, a $15M gift was announced by businessman, philanthropist and commercial astronaut, Mark Pathy, which also aligned with the creation of the Mark Pathy Space Institute. The Institute will serve as a hub for research, student training and industry partnerships, and is intended to be a spark for entrepreneurship, startups and commercialization in what will arguably become the fastest growing sector of the global economy. The creation of the Institute makes Concordia the only university environment in Canada where all four domains of space research - robotics, propulsion, human space health and sustainability - coexist within a single research ecosystem.

- Dr. Carr noted that this gift is particularly significant because M. Pathy has no links to Concordia. He was drawn to Concordia because of student achievements in space competitions and because of the University and the Gina Cody School's vision to become a leader in Canada in space research and development.

- The announcement of the gift and the Institute was serendipitous as it aligned with the visit of the crew from Artemis II, including Canada's Jeremy Hansen and backup astronaut, Jenni Gibbons to Montreal.

- Dr. Carr thanked Paul Chesser and the entire University Advancement team, Dean Debbabi for work done at the Gina Cody School, and the Government Relations team, for inviting 4 members of parliament, including a minister to the event. He underscored the need to continue to leverage the University's extraordinary research and achievements to attract more people, particularly when the next capital campaign is launched.

- Dr. Carr spoke about the launch of the School of Performance at a recent event organized at *Place des Arts*. The School of Performance is the first school of its kind in Québec, integrating theater, contemporary dance and music. This initiative speaks to the talent within Fine Arts at the University and the University's ability to reposition its assets during these challenging times. The event featured performances from alumni and students from the new School of Performance.

- The following night, more student performers – musicians, dancers, and actors – were featured at the gala dinner of the first annual Volt-Age conference. The conference on electrifying society was held at *Palais des Congrès* and attracted 365 national and international participants, including 110 graduate students, 80 industry partners, plus researchers from Concordia and partner universities. Premier Fréchette gave an opening video address.

- Several mentioned the powerful documentary, ᑯᒃᑯᑦᑐᖅ – *The Flowing River*, created by Dr. Aphrodite Salas and her team of journalism students and aired on CTV. The film is a story about the Inuit community of Inukjuak taking control of their energy destiny and transitioning from diesel to clean, community-owned power. Dr. Carr congratulated Dr. Salas, Dr. Zaghib (the CEO of Volt-Age) and their teams on a great conference showcasing the University's leadership in the field.

- Dr. Carr then highlighted some other achievements:

    - Two Concordia PhD students, Célia Bensiali-Hadaud and Guillaume Jabbour were among only 18 recipients of the Trudeau scholarships (valued at $250K). Concordia was one of only four universities to have two winners. Bensiali-Hadaud works on inclusive urban policies and immigration; Jabbour works on music and the Palestinian diasporic experience.

    - Professor Steven High, Department of History, one of the world's foremost practitioners of oral history and the social history of industrial decline in North America, was named a Trudeau Fellow, one of only five in Canada and the only one from Québec. The fellowships are valued at $300K.

    - Mia Scroggins-Hadley (M. Ed Educational Psychology) was one of 30 Canadian and International students to win the prestigious McCall MacBain Scholarship, and the second Concordian to win the award since its inception in 2021.

    - Wendy Mbog, étudiante en génie, won *Déli ta langue,* the national competition in French-language public speaking in Canada.

    - Concordia's Moot Law Society won two major moot law competitions held in Ottawa in March, beating out teams from some of Canada's foremost law programs.

    - Jessy Maude Drapeau, the captain of the women's hockey team, has been nominated by RSEQ for the Lois and Doug Mitchell Award as USports top female athlete of the year.

- The University was named by MediaCorp as one of Canada's Greenest Employers for 2026.

- The STRIVE Task Force report on identity-based violence, which included a few recommendations, was released in mid-April. The University is framing the mandate for and creating an implementation committee to make the recommendations actionable. Dr. Carr thanked everyone who participated in the working groups, who were part of a university-wide steering committee, who answered questionnaires and provided testimony to support the work of STRIVE.

- Dr. Car affirmed that it was extremely important for the community to have the opportunity to share their views and experiences and that he was confident that the recommendations would make the University community stronger and more tolerant going forward.

- Speaking about enrolment, Dr. Carr noted that there was reason for some optimism, as the numbers were positive in all categories. However, a full picture would only emerge once all registrations were finalized in September. The Board of Governors had approved the annual budget the day before and the community will be receiving a budget update in the coming week.

7. Academic update (Document US-2026-2-D7)

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

8. APC recommendations:

8.1 **New Undergraduate Microprogram in Production Accounting for Film and Television** (Document US-2026-3-D8)

The program was presented by Dean Gérin, who spoke of the need in the film industry for experts who can support the dearth of accounting specialists in a specialized film landscape.

R-2026-3-10 Upon motion duly moved and seconded, it was unanimously resolved that upon recommendation of the Academic Programs Committee, Senate approve the New Undergraduate Microprogram in Production Accounting for Film and Television (JMSB-ACCO-6020), as detailed in the attached documentation.

8.2 **New Undergraduate Programs: BEng in Artificial Intelligence Engineering and BSc in Artificial Intelligence** (Document US-2026-3-D9)

Dean Debbabi spoke to the program and was supported by the program champions, Dr. Otmane Ait Mohamad and Dr. Wahab Hamou-Lhadj. The program is aimed to respond to the exponential needs for substantive training in AI and the gap between the industry's needs and the availability of expertise in the market. The programs would have qualifying pathways to prepare graduates for the job market.

There were some questions from Senators around the ethical piece surrounding AI and the environmental impact of building data centres.

On the ethics piece, Dean Debbabi explained the rigorous process that is in place for the evaluation of any new programs both at the University's level and also when the program is approved by the ministry and the CEC. The ethics of AI is an important piece that is part of this review, and one of the goals is to train engineers working with AI in keeping the ethical parameters in view.

R-2026-3-11 *Upon motion duly moved and seconded, it was resolved by a majority vote that, upon recommendation of the Academic Programs Committee, Senate approve the Bachelor of Engineering in Artificial Intelligence Engineering (GCS-GCS-6045) and the Bachelor of Science in Artificial Intelligence (GCS-GCS-6046), as detailed in the attached documentation.*

8.3 **New Undergraduate Program: Minor in Artificial Intelligence**
(Document US-2026-3-D10)

This program was introduced by Dean Debbabi and the program champion Dr. Joey Paquet joined him in the presentation.

R-2026-3-12 *Upon motion duly moved and seconded, it was resolved by a majority vote that, upon recommendation of the Academic Programs Committee, Senate approve the new Minor in Artificial Intelligence (GCS-COMP-6001), as detailed in the attached documentation.*

8.4 **New Undergraduate Microprogram in Economic Policy**
(Document US-2026-3-D11)

This program was introduced by Dean Sicotte with details provided by Dr. Richard Courtemanche.

R-2026-3-13 *Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the New Undergraduate Microprogram in Economic Policy (AS-ECON-6026), as detailed in the attached documentation.*

8.5 **New Undergraduate Microprogram in Computational Physics**
(Document US-2026-3-D12)

This program was introduced by Dean Sicotte with details provided by Dr. Richard Courtemanche and Dr. Valter Zazubovitz.

R-2026-3-14 *Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the New Undergraduate Microprogram in Computational Physics (AS-PHYS-6010), as detailed in the attached documentation.*

8.6 **New Undergraduate Microprogram in Religious, Cultural and Ethnic Literacy** (Document US-2026-3-D13)

This program was introduced by Dean Sicotte with details provided by Dr. Richard Courtemanche and Dr. Naftali Cohn, with the microprogram aiming to leverage expertise in the department to bring in new students interested in this area.

R-2026-3-15 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the New Undergraduate Microprogram in Religious, Cultural and Ethnic Literacy (AS-RELI-6011), as detailed in the attached documentation.

8.7 **New Undergraduate Microprogram in Jewish Studies** (Document US-2026-3-D14)

This program was introduced by Dean Sicotte with details provided by Dr. Richard Courtemanche and Dr. Naftali Cohn, with a focus on the long-standing experience of the University in teaching Judaic studies and leveraging this to offer the microprogram to access the adult education market.

Senators had questions around the affiliation of a group that was discussed during the review process at APC. It was confirmed that the reference to said group had since been removed from the program proposal.

R-2026-3-16 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the New Undergraduate Microprogram in Jewish Studies (AS-RELI-6012), as detailed in the attached documentation.

8.8 **New Undergraduate Program: Minor in Physics** (Document US-2026-3-D15)

This program was introduced by Dean Sicotte with details provided by Dr. Richard Courtemanche and Dr. Valter Zazubovitz.

R-2026-3-17 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the New Undergraduate Program: Minor in Physics (AS-PHYS-5511), as detailed in the attached documentation.

8.9 **New Undergraduate Microprogram in Songwriting and Music Production** (Document US-2026-3-D16)

The program was presented by Dean Gérin.

R-2026-3-18 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the

New Undergraduate Microprogram in Songwriting and Music Production (FA-MUSI-6036), as detailed in the attached documentation.

8.10 **New Graduate Microprogram in Global Health Entrepreneurship** (Document US-2026-3-D17)

The program was presented by Dean Pepin and Dr. Alexandre Champagne. The program is specifically focused on training in the area of health, and the goal is to fuse knowledge in health and entrepreneurship, with target students being mid-career professionals and other solution finders. Dean Pepin also offered thanks for Dr. T. Evans, who championed this new microprogram.

R-2026-3-19 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the New Graduate Microprogram in Global Health Entrepreneurship (HLTH-HLTH-6070).

9. Approval of new programs with no resource implication (Document US-2026-3-D18)

The dossier was introduced and some context was provided on why the proposed resolution was being presented to Senate. The recommendation that any program approval dossiers without any resource implication be included on the Consent Agenda was made with the primary goal to streamline the work of Senate.

There were questions around discussions that could be required for program approval dossiers presented to Senate and it was clarified that any two Senators can request that a dossier on the Consent Agenda be moved to the Regular Agenda for discussion. This will remain the case if the proposed resolution is adopted.

R-2026-3-20 Upon motion duly moved and seconded, it was resolved by a majority vote that, Senate approve that any new program which has no resource implication shall be included on the Consent Agenda of Senate.

There was a specific question by a Senator on the procedure for calling a vote on motions. The Chair explained that the procedure was established during COVID, as Senate had moved to a hybrid format and, as such, the vote was called with first asking for members who wish to oppose a motion, followed by all in favor.

It was also explained that members were free to indicate at the time of the vote, or to contact the Secretary subsequently, if they wished to have their vote specifically recorded (opposition/abstention).

If there are further questions about asking specifically for members who wish to abstain when calling a vote, the same would be brought to Senate Steering for consideration.

10. Question period

Senators had questions about the STRIVE Task Force report and the composition of the implementation committee. The Chair noted that the Steering committee was reviewing this, and membership would be confirmed soon. Senators also noted that the implementation piece would be very important to rebuild confidence among the larger University community. The Chair seconded this.

There was a question about the University's position on Bill 9, now that it is law. The Chair noted that as a public institution, Concordia is obligated to comply with the law, regardless of any disagreement with portions thereof. There is still a lot of uncertainty around Bill 9's implications and its implementation. The University continues to work with other university partners, exchanging on how they are interpreting the law and seeking to better understand actions that are being proposed. An FAQ is being prepared, which will be shared with the University community.

To a question regarding other restrictions that would be informed under Bill 9, the Chair reiterated that the University was still studying the law and there are quite a few elements that remain unclear. The ensemble of Québec universities have already expressed their disappointment that the Bill is now law, however, they must now work to comply with it, given its complexities.

A Senator asked a question about the University's commitment made in 2019 to divest from fossil fuels by 2025 and urged the University to particularly look at the loopholes that exist in meeting those commitments given the climate crisis. The Chair confirmed that the University had indeed honored its divestment goals, and the University has been transparent on this issue, including inviting students to meet with the Chief Investment Officer to explain the investment strategy, so they can monitor what is being done. The University continues to be a leader in sustainable divestment and is committed to maintaining this position by continuing to refine the current approach.

There was a question about whether there are plans to share the strategic discussions that occurred during the Senate retreat in March. The Chair confirmed that there were other consultations underway and once all consultations are complete, a more consolidated debrief would be shared in the fall.

A Senator asked about the new requirement to use students' Concordia email addresses for correspondence pursuant to the new email policy and noted that students can experience challenges using the two-factor authentication for Concordia accounts. M. Di Grappa confirmed that there was no additional financial cost for implementing this new policy, which was established to ensure that there is a uniform way to communicate with community members. On the multi-factor authentication, this is now a best practice standard to maximize protection for matters of personal privacy. The University's IITS Help Desk is always available to support.

The Chair took the opportunity to thank everyone for their work and participation in Senate over the past year, as this was the last Senate meeting for the academic year.

11. Other business

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

12. Adjournment

The meeting was adjourned at 3:58 p.m.

K. Singh
Karan Singh
Secretary of Senate

ACADEMIC PROGRAMS COMMITTEE
REPORT OF APPROVED DOSSIERS
August 28, 2026

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

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

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

Faculty of Arts and Science

Department of Geography, Planning and Environment
AS-GEOG-6003; APC-2026-4-D1

- Program changes
- Course changes

Department of Mathematics and Statistics
AS-MATH-5996; APC-2026-4-D2

- Course changes

Department of Political Science
AS-POLI-6022; APC-2026-4-D3

- Program changes

AS-POLI-5995; APC-2026-4-D4

- Program changes
- Course changes

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

Faculty of Arts and Science

Applied Human Sciences
AS-AHSC-5321; APC-2026-4-D7

- Course changes
- Regulation changes

Health, Kinesiology, and Applied Physiology
AS-HKAP-6014; APC-2026-4-D8

- Program changes
- Course changes

Religions and Cultures
AS-RELI-5917; APC-2026-4-D9

- Program changes
- Course changes
- Regulation changes

Theological Studies
AS-THEO-6031; APC-2026-4-D10

- Program changes
- Course changes

John Molson School of Business
Master of Business Administration (MBA)
JMSB-MBA-5969; APC-2026-4-D11

- Program changes
- Course changes

Executive MBA (EMBA)
JMSB-EMBA-6023; APC-2026-4-D12

- Program changes
- Course changes

Gina Cody School of Engineering and Computer Science
Chemical and Materials Engineering
GCS-CME-5951; APC-2026-4-D13

- Program changes
- Course changes

Concordia Institute for Information Systems Engineering
GCS-CIISE-5963; APC-2026-4-D14

- Program changes
- Course changes

GCS-CIISE-6017; APC-2026-4-D15

- Program changes
- Course changes

Electrical and Computer Engineering
GCS-ELEC-6008; APC-2026-4-D16

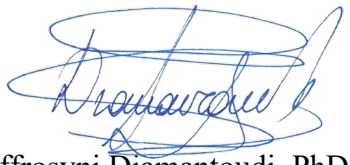
- Program changes
- Course changes

Mechanical, Industrial and Aerospace Engineering
GCS-MIAE-6019; APC-2026-4-D17

- Program changes
- Course changes

Computer Science and Software Engineering
GCS-COMP-5993; APC-2026-4-D18

- Program changes
- Course changes
- Regulation changes



Effrosyni Diamantoudi, PhD
Provost and Vice-President, Academic
September 1, 2026

Undergraduate Program Regular Curriculum Change - AS-GEOG-6003 - VERSION : 1

Summary and Rationale for Changes

There are three elements to this proposal, affecting four programs: Honours in Urban Planning, Specialization in Urban Planning, Major in Urban Studies, and the Minor in Urban Studies.

The first element is the addition of one new 400-level course (URBS 430 Gentrification and Neighbourhood Change) as a program elective (one of a number of choices to meet a program requirement) to four programs: Honours in Urban Planning, Specialization in Urban Planning, Major in Urban Studies, and the Minor in Urban Studies.

The second and third elements of this proposal are intended to change our Urban Planning programs (Honours and Specialization) so that they will be in alignment with the requirements of the Ordre des Urbanistes du Québec (OUQ) which is responsible for determining the curriculum of professional urban planning programs in Québec: https://www.publicationsduquebec.gouv.qc.ca/fileadmin/gazette/pdf_encrypte/lois_reglements/2026F/8736

In 2026, OUQ adopted a minimum number of credits across 6 core competencies as its curriculum standard for professional planning programs: les théories de la planification et des sciences sociales (12 credits); le droit de l'urbanisme (3 credits); l'économie et le développement du territoire (3 credits); les méthodes, pratiques et instruments de l'urbanisme (9 credits); les outils et les techniques de communication et de représentation de l'espace (6 credits); and les enjeux contemporains de l'urbanisme (9 credits). We currently offer courses that meet these minimum credit requirements in all 6 categories, however as our BA Specialization and BA Honours programs are currently structured it is possible for students to complete their program requirements without meeting the minimum required credits in each competency area.

The second element of the proposal is moving some program elective courses at the 300 and 400 level from a list of program electives (which students might miss if they choose other courses) to a list of program requirements. The total number of courses will remain the same, but some will be moved from a list of choices to a list of requirements.

The third element of the proposal is to remove three program elective courses at the 300-level because leaving those three courses as program electives would create the potential for students to move through our program without acquiring the minimum number of credits that they need in each of OUQ's competency areas while staying within the Stage II credit limit.

Resource Implications

There are no resources implications associated with these changes. The new 400-level course will replace a 400-level special topics course that has been taught nine times over the last ten years. It is one of a list of choices, so it can be rotated with other courses if there is a lack of course sections.

The removal of the three 300-level courses affects only a small number of students who will be accommodated in the 300-level courses that will still be available.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

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

Approved by:

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

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

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
URBS 430 Gentrification and Neighbourhood Change New	★	★	★	★	★	★	★	★	★	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Minor in Urban Studies Change				✎			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Stage II: Honours in Urban Planning Change		✎	
Stage III: Honours in Urban Planning Change		✎	
Stage II: Specialization in Urban Planning Change		✎	
Stage III: Specialization in Urban Planning Change		✎	
Stage III: Major in Urban Studies Change		✎	

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Urban Planning Curriculum Changes

Calendar Section Name: Stage II: Honours in Urban Planning
Calendar Section Type: Defined group
Description of Change: Stage II: Honours in Urban Planning Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Geography, Planning and Environment

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Urban Planning and Urban Studies Programs > Urban Planning > BA Honours in Urban Planning > Program Requirements > Honours in Urban Planning

Type of Change: Defined Group Change

	Present Text calendar		**Proposed Text**
27 credits	Stage II: Honours in Urban Planning	**27 credits**	Stage II: Honours in Urban Planning
	~~15~~ credits: URBS 333 Urban Laboratory (6) URBS 335 Geographic Information Systems (3) URBS 362 Quantitative Research Methods (3) URBS 393 Law and Regulation in Urban Planning (3)		24 credits: URBS 300 Neighbourhood and Community Planning (3) URBS 333 Urban Laboratory (6) URBS 335 Geographic Information Systems (3) URBS 362 Quantitative Research Methods (3) URBS 370 Housing Policy (3) URBS 380 Urban and Regional Economic Development (3) URBS 393 Law and Regulation in Urban Planning (3)
	~~12~~ credits chosen from: ~~ARTH 374 Architecture and Urbanism in Montreal (3)~~ ~~GEOG 330 Urban Geography (3)~~ ~~POLI 349 Political and Social Theory and the City (3)~~ ~~URBS 300 Neighbourhood and Community Planning (3)~~ URBS 310 Urban Transportation (3) URBS 337 Urban Agriculture (3) URBS 338 Urban Ecology (3) ~~URBS 370 Housing Policy (3)~~ ~~URBS 380 Urban and Regional Economic Development (3)~~ ~~Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349 .~~		3 credits chosen from: URBS 310 Urban Transportation (3) URBS 337 Urban Agriculture (3) URBS 338 Urban Ecology (3)

Rationale:

The list of 15 credits of required courses will become a list of 24 credits of required courses when three courses (URBS 300, URBS 370, and URBS 380) are moved from the list of program electives (“12 credits chosen from…”) to a list of 24 required credits. The rationale is that those

three courses cover topics that are essential to the knowledge required by the Ordre des Urbanistes du Québec (OUQ) accreditation. When they are on a list of program electives, it is possible that students may miss those courses and that knowledge.

Three courses (ARTH 374, GEOG 330, POLI 349) that cover material that is not part of the OUQ requirements or which is redundant, are removed. The remaining list of 300-level program electives ("3 credits chosen from...") will give students a choice of courses to complete their remaining Stage II credits while covering general competencies required by the OUQ.

Resource Implications:

There will be no resource implications associated with moving three courses to another list and removing three, which will affect only a small number of students who will be accommodated in the 300-level courses that will still be available.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Urban Planning Curriculum Changes

Calendar Section Name: Stage III: Honours in Urban Planning
Calendar Section Type: Defined group
Description of Change: Stage III: Honours in Urban Planning Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Geography, Planning and Environment

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Urban Planning and Urban Studies Programs > Urban Planning > BA Honours in Urban Planning > Program Requirements > Honours in Urban Planning

Type of Change: Defined Group Change

	Present Text calendar	Proposed Text
24 credits	Stage III: Honours in Urban Planning	**24 credits** Stage III: Honours in Urban Planning
	~~12~~ credits: URBS 433 Advanced Urban Laboratory (6) URBS 491 Honours Essay and Research Seminar (6)	18 credits: URBS 433 Advanced Urban Laboratory (6) URBS 491 Honours Essay and Research Seminar (6) URBS 470 Public Infrastructure Finance for Planners (3) URBS 490 Public Space and the Public Interest (3)
	~~12~~ credits chosen from: GEOG 463 Advanced Geographic Information Systems (3) GEOG 465 Remote Sensing (3) GEOG 466 Geomedia and the Geoweb (3) URBS ~~420 Social Geographies of Montreal~~ (3) URBS 440 Urban Policing and Security ~~(3)~~ ~~URBS 450 Economic Restructuring~~ (3) URBS 460 Reading the Urban Form (3) URBS ~~470 Public Infrastructure Finance for Planners (3)~~ ~~URBS~~ 475 Community and Regional Planning in a Changing Climate (3) URBS 480 Impact Assessment (3) URBS ~~481 Urban Planning in the Developing World (3)~~ ~~URBS 490 Public Space and the Public Interest (3)~~ ~~URBS~~ 495 Field Research (3)	3 credits chosen from: URBS 420 Social Geographies of Montreal (3) URBS 450 Economic Restructuring (3) URBS 481 Urban Planning in the Developing World (3)
	~~Note: A maximum of six credits may be chosen from GEOG 463 , GEOG 465 , and GEOG 466 .~~	3 credits chosen from: GEOG 463 Advanced Geographic Information Systems (3) GEOG 465 Remote Sensing (3) GEOG 466 Geomedia and the Geoweb (3) URBS 430 Gentrification and Neighbourhood Change (3) URBS 440 Urban Policing and Security (3) URBS 460 Reading the Urban Form (3) URBS 475 Community and Regional Planning in a Changing Climate (3) URBS 480 Impact Assessment (3) URBS 495 Field Research (3)

D3

Present Text calendar **Proposed Text**

Rationale:

Two courses (URBS 470 Public Infrastructure Finance for Planners and URBS 490 Public Space in the Public Interest) will be moved from a program elective list titled “12 credits chosen from…” to a list of 18 required credits because the topics required are essential to the Ordre des Urbanistes du Québec (OUQ) curriculum requirements and if they are on a list of program electives some students might not take them.

We will then split the lists of program electives into two to ensure that students choosing 3 credits from one list will cover a set of topics essential to Ordre des Urbanistes du Québec (OUQ) curriculum requirements. A second list of “3 credits from…” is created and this one has a wider range to topics and all of these courses would cover a more general competency requirement of the OUQ.

In addition, we are adding the new course URBS 430 Gentrification and Neighbourhood Change to the longer of two 400-level program elective lists. This course covers a topic essential to current theories in city planning, and is a topic of public concern.

Resource Implications:

There are no resource implications because there is no change in the overall value of credits. The list of 24 credits will remain at the same value.

The new 400-level course is added to a list of courses that we do not have to run in every academic year. It has been run as a special topics course for 9 of the last 10 years.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Urban Planning Curriculum Changes

Calendar Section Name: Stage II: Specialization in Urban Planning
Calendar Section Type: Defined group
Description of Change: Stage II: Specialization in Urban Planning Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Geography, Planning and Environment

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Urban Planning and Urban Studies Programs > Urban Planning > BA Specialization in Urban Planning > Program Requirements > Specialization in Urban Planning

Type of Change: Defined Group Change

Present Text calendar		Proposed Text	
27 credits	Stage II: Specialization in Urban Planning	**27 credits**	Stage II: Specialization in Urban Planning
	~~15~~ credits: URBS 333 Urban Laboratory (6) URBS 335 Geographic Information Systems (3) URBS 362 Quantitative Research Methods (3) URBS 393 Law and Regulation in Urban Planning (3) ~~12 credits chosen from:~~ ~~ARTH 374 Architecture and Urbanism in Montreal~~ (3) ~~GEOG 330~~ Urban ~~Geography (3)~~ ~~POLI 349 Political and Social Theory~~ and ~~the City~~ (3) ~~URBS 300 Neighbourhood and Community Planning (3)~~ URBS 310 Urban Transportation (3) URBS 337 Urban Agriculture (3) URBS 338 Urban Ecology (3) ~~URBS 370 Housing Policy (3)~~ ~~URBS 380 Urban and Regional Economic Development (3)~~ ~~Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349 .~~		24 credits: URBS 300 Neighbourhood and Community Planning (3) URBS 333 Urban Laboratory (6) URBS 335 Geographic Information Systems (3) URBS 362 Quantitative Research Methods (3) URBS 393 Law and Regulation in Urban Planning (3) URBS 370 Housing Policy (3) URBS 380 Urban and Regional Economic Development (3) 3 credits chosen from: URBS 310 Urban Transportation (3) URBS 337 Urban Agriculture (3) URBS 338 Urban Ecology (3)

Rationale:

D5

The list of 15 credits of required courses will become a list of 24 credits of required courses when three courses (URBS 300, URBS 370, and URBS 380) are moved from the list of program electives ("12 credits chosen from…") to a list of 24 required credits. The rationale is that those three courses cover topics that are essential to the knowledge required by the Ordre des Urbanistes du Québec (OUQ) accreditation. When they are on a list of program electives, it is possible that students may miss those courses and that knowledge. Then the list of 300-level program electives is reduced. The remaining list of 300-level program electives ("3 credits chosen from...") will give students a choice of courses to complete their remaining Stage II credits that cover general competencies required by the OUQ.

Resource Implications:

There will be no resource implications associated with moving three courses to another list and removing three, which will affect only a small number of students who will be accommodated in the 300-level courses that will still be available.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Urban Planning Curriculum Changes

Calendar Section Name: Stage III: Specialization in Urban Planning
Calendar Section Type: Defined group
Description of Change: Stage III: Specialization in Urban Planning Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Geography, Planning and Environment

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Urban Planning and Urban Studies Programs > Urban Planning > BA Specialization in Urban Planning > Program Requirements > Specialization in Urban Planning

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
21 credits	Stage III: Specialization in Urban Planning	**21 credits**	Stage III: Specialization in Urban Planning
	~~6~~ credits: URBS 433 Advanced Urban Laboratory (6)		12 credits: URBS 433 Advanced Urban Laboratory (6) URBS 470 Public Infrastructure Finance for Planners (3) URBS 490 Public Space and the Public Interest (3)
	~~15~~ credits chosen from: GEOG 463 Advanced Geographic Information Systems (3) GEOG 465 Remote Sensing (3) GEOG 466 Geomedia and the Geoweb (3) URBS ~~420 Social Geographies of Montreal~~ (3) URBS 440 Urban Policing and Security ~~(3)~~ ~~URBS 450 Economic Restructuring~~ (3) URBS 460 Reading the Urban Form (3) URBS ~~470 Public Infrastructure Finance for Planners (3)~~ ~~URBS~~ 475 Community and Regional Planning in a Changing Climate (3) URBS 480 Impact Assessment (3) URBS ~~481 Urban Planning in the Developing World (3)~~ ~~URBS~~ 483 Directed Studies/Practicum in Urban Planning I (3) URBS ~~490 Public Space and the Public Interest (3)~~ ~~URBS~~ 495 Field Research (3) ~~Note: A maximum of six credits may be chosen from: GEOG 463 , GEOG 465 , and GEOG 466 .~~		3 credits chosen from: URBS 420 Social Geographies of Montreal (3) URBS 450 Economic Restructuring (3) URBS 481 Urban Planning in the Developing World (3) 6 credits chosen from: GEOG 463 Advanced Geographic Information Systems (3) GEOG 465 Remote Sensing (3) GEOG 466 Geomedia and the Geoweb (3) URBS 430 Gentrification and Neighbourhood Change (3) URBS 440 Urban Policing and Security (3) URBS 460 Reading the Urban Form (3) URBS 475 Community and Regional Planning in a Changing Climate (3) URBS 480 Impact Assessment (3) URBS 483 Directed Studies/Practicum in Urban Planning I (3) URBS 495 Field Research (3)

Present Text calendar	Proposed Text

Rationale:

Two courses (URBS 470 Public Infrastructure Finance for Planners and URBS 490 Public Space in the Public Interest) will be moved from a program elective list titled “15 credits chosen from…” to a list of 21 required credits because the topics are essential to the Ordre des Urbanistes du Québec (OUQ) curriculum requirements and if they are on a list of program electives some students might not take them.

We will then split the lists of program electives into two to ensure that students choosing 3 credits from one list will cover a set of topics essential to OUQ curriculum requirements. A second list of “6 credits from…” is created and this one has a wider range to topics and all of these courses would cover a more general competency requirement of the OUQ.

In addition, we are adding the new course URBS 430 Gentrification and Neighbourhood Change to the longer of two 400-level program elective lists. This course covers a topic essential to current theories in city planning, and is a topic of public concern.

Resource Implications:

There are no resource implications associated because there is no change in the overall value of credits. The list of 21 credits will remain at the same value.

The new 400-level course is added to a list of courses that we do not have to run in every academic year. It has been run as a special topics course for 9 of the last 10 years.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Urban Planning Curriculum Changes

Calendar Section Name: Stage III: Major in Urban Studies
Calendar Section Type: Defined group
Description of Change: Stage III: Major in Urban Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Geography, Planning and Environment

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Urban Planning and Urban Studies Programs > Urban Studies > BA Major in Urban Studies > Program Requirements > Major in Urban Studies

Type of Change: Defined Group Change

Present Text calendar	Proposed Text
9 credits Stage III: Major in Urban Studies	**9 credits** Stage III: Major in Urban Studies
9 credits chosen from: GEOG 463 Advanced Geographic Information Systems (3) GEOG 465 Remote Sensing (3) GEOG 466 Geomedia and the Geoweb (3) URBS 420 Social Geographies of Montreal (3) URBS 440 Urban Policing and Security (3) URBS 450 Economic Restructuring (3) URBS 460 Reading the Urban Form (3) URBS 470 Public Infrastructure Finance for Planners (3) URBS 475 Community and Regional Planning in a Changing Climate (3) URBS 480 Impact Assessment (3) URBS 481 Urban Planning in the Developing World (3) URBS 490 Public Space and the Public Interest (3) URBS 495 Field Research (3) Note: A maximum of three credits may be chosen from GEOG 463 , GEOG 465 , and GEOG 466 .	9 credits chosen from: GEOG 463 Advanced Geographic Information Systems (3) GEOG 465 Remote Sensing (3) GEOG 466 Geomedia and the Geoweb (3) URBS 420 Social Geographies of Montreal (3) URBS 430 Gentrification and Neighbourhood Change (3) URBS 440 Urban Policing and Security (3) URBS 450 Economic Restructuring (3) URBS 460 Reading the Urban Form (3) URBS 470 Public Infrastructure Finance for Planners (3) URBS 475 Community and Regional Planning in a Changing Climate (3) URBS 480 Impact Assessment (3) URBS 481 Urban Planning in the Developing World (3) URBS 490 Public Space and the Public Interest (3) URBS 495 Field Research (3) Note: A maximum of three credits may be chosen from GEOG 463 , GEOG 465 , and GEOG 466 .

Rationale:

We are adding the new course URBS 430 Gentrification and Neighbourhood Change to the stage three list titled “9 credits chosen from:”. This course covers a topic essential to current theories in city planning, and is a topic of public concern.

Resource Implications:

There are no resource implications because there is no change in the overall value of credits.

The new 400-level course is added to a list of courses that we do not have to run in every academic year. It has been run as a special topics course for 9 of the last 10 years.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Urban Planning Curriculum Changes

Calendar Section Name: Minor in Urban Studies
Calendar Section Type: Program
Description of Change: Minor in Urban Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Geography, Planning and Environment
Program Name: Minor in Urban Studies
Program Type: Minor
Degree: Non-degree program (certificate or minor)

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Urban Planning and Urban Studies Programs > Urban Studies > Minor in Urban Studies > Program Requirements

Type of Change: Program Change

Present Text calendar

30 credits Minor in Urban Studies

6 credits:
URBS 230 Urbanization: Global and Historical Perspectives (3)
URBS 240 Planning (3)

18 credits chosen from:
GEOG 220 Place, Space, and Identity (3)
GEOG 330 Urban Geography (3)
URBS 250 Representation Methods in Urban Studies (3)
URBS 260 Analytical Methods in Urban Studies (3)
URBS 300 Neighbourhood and Community Planning (3)
URBS 310 Urban Transportation (3)
URBS 337 Urban Agriculture (3)
URBS 338 Urban Ecology (3)
URBS 370 Housing Policy (3)
URBS 380 Urban and Regional Economic Development (3)
URBS 393 Law and Regulation in Urban Planning (3)

6 credits chosen from:
URBS 420 Social Geographies of Montreal (3)
URBS 440 Urban Policing and Security (3)
URBS 450 Economic Restructuring (3)
URBS 460 Reading the Urban Form (3)
URBS 470 Public Infrastructure Finance for Planners

Proposed Text

30 credits Minor in Urban Studies

6 credits:
URBS 230 Urbanization: Global and Historical Perspectives (3)
URBS 240 Planning (3)

18 credits chosen from:
GEOG 220 Place, Space, and Identity (3)
GEOG 330 Urban Geography (3)
URBS 250 Representation Methods in Urban Studies (3)
URBS 260 Analytical Methods in Urban Studies (3)
URBS 300 Neighbourhood and Community Planning (3)
URBS 310 Urban Transportation (3)
URBS 337 Urban Agriculture (3)
URBS 338 Urban Ecology (3)
URBS 370 Housing Policy (3)
URBS 380 Urban and Regional Economic Development (3)
URBS 393 Law and Regulation in Urban Planning (3)

6 credits chosen from:
URBS 420 Social Geographies of Montreal (3)
URBS 430 Gentrification and Neighbourhood Change (3)
URBS 440 Urban Policing and Security (3)
URBS 450 Economic Restructuring (3)

(3)
URBS 475 Community and Regional Planning in a Changing Climate (3)
URBS 480 Impact Assessment (3)
URBS 481 Urban Planning in the Developing World (3)
URBS 490 Public Space and the Public Interest (3)

URBS 460 Reading the Urban Form (3)
URBS 470 Public Infrastructure Finance for Planners (3)
URBS 475 Community and Regional Planning in a Changing Climate (3)
URBS 480 Impact Assessment (3)
URBS 481 Urban Planning in the Developing World (3)
URBS 490 Public Space and the Public Interest (3)

Rationale:

We are adding the new course URBS 430 Gentrification and Neighbourhood Change to the stage three list titled “6 credits chosen from:”. This course covers a topic essential to current theories in city planning, and is a topic of public concern.

Resource Implications:

There are no resource implications associated because there is no change in the overall value of credits.

The new 400-level course is added to a list of courses that we do not have to run in every academic year. It has been run as a special topics course for 9 of the last 10 years.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Urban Planning Curriculum Changes

Calendar Section Name: URBS 430
Calendar Section Type: Course
Description of Change: URBS 430 Gentrification and Neighbourhood Change New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Geography, Planning and Environment

Calendar publication date: 2027/2028/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2026

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.130 Department of Geography, Planning and Environment > Department of Geography, Planning and Environment Courses > Urban Planning and Urban Studies Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	URBS 430 Gentrification and Neighbourhood Change (3 credits)
Prerequisites:	*Prerequisites:* Enrolment in the BA Honours in Urban Planning , BA Specialization in Urban Planning , BA Major in Urban Studies , or Minor in Urban Studies is required. Students must have completed 48 credits prior to enrolling.
Description :	*Description :* This course explores gentrification, in its multiple forms, as a key driver of neighbourhood change. It critically examines displacement, inequality, and the right to the city within broader debates on urban transformation.
Component(s):	*Component(s):* Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for this course under an URBS 498 number may not take this course for credit.

Rationale:

This course covers an important contemporary topic and was taught successfully under the URBS 498 Special Topics course code for the last nine of ten years. It had an enrollment of 27 students in each of the last two years, with a capacity of 30.

Enrolments under topics course (URBS 498):
Winter 2026: 27/30
Winter 2025: 27/30
Winter 2024: 27/30
Fall 2023: 15/30
Fall 2022: 16/30
Winter 2022: 30/30
Winter 2021: 23/30

Resource Implications:

There are no resource implications.

Impact Report

Programs

Honours in Urban Planning
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.130 Department of Geography, Planning and Environment -> Urban Planning and Urban Studies Programs -> Urban Planning -> BA Honours in Urban Planning -> Program Requirements
Source of Impact

- Stage II: Honours in Urban Planning
- Stage III: Honours in Urban Planning

Major in Urban Studies
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.130 Department of Geography, Planning and Environment -> Urban Planning and Urban Studies Programs -> Urban Studies -> BA Major in Urban Studies -> Program Requirements
Source of Impact

- Stage III: Major in Urban Studies

Specialization in Urban Planning
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.130 Department of Geography, Planning and Environment -> Urban Planning and Urban Studies Programs -> Urban Planning -> BA Specialization in Urban Planning -> Program Requirements
Source of Impact

- Stage II: Specialization in Urban Planning
- Stage III: Specialization in Urban Planning

Courses

URBS 430 Gentrification and Neighbourhood Change New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.130 Department of Geography, Planning and Environment -> Department of Geography, Planning and Environment Courses -> Urban Planning and Urban Studies Courses
Source of Impact

URBS 440
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.130 Department of Geography, Planning and Environment -> Department of Geography, Planning and Environment Courses -> Urban Planning and Urban Studies Courses
Source of Impact

- Minor in Urban Studies

URBS 475
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.130 Department of Geography, Planning and Environment -> Department of Geography, Planning and Environment Courses -> Urban Planning and Urban Studies Courses
Source of Impact

- Minor in Urban Studies

BA Honours in Urban Planning

Program Requirements

Honours in Urban Planning (63 credits)

12 credits from Stage I: Honours in Urban Planning

27 credits from Stage II: Honours in Urban Planning

24 credits from Stage III: Honours in Urban Planning

Stage I: Honours in Urban Planning (12 credits)

12 credits:

- URBS 230 Urbanization: Global and Historical Perspectives (3.00)
- URBS 240 Planning (3.00)
- URBS 250 Representation Methods in Urban Studies (3.00)
- URBS 260 Analytical Methods in Urban Studies (3.00)

Stage II: Honours in Urban Planning (27 credits)

24.0 credits:

- URBS 300 Neighbourhood and Community Planning (3.00)
- URBS 333 Urban Laboratory (6.00)
- URBS 335 Geographic Information Systems (3.00)
- URBS 362 Quantitative Research Methods (3.00)
- URBS 370 Housing Policy (3.00)
- URBS 380 Urban and Regional Economic Development (3.00)
- URBS 393 Law and Regulation in Urban Planning (3.00)

3.0 credits chosen from:

- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)

- URBS 338 Urban Ecology (3.00)

Stage III: Honours in Urban Planning (24 credits)

18.0 credits:

- URBS 433 Advanced Urban Laboratory (6.00)
- URBS 491 Honours Essay and Research Seminar (6.00)
- URBS 470 Public Infrastructure Finance for Planners (3.00)
- URBS 490 Public Space and the Public Interest (3.00)

3.0 credits chosen from:

- URBS 420 Social Geographies of Montreal (3.00)
- URBS 450 Economic Restructuring (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)

3.0 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 430 Gentrification and Neighborhood Change (3.00)
- URBS 440 Urban Policing and Security (3.00)
- URBS 460 Reading the Urban Form (3.00)
- URBS 475 Community and Regional Planning in a Changing Climate (3.00)
- URBS 480 Impact Assessment (3.00)
- URBS 483 Directed Studies/Practicum in Urban Planning I (3.00)
- URBS 495 Field Research (3.00)

Notes

- Students interested in entering an honours program should consult their undergraduate program director. Normally, students may apply for this change following the completion of at least 24 Concordia University credits. These

credits should include program-related courses.

- Students must meet the University regulations concerning the honours degree.
- Students are responsible for satisfying their particular degree requirements.

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BA Specialization in Urban Planning

Program Requirements

Specialization in Urban Planning (60 credits)

12 credits from Stage I: Specialization in Urban Planning

27 credits from Stage II: Specialization in Urban Planning

21 credits from Stage III: Specialization in Urban Planning

Stage I: Specialization in Urban Planning (12 credits)

12 credits:

- URBS 230 Urbanization: Global and Historical Perspectives (3.00)
- URBS 240 Planning (3.00)
- URBS 250 Representation Methods in Urban Studies (3.00)
- URBS 260 Analytical Methods in Urban Studies (3.00)

Stage II: Specialization in Urban Planning (27 credits)

24.0 credits:

- URBS 300 Neighbourhood and Community Planning (3.00)
- URBS 333 Urban Laboratory (6.00)
- URBS 335 Geographic Information Systems (3.00)
- URBS 362 Quantitative Research Methods (3.00)
- URBS 393 Law and Regulation in Urban Planning (3.00)
- URBS 370 Housing Policy (3.00)
- URBS 380 Urban and Regional Economic Development (3.00)

3.0 credits chosen from:

- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)

Stage III: Specialization in Urban Planning (21 credits)

12.0 credits:

- URBS 433 Advanced Urban Laboratory (6.00)
- URBS 470 Public Infrastructure Finance for Planners (3.00)
- URBS 490 Public Space and the Public Interest (3.00)

3.0 credits chosen from:

- URBS 420 Social Geographies of Montreal (3.00)
- URBS 450 Economic Restructuring (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)

6.0 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 430 Gentrification and Neighbourhood Change (3.00)
- URBS 440 Urban Policing and Security (3.00)
- URBS 460 Reading the Urban Form (3.00)
- URBS 475 Community and Regional Planning in a Changing Climate (3.00)
- URBS 480 Impact Assessment (3.00)
- URBS 483 Directed Studies/Practicum in Urban Planning I (3.00)
- URBS 495 Field Research (3.00)

Notes

- Students enrolled in the Major in Urban Studies, or other undergraduate programs in Arts and Science, seeking to transfer to the BA Specialization in Urban Planning normally request a transfer at the end of their first year, after completing a minimum of nine URBS credits. A minimum cumulative GPA of 3.0 is required to transfer.
- Students are responsible for satisfying their particular degree requirements.

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BA Major in Urban Studies

Program Requirements

Major in Urban Studies (42 credits)

12 credits from Stage I: Major in Urban Studies

21 credits from Stage II: Major in Urban Studies

9 credits from Stage III: Major in Urban Studies

Stage I: Major in Urban Studies (12 credits)

12 credits:

- URBS 230 Urbanization: Global and Historical Perspectives (3.00)
- URBS 240 Planning (3.00)
- URBS 250 Representation Methods in Urban Studies (3.00)
- URBS 260 Analytical Methods in Urban Studies (3.00)

Stage II: Major in Urban Studies (21 credits)

9 credits:

- URBS 300 Neighbourhood and Community Planning (3.00)
- URBS 335 Geographic Information Systems (3.00)
- URBS 362 Quantitative Research Methods (3.00)

12 credits chosen from:

- ARTH 374 Architecture and Urbanism in Montreal (3.00)
- GEOG 330 Urban Geography (3.00)
- POLI 349 Political and Social Theory and the City (3.00)
- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)

- URBS 370 Housing Policy (3.00)
- URBS 380 Urban and Regional Economic Development (3.00)
- URBS 393 Law and Regulation in Urban Planning (3.00)

Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349.

Stage III: Major in Urban Studies (9 credits)

9.0 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 420 Social Geographies of Montreal (3.00)
- URBS 430 Gentrification and Neighborhood Change (3.00)
- URBS 440 Urban Policing and Security (3.00)
- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- URBS 470 Public Infrastructure Finance for Planners (3.00)
- URBS 475 Community and Regional Planning in a Changing Climate (3.00)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 490 Public Space and the Public Interest (3.00)
- URBS 495 Field Research (3.00)

Note: A maximum of three credits may be chosen from GEOG 463 , GEOG 465 , and GEOG 466 .

Notes

- Students are responsible for satisfying their particular degree requirements.

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Minor in Urban Studies

Program Requirements

Minor in Urban Studies (30 credits)

6.0 credits:

- URBS 230 Urbanization: Global and Historical Perspectives (3.00)
- URBS 240 Planning (3.00)

18.0 credits chosen from:

- GEOG 220 Place, Space, and Identity (3.00)
- GEOG 330 Urban Geography (3.00)
- URBS 250 Representation Methods in Urban Studies (3.00)
- URBS 260 Analytical Methods in Urban Studies (3.00)
- URBS 300 Neighbourhood and Community Planning (3.00)
- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)
- URBS 370 Housing Policy (3.00)
- URBS 380 Urban and Regional Economic Development (3.00)
- URBS 393 Law and Regulation in Urban Planning (3.00)

6.0 credits chosen from:

- URBS 420 Social Geographies of Montreal (3.00)
- URBS 430 Gentrification and Neighborhood Change (3.00)
- URBS 440 Urban Policing and Security (3.00)
- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- URBS 470 Public Infrastructure Finance for Planners (3.00)
- URBS 475 Community and Regional Planning in a Changing Climate (3.00)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 490 Public Space and the Public Interest (3.00)

Notes

- Students are responsible for satisfying their particular degree requirements.

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URBS 430 Gentrification and Neighbourhood Change

Prerequisites:

Enrollment in the Honours in Urban Planning, Specialization in Urban Planning, Major in Urban Studies, or Minor in Urban Studies is required. Students must have completed 48 credits prior to enrolling.

Description:

This course explores gentrification, in its multiple forms, as a key driver of neighborhood change. It critically examines displacement, inequality, and the right to the city within broader debates on urban transformation.

Learning Outcomes:

By the end of this course, you will be able to:

- Define gentrification in its multiple forms and across different contexts
- Identify and explain the social, economic, political, and cultural drivers of gentrification
- Map key gentrification scholars and theoretical positions within broader urban debates
- Critically analyze competing perspectives on gentrification and its social, spatial, and political consequences
- Situate gentrification within wider frameworks of urban change
- Apply theoretical concepts to empirical cases, comparing different cities, neighbourhoods, and policy responses.

Student Evaluation:

- In-class quizzes 9%
- Participation and class assignments 6%
- Mid-term essay 25%
- Assignment 1: Case Study Presentation 23%
- Assignment 2: Discussants 7%
- Final Essay 30%

Undergraduate Program Regular Curriculum Change - AS-MATH-5996 - VERSION : 2

Summary and Rationale for Changes

The Department of Mathematics and Statistics proposes to add a course on 'Directed research' that will be open to all eligible program students. To enrol in this course, students must have a minimum cGPA of 2.7, be within 30 credits of completing their BA/BSc in a program in the Department of Mathematics and Statistics, and find a full-time faculty member in the Department of Mathematics and Statistics who agrees to act as supervisor. These criteria will ensure students have the necessary preparatory coursework completed for a successful, productive directed research course with a faculty supervisor. Students in an honours program are not eligible to enrol in this course. Students in other programs in related disciplines may request permission to enrol in this course.

As the Department has several non-Honours programs, a directed studies course that is open to all eligible program students is aligned with Concordia's commitment to providing all students with experiential learning. A document outlining expectations of students and supervisors will be signed by both parties.

The Department also proposes a note change to MATH 222 (Logic, Proofs, and Discrete Structures). COEN 231 (Introduction to Discrete Mathematics) is an antirequisites to MATH 222 and should be indicated as an exclusion. The contents of COEN 231 overlap significantly with those of MATH 222; sufficient for it to be excluded.

Resource Implications

None. There are no resource implications as the faculty member that acts as supervisor does not get teaching credits for the supervision.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 12 May 2026

Approved by:

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

This proposal includes the addition of MAST 396 Directed Research, which will ensure that students have the necessary preparation and context for successful directed research and will be open to eligible students from mathematics and statistics programs and other disciplines. This aligns with Concordia's commitment to providing all students with experiential learning. A minor change is also applied to a MATH 222 equivalency (COEN 231 added).

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

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

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

Summary of Committee Discussion: Department approval

For Submission to:

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

Approved by:

Nadia Hardy, Associate Chair,
Mathematics and Statistics Department Council, 16 Mar 2026

The change proposal was approved by the Curriculum Committee on February 23 and by the Department Council on March 16.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
MAST 396 Directed Research New	★	★	★	★	★	★	★	★	★	
MATH 222 Logic, Proofs, and Discrete Structures Change										

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 New MAST 396 (Directed Research); MATH 222 note change

Calendar Section Name: MAST 396
Calendar Section Type: Course
Description of Change: MAST 396 Directed Research New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Department of Mathematics and Statistics Courses > Mathematics and Statistics Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MAST 396 Directed Research (3 credits)
Prerequisites:	*Prerequisites:* Students must have a CGPA of at least 2.70 and be within 30 credits of graduating with a BA/BSc in a Department of Mathematics and Statistics program; students in other departments in related disciplines may request permission to enrol provided they meet CGPA and credit requirements. In all cases, permission of the Department and the faculty supervisor is required.
Description :	*Description :* This course provides students in Major, Joint Major, and Specialization programs an opportunity to pursue research in mathematics or statistics under the direction of a member of the Department. A written final report is required. Students interested in taking this course should contact potential faculty supervisors at least four months in advance.
Component(s):	*Component(s):* Research
Notes :	*Notes :*
Allow this course to be taken more than one time for credit :	**Allow this course to be taken more than one time for credit :** Credit for this course may not be obtained more than once.

Rationale:
The Directed Research will ensure students have the necessary preparatory coursework completed for a successful, productive directed research course with a faculty supervisor.

Resource Implications:
None.There are no resource implications as the faculty member that acts as supervisor does not get teaching credits for the supervision.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 New MAST 396 (Directed Research); MATH 222 note change

Calendar Section Name: MATH 222
Calendar Section Type: Course
Description of Change: MATH 222 Logic, Proofs, and Discrete Structures Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Mathematics and Statistics

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.200 Department of Mathematics and Statistics > Department of Mathematics and Statistics Courses > Mathematics Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
MATH 222 Logic, Proofs, and Discrete Structures (3 credits)	MATH 222 Logic, Proofs, and Discrete Structures (3 credits)
Prerequisites:	*Prerequisites:*
The following courses must be completed previously: MATH 204 , MATH 205 or equivalent.	The following courses must be completed previously: MATH 204 , MATH 205 or equivalent.
Description :	*Description :*
This course provides an introduction to formal logic and standard techniques for constructing proofs from a mathematical perspective. This is done in tandem with an introduction to a variety of fundamental mathematical structures so that students learn to identify, understand, and create rigorous mathematical proofs. Topics may include logic and proofs, basic structures, algorithms, number theory and cryptography, induction and recursion, counting techniques, relations and their properties, graphs, trees, Boolean algebra, and modelling computation.	This course provides an introduction to formal logic and standard techniques for constructing proofs from a mathematical perspective. This is done in tandem with an introduction to a variety of fundamental mathematical structures so that students learn to identify, understand, and create rigorous mathematical proofs. Topics may include logic and proofs, basic structures, algorithms, number theory and cryptography, induction and recursion, counting techniques, relations and their properties, graphs, trees, Boolean algebra, and modelling computation.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for MAST ~~217~~ or COMP 232 may not take this course for credit.	**Equivalent Courses :** Students who have received credit for MAST 217, COEN 231 or COMP 232 may not take this course for credit.

Rationale:
The Department of Mathematics and Statistics proposes to add COEN 231 (Introduction to Discrete Mathematics) as an antirequisite to MATH 222 (Logic, Proofs, and Discrete Structures). The content of COEN 231 overlaps significantly with the content of MATH 222: (from the calendar description of COEN 231) fundamentals of logic: truth tables, logical equivalencies, the laws of logic, use of quantifiers, proofs of theorems. Induction, Sets, functions and relations, modulo arithmetic. This content overlap is sufficient to justify COEN 231 being an antirequisite for MATH 222.

Resource Implications:
None.

Impact Report

Programs

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

- MATH 222

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

- MATH 222

Minor in Mathematics and Statistics
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.200 Department of Mathematics and Statistics -> Mathematics and Statistics Programs -> Mathematics and Statistics -> Minor in Mathematics and Statistics -> Program Requirements
Source of Impact

- MATH 222

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

- MATH 222

Defined Groups

Additional Science Foundations Courses
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Programs -> Certificate in Science Foundations -> Program Requirements -> Certificate in Science Foundations
Source of Impact

- MATH 222

Courses

COMP 367
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.70 Department of Computer Science and Software Engineering -> Section 71.70.10 Computer Science and Software Engineering Courses -> Computer Science Courses
Source of Impact

- MATH 222

MAST 214
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.200 Department of Mathematics and Statistics -> Department of Mathematics and Statistics Courses -> Mathematics and Statistics Courses
Source of Impact

- MATH 222

MAST 332
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.200 Department of Mathematics and Statistics -> Department of Mathematics and Statistics Courses -> Mathematics and Statistics Courses
Source of Impact

- MATH 222

MATH 364
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.200 Department of Mathematics and Statistics -> Department of Mathematics and Statistics Courses -> Mathematics Courses
Source of Impact

- MATH 222

Other Units

Addition of **COEN 231** to **MATH 222** requirement
Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

From: Juergen Rilling
To: Nadia Hardy
Subject: Re: COMP 232 - COEN 231 - MATH 222
Date: February 3, 2026 5:05:48 PM
Attachments: image001.png

Hi Nadia,
thank you for letting us know. We will add it to our calendar entry for COMP 232 in 2027/28 .....

Dr. Juergen Rilling
Professor
Associate Chair

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

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

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

From: Nadia Hardy <nadia.hardy@concordia.ca>
Sent: Monday, January 26, 2026 14:09
To: Juergen Rilling <juergen.rilling@concordia.ca>
Cc: Associate Chair Math & Stats <associatechair.mathstat@concordia.ca>
Subject: COMP 232 - COEN 231 - MATH 222

Dear Juergen,

I hope all is well. I am the associate chair in the math and stats department and in charge of curriculum updates.

A year or so ago, we discontinued course MAST 217 (Introduction to Mathematical Thinking) and replaced by more robust version: MATH 222 ((Logic, Proofs, and Discrete Structures).

We have a note in this MATH 222 course stating that students who have received credit for COMP 232 cannot take it for credit.
(It is a note directly inherited from the notes in the old course MAST 217.)

We believe it's worth for you to have a look at the description of our course and the course outline (attached) so you can assess whether it makes sense to add a similar note to your COMP 232 (i.e., that students who have received credit for MATH 222 may not take COMP 232 for credit).

Note that MATH 222 is now a mandatory course for your Major, Specialization and Honour students.

Screenshot form current calendar about MATH 222:

MATH 222 Logic, Proofs, and Discrete Structures (3 credits)

Prerequisite/Corequisite:

The following courses must be completed previously: MATH 204, MATH 205 or equivalent.

Description:

This course provides an introduction to formal logic and standard techniques for constructing proofs from a mathematical perspective. This is done in tandem with an introduction to a variety of fundamental mathematical structures so that students learn to identify, understand, and create rigorous mathematical proofs. Topics may include logic and proofs, basic structures, algorithms, number theory and cryptography, induction and recursion, counting techniques, relations and their properties, graphs, trees, Boolean algebra, and modelling computation.

Component(s):

Lecture

Notes:

- Students who have received credit for MAST 217 or COMP 232 may not take this course for credit.

Separately, but FYI, we are going to add COEN 231 as an antirequisite for MATH 222: students who received credit for COEN 231 may not take MATH 222 for credit.

Let me know if you have any questions or concerns. Best regards,

(Please, share this as you deem appropriate in relation to COEN – I don't know if someone else in the School needs to be made aware.)

Thanks!

Nadia Hardy, PhD
Professor and Associate Chair
Department of Mathematics and Statistics
Concordia University (Montreal)

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of Tiohtià:ke/Montreal. L'Université Concordia est située en territoire autochtone non cédé. La nation Kanien'kehá:ka est reconnue comme la gardienne de Tiohtià:ke/Montréal.

Undergraduate Program Regular Curriculum Change - AS-POLI-6022 - VERSION : 1

Summary and Rationale for Changes

In order to address the declining enrolment in our Honours program and to maximize the use of our existing resources, the POLI 496 Honours Seminar course was offered as a combined section with a graduate course multiple times during the past 10 years. The introduction of the Integrated Paths Program (https://www.concordia.ca/gradstudies/future-students/accelerate-your-studies/integrated-paths.html) offers a new way to combine Honours and graduate seminars that has several advantages for our program and our students, including the following:

- Greater flexibility in class scheduling.
- Greater ability for students to choose courses that match their interests.
- Students who later enroll in one of our Masters programs can count their Integrated Paths credits (but not their grades) towards their graduate degree. This may boost graduate recruitment and help successful students complete their graduate program more quickly.
- A strong performance in a graduate-level course should strengthen students' competitiveness for graduate school at any institution.
- These advantages may make our Honours program more attractive to undergraduate students.

As such, we would like to allow our Honours and Honours (Thesis) students the option to complete their Honours Seminar requirement by taking a 600-level Political Science class through the Integrated Paths program.

Resource Implications

There are no resource implications for these changes, as they will use our existing course offering and our regular course allotment.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 12 May 2026

Approved by:

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

This proposal involves allowing Honours (Non-Thesis and Thesis) students to complete their honours seminar requirement (POLI 496 Honours Seminar) under a 600-level Political Science class through the Integrated Path initiative (https://www.concordia.ca/gradstudies/future-students/accelerate-your-studies/integrated-paths.html) from the School of Graduate Studies. Advantages include a potential increase in graduate recruitment, as well as students who later enroll in one of Concordia's Political Science Masters programs can count their Integrated Path credits (but not their grades) towards their graduate degree.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

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

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Mar 2026

Approved by:

Daniel Salée, Professor and Chair, Political Science,
Political Science Department Council, 13 Feb 2026

The dossier was unanimously approved at the February 13, 2026 Political Science Department Council meeting.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Honours in Political Science Change							
Honours (Thesis) in Political Science Change							

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Integrated pathways added to Honours seminars

Calendar Section Name: Honours in Political Science
Calendar Section Type: Program
Description of Change: Honours in Political Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science
Program Name: Honours in Political Science
Program Type: Honours
Degree: Bachelor/Baccalaureate of Arts (BA)

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Political Science Programs > Political Science > BA Honours in Political Science > Program Requirements

Type of Change: Program Change

Present Text calendar	**Proposed Text**
60 credits Honours in Political Science	**60 credits** Honours in Political Science
12 credits from Core Program: Political Science	12 credits from Core Program: Political Science
6 credits chosen from: POLI 306 Classical Political Thought (3) POLI 345 Contemporary Political Philosophy (3) POLI 364 Hellenistic, Roman, Medieval Political Philosophy (3) POLI 371 Early Modern Political Philosophy (3) POLI 373 Late Modern Political Philosophy (3) POLI 384 Principles of Political Theory (3)	6 credits chosen from: POLI 306 Classical Political Thought (3) POLI 345 Contemporary Political Philosophy (3) POLI 364 Hellenistic, Roman, Medieval Political Philosophy (3) POLI 371 Early Modern Political Philosophy (3) POLI 373 Late Modern Political Philosophy (3) POLI 384 Principles of Political Theory (3)
6 credits chosen from: POLI 390 Critical Perspectives on Modern Political Science (3) POLI 392 Approaches to Social Science Inquiry (3) POLI 393 Quantitative Research Methods (3)	6 credits chosen from: POLI 390 Critical Perspectives on Modern Political Science (3) POLI 392 Approaches to Social Science Inquiry (3) POLI 393 Quantitative Research Methods (3)
33 credits of Political Science courses at the 300 or 400 level with a minimum of 12 credits at the 400 level, chosen from at least three of the following five groups: Group 1: International Politics , Group 2: Comparative Politics , Group 3: Canadian and Quebec Politics , Group 4: Public Policy and Administration , Group 5: Political Theory	33 credits of Political Science courses at the 300 or 400 level with a minimum of 12 credits at the 400 level, chosen from at least three of the following five groups: Group 1: International Politics , Group 2: Comparative Politics , Group 3: Canadian and Quebec Politics , Group 4: Public Policy and Administration , Group 5: Political Theory
3 credits:	3 credits:

POLI 496 Honours Seminar (3)	POLI 496 Honours Seminar (3) or a Political Science course at the 600-level, taken through the Integrated Paths program

Rationale:

In 2025-2026, 2023-2024, 2022-2023, 2020-2021, 2019-2020, 2018-2019, 2016-2017, and 2015-2016, POLI 496 Honours Seminar was offered as a combined section with a graduate 600-level class. With the introduction of the Integrated Paths program, we would like to offer our Honours students the opportunity to fulfill their program requirements by taking a class through this program. This comes with several advantages for our program and for our students. Firstly, it allows students to choose from a greater variety of course options and find one that best fits their interests. Secondly, it can help us attract more qualified applicants for our Masters programs, as the credits earned through Integrated Paths can also count towards a Masters degree at Concordia. Thirdly, it can make our Honours program more attractive to undergraduate students. And, fourthly, even if students choose to pursue a graduate degree at another institution, strong performance in a graduate-level course should strengthen their competitiveness for graduate school in any institution.

Resource Implications:

There are no resource implications for this change, as it will use our existing course offering and our regular course allotment.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Integrated pathways added to Honours seminars

Calendar Section Name: Honours (Thesis) in Political Science
Calendar Section Type: Program
Description of Change: Honours (Thesis) in Political Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science
Program Name: Honours (Thesis) in Political Science
Program Type: Honours
Degree: Bachelor/Baccalaureate of Arts (BA)

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Political Science Programs > Political Science > BA Honours (Thesis) in Political Science > Program Requirements

Type of Change: Program Change

Present Text calendar	Proposed Text
60 credits Honours (Thesis) in Political Science	**60 credits** Honours (Thesis) in Political Science
12 credits from Core Program: Political Science	12 credits from Core Program: Political Science
6 credits chosen from: POLI 306 Classical Political Thought (3) POLI 345 Contemporary Political Philosophy (3) POLI 364 Hellenistic, Roman, Medieval Political Philosophy (3) POLI 371 Early Modern Political Philosophy (3) POLI 373 Late Modern Political Philosophy (3) POLI 384 Principles of Political Theory (3)	6 credits chosen from: POLI 306 Classical Political Thought (3) POLI 345 Contemporary Political Philosophy (3) POLI 364 Hellenistic, Roman, Medieval Political Philosophy (3) POLI 371 Early Modern Political Philosophy (3) POLI 373 Late Modern Political Philosophy (3) POLI 384 Principles of Political Theory (3)
6 credits chosen from: POLI 390 Critical Perspectives on Modern Political Science (3) POLI 392 Approaches to Social Science Inquiry (3) POLI 393 Quantitative Research Methods (3)	6 credits chosen from: POLI 390 Critical Perspectives on Modern Political Science (3) POLI 392 Approaches to Social Science Inquiry (3) POLI 393 Quantitative Research Methods (3)
3 credits: POLI 396 Honours Tutorial (3)	3 credits: POLI 396 Honours Tutorial (3)
24 credits of Political Science courses at the 300 or 400 level with a minimum of nine credits at the 400 level, chosen from at least three of the following five groups: Group 1: International Politics , Group 2: Comparative Politics , Group 3: Canadian and Quebec Politics , Group 4: Public Policy and Administration	24 credits of Political Science courses at the 300 or 400 level with a minimum of nine credits at the 400 level, chosen from at least three of the following five groups: Group 1: International Politics , Group 2: Comparative Politics , Group 3: Canadian and Quebec Politics , Group 4: Public Policy and Administration

, Group 5: Political Theory	, Group 5: Political Theory
6 credits: POLI 495 Honours Thesis (6)	6 credits: POLI 495 Honours Thesis (6)
3 credits: POLI 496 Honours Seminar (3)	3 credits: POLI 496 Honours Seminar (3) or a Political Science course at the 600-level, taken through the Integrated Paths program

Rationale:

In 2025-2026, 2023-2024, 2022-2023, 2020-2021, 2019-2020, 2018-2019, 2016-2017, and 2015-2016, POLI 496 Honours Seminar was offered as a combined section with a graduate 600-level class. With the introduction of the Integrated Paths program, we would like to offer our Honours students the opportunity to fulfill their program requirements by taking a class through this program. This comes with several advantages for our program and for our students. Firstly, it allows students to choose from a greater variety of course options and find one that best fits their interests. Secondly, it can help us attract more qualified applicants for our Masters programs, as the credits earned through Integrated Paths can also count towards a Masters degree at Concordia. Thirdly, it can make our Honours program more attractive to undergraduate students. And, fourthly, even if students choose to pursue a graduate degree at another institution, strong performance in a graduate-level course should strengthen their competitiveness for graduate school in any institution.

Resource Implications:

There are no resource implications for this change, as it will use our existing course offering and our regular course allotment.

Impact Report

Courses

POLI 396
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Department of Political Science Courses
Source of Impact

- Honours (Thesis) in Political Science

POLI 495
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Department of Political Science Courses
Source of Impact

- Honours (Thesis) in Political Science

POLI 496
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Department of Political Science Courses
Source of Impact

- Honours in Political Science

Regulations

Notes
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Political Science Programs -> Political Science -> BA Honours (Thesis) in Political Science
Source of Impact

- Honours in Political Science

Undergraduate Program Regular Curriculum Change - AS-POLI-5995 - VERSION : 2

Summary and Rationale for Changes

The Department of Political Science is requesting several curriculum changes to ensure the courses listed in the Undergraduate Calendar better reflect the actual course offering.

Firstly, we are asking to create four new undergraduate courses that were previously offered as Special Topics courses:

- POLI 3001 Climate Politics
- POLI 443 Revolutions and Social Movements
- POLI 446 Social Research in Urban Green Spaces
- POLI 447 International Climate Politics

Secondly, we are identifying the corresponding defined group(s) for the newly added courses. Clearly identifying the defined group(s) a course falls under is meant to help students more easily select the appropriate courses for their program, while also assisting the Office of the Registrar when assessing students for graduation.

Resource Implications

There are no resource implications for these changes, as all courses will be offered out of the regular department course allotment and using existing department resources.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 12 May 2026

Approved by:

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

This proposal includes four new courses, POLI 3001, 443, 446, 447, previously offered as special topics with solid enrolments, and updating defined course groups to include them. These permanent numbers will better reflect the course offerings and help students select the appropriate courses for their programs.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

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

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science,
Faculty Curriculum Committee, 20 Mar 2026

Approved by:

Daniel Salée, Professor and Chair, Political Science,
Political Science Department Council, 13 Feb 2026

The dossier was unanimously approved at the February 13, 2026 Political Science Department Council meeting.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
POLI 3001 Climate Politics New	★	★	★	★	★	★	★	★	★	
POLI 443 Revolutions and Social Movements New	★	★	★	★	★	★	★	★	★	
POLI 446 Social Research in Urban Green Spaces New	★	★	★	★	★	★	★	★	★	
POLI 447 International Climate Politics New	★	★	★	★	★	★	★	★	★	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Group 1: International Politics Change		✎	
Group 2: Comparative Politics Change		✎	
Group 4: Public Policy and Administration Change		✎	

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2027-28 New courses (POLI 3001, 443, 446, 447) added to defined groups

Calendar Section Name: Group 1: International Politics

Calendar Section Type: Defined group

Description of Change: Group 1: International Politics Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

Calendar publication date: 2027/2028/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Political Science Programs > Political Science > Political Science Course Groups

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Group 1: International Politics	**credits**	Group 1: International Politics
POLI 301 Social Movements and Protest Politics (3)		POLI 301 Social Movements and Protest Politics (3)
POLI 302 Causes of War (3)		POLI 302 Causes of War (3)
POLI 303 Chinese Security Politics (3)		POLI 303 Chinese Security Politics (3)
POLI 304 Theories of Foreign Policy Making (3)		POLI 304 Theories of Foreign Policy Making (3)
POLI 305 International Political Economy (3)		POLI 305 International Political Economy (3)
POLI 311 International Public Law (3)		POLI 311 International Public Law (3)
POLI 312 Special Topics in International Politics (3)		POLI 312 Special Topics in International Politics (3)
POLI 315 International Organizations (3)		POLI 315 International Organizations (3)
POLI 318 Introduction to Strategic Studies (3)		POLI 318 Introduction to Strategic Studies (3)
POLI 329 American Foreign Policy (3)		POLI 329 American Foreign Policy (3)
POLI 332 Theories of International Relations (3)		POLI 332 Theories of International Relations (3)
POLI 369 Nuclear Strategy (3)		POLI 369 Nuclear Strategy (3)
POLI 388 Human Rights and International Justice (3)		POLI 388 Human Rights and International Justice (3)
POLI 391 Middle East and Global Conflict (3)		POLI 391 Middle East and Global Conflict (3)
POLI 394 Globalization and Sustainable Development (3)		POLI 394 Globalization and Sustainable Development (3)
POLI 400 Advanced Seminar in International Relations Theory (3)		POLI 3001 Climate Politics (3)
POLI 402 Advanced International Political Economy (3)		POLI 400 Advanced Seminar in International Relations Theory (3)
POLI 403 Global Ecopolitical Analysis (3)		POLI 402 Advanced International Political Economy (3)
POLI 404 International Institutions (3)		POLI 403 Global Ecopolitical Analysis (3)
POLI 420 Politics of Conservation (3)		POLI 404 International Institutions (3)
POLI 421 Transnational Politics (3)		POLI 420 Politics of Conservation (3)
POLI 422 Canadian Foreign Policy (3)		POLI 421 Transnational Politics (3)
POLI 423 Peace Studies and Global Governance (3)		POLI 422 Canadian Foreign Policy (3)
POLI 439 International Human Rights Institutions (3)		POLI 423 Peace Studies and Global Governance (3)
POLI 444 Politics of International Development		POLI 439 International Human Rights Institutions (3)

D1

Present Text calendar	Proposed Text
(3) POLI 451 Directed Studies in International Politics (3) POLI 486 Advanced Seminar in International Relations (3)	POLI 444 Politics of International Development (3) POLI 447 International Climate Politics (3) POLI 451 Directed Studies in International Politics (3) POLI 486 Advanced Seminar in International Relations (3)

Rationale:

We are identifying that newly added courses POLI 3001 and POLI 447 fall under Group 1: International Politics. Adding these courses to a thematic group will help students more easily select the appropriate courses for their program, while also assisting the Office of the Registrar when assessing students for graduation.

Resource Implications:

There are no resource implications for this change.

D2

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2027-28 New courses (POLI 3001, 443, 446, 447) added to defined groups

Calendar Section Name: Group 2: Comparative Politics

Calendar Section Type: Defined group

Description of Change: Group 2: Comparative Politics Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

Calendar publication date: 2027/2028/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Political Science Programs > Political Science > Political Science Course Groups

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Group 2: Comparative Politics	**credits**	Group 2: Comparative Politics
POLI 301 Social Movements and Protest Politics (3)		POLI 301 Social Movements and Protest Politics (3)
POLI 307 The U.S. Presidency (3)		POLI 307 The U.S. Presidency (3)
POLI 308 Politics of Emerging Economies (3)		POLI 308 Politics of Emerging Economies (3)
POLI 310 Politics of the U.S (3)		POLI 310 Politics of the U.S (3)
POLI 313 Special Topics in Comparative Politics (3)		POLI 313 Special Topics in Comparative Politics (3)
POLI 319 European Politics and Government (3)		POLI 319 European Politics and Government (3)
POLI 320 Development of Western Legal Systems (3)		POLI 320 Development of Western Legal Systems (3)
POLI 322 Israeli Political System (3)		POLI 322 Israeli Political System (3)
POLI 323 Politics of Eastern Europe (3)		POLI 323 Politics of Eastern Europe (3)
POLI 327 Comparative Democratization (3)		POLI 327 Comparative Democratization (3)
POLI 331 Comparative Party Systems (3)		POLI 331 Comparative Party Systems (3)
POLI 335 Politics of the People’s Republic of China (3)		POLI 335 Politics of the People’s Republic of China (3)
POLI 347 Urban Politics in Latin America (3)		POLI 347 Urban Politics in Latin America (3)
POLI 352 Comparative Urban Politics and Government (3)		POLI 352 Comparative Urban Politics and Government (3)
POLI 366 Politics of Africa (3)		POLI 366 Politics of Africa (3)
POLI 376 Politics of Northern Ireland (3)		POLI 376 Politics of Northern Ireland (3)
POLI 379 Politics of Latin America (3)		POLI 379 Politics of Latin America (3)
POLI 387 Islamic Law and Society (3)		POLI 387 Islamic Law and Society (3)
POLI 395 Politics of the Middle East (3)		POLI 395 Politics of the Middle East (3)
POLI 405 Comparative Electoral Systems (3)		POLI 3001 Climate Politics (3)
POLI 406 Comparative Federalism and Political Integration (3)		POLI 405 Comparative Electoral Systems (3)
POLI 410 Environmental Policy in the Developing World (3)		POLI 406 Comparative Federalism and Political Integration (3)
POLI 412 Comparative Social Policy (3)		POLI 410 Environmental Policy in the Developing World (3)
POLI 424 Corruption (3)		POLI 412 Comparative Social Policy (3)
POLI 429 Political Socialization in Canadian and Comparative Perspective (3)		POLI 424 Corruption (3)
		POLI 429 Political Socialization in Canadian and

Present Text calendar	Proposed Text
POLI 431 State-Society Relations in China (3)	Comparative Perspective (3)
POLI 434 Politics of Violence in Latin America (3)	POLI 431 State-Society Relations in China (3)
POLI 435 Advanced Seminar in U.S. Politics (3)	POLI 434 Politics of Violence in Latin America (3)
POLI 436 State and Society in the Middle East (3)	POLI 435 Advanced Seminar in U.S. Politics (3)
POLI 437 Special Issues in African Development (3)	POLI 436 State and Society in the Middle East (3)
POLI 438 Decentralization and Development (3)	POLI 437 Special Issues in African Development (3)
POLI 445 Scandinavian Politics (3)	POLI 438 Decentralization and Development (3)
POLI 452 Directed Studies in Comparative Politics (3)	POLI 443 Revolutions and Social Movements (3)
POLI 481 Advanced Seminar in European Politics (3)	POLI 445 Scandinavian Politics (3)
POLI 483 State and Society in Latin America (3)	POLI 452 Directed Studies in Comparative Politics (3)
POLI 484 Post-Communist Democracies (3)	POLI 481 Advanced Seminar in European Politics (3)
POLI 485 Issues in Development and Democracy (3)	POLI 483 State and Society in Latin America (3)
POLI 487 Advanced Seminar in Comparative Politics (3)	POLI 484 Post-Communist Democracies (3)
	POLI 485 Issues in Development and Democracy (3)
	POLI 487 Advanced Seminar in Comparative Politics (3)

Rationale:

We are identifying that newly added courses POLI 3001 and POLI 443 fall under Group 2: Comparative Politics. Adding these courses to a thematic group will help students more easily select the appropriate courses for their program, while also assisting the Office of the Registrar when assessing students for graduation.

Resource Implications:

There are no resource implications for this change.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 New courses (POLI 3001, 443, 446, 447) added to defined groups

Calendar Section Name: Group 4: Public Policy and Administration
Calendar Section Type: Defined group
Description of Change: Group 4: Public Policy and Administration Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Political Science Programs > Political Science > Political Science Course Groups

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Group 4: Public Policy and Administration	**credits**	Group 4: Public Policy and Administration
POLI 300 Not-for-Profit Organizations and the Law (3)		POLI 300 Not-for-Profit Organizations and the Law (3)
POLI 316 Special Topics in Public Policy and Administration (3)		POLI 316 Special Topics in Public Policy and Administration (3)
POLI 320 Development of Western Legal Systems (3)		POLI 320 Development of Western Legal Systems (3)
POLI 325 Administrative Law (3)		POLI 325 Administrative Law (3)
POLI 328 Public Policy and the Politics of Equality (3)		POLI 328 Public Policy and the Politics of Equality (3)
POLI 330 Principles of Public Administration (3)		POLI 330 Principles of Public Administration (3)
POLI 349 Political and Social Theory and the City (3)		POLI 349 Political and Social Theory and the City (3)
POLI 352 Comparative Urban Politics and Government (3)		POLI 352 Comparative Urban Politics and Government (3)
POLI 353 Principles of Public Policy (3)		POLI 353 Principles of Public Policy (3)
POLI 354 Immigration in Quebec and Canada (3)		POLI 354 Immigration in Quebec and Canada (3)
POLI 361 Advocacy Groups and Public Policy (3)		POLI 361 Advocacy Groups and Public Policy (3)
POLI 363 Issues in Canadian Public Policy (3)		POLI 363 Issues in Canadian Public Policy (3)
POLI 365 Canadian Public Administration (3)		POLI 365 Canadian Public Administration (3)
POLI 367 Quebec Public Administration (3)		POLI 367 Quebec Public Administration (3)
POLI 410 Environmental Policy in the Developing World (3)		POLI 410 Environmental Policy in the Developing World (3)
POLI 411 Gender and Public Policy (3)		POLI 411 Gender and Public Policy (3)
POLI 412 Comparative Social Policy (3)		POLI 412 Comparative Social Policy (3)
POLI 438 Decentralization and Development (3)		POLI 438 Decentralization and Development (3)
POLI 454 Directed Studies in Public Policy and Administration (3)		POLI 446 Social Research in Urban Green Spaces (3)
POLI 463 Government and Business in Canada (3)		POLI 454 Directed Studies in Public Policy and Administration (3)
POLI 489 Advanced Seminar in Public Policy and Administration (3)		POLI 463 Government and Business in Canada (3)
		POLI 489 Advanced Seminar in Public Policy and

Present Text calendar	Proposed Text
	Administration (3)

Rationale:

We are identifying that newly added course POLI 446 falls under Group 4: Public Policy and Administration. Adding this course to a thematic group will help students more easily select the appropriate courses for their program, while also assisting the Office of the Registrar when assessing students for graduation.

Resource Implications:

There are no resource implications for this change.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 New courses (POLI 3001, 443, 446, 447) added to defined groups

Calendar Section Name: POLI 3001
Calendar Section Type: Course
Description of Change: POLI 3001 Climate Politics New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Department of Political Science Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	POLI 3001 Climate Politics (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: POLI 203 or POLI 205 . If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :* This course explores the causes of global climate change, policies that have been taken so far, options available to address it and strategies for accelerating climate action. The goals of this course are to give students the tools to think proactively and constructively about addressing climate change in order to help students understand the contours of climate change as a political challenge and to engage with different proposed solutions to the climate crisis.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for this topic under a POLI 312 number may not take this course for credit.

Rationale:
This course was offered successfully as POLI 312 Special Topics in International Politics in Fall 2021 (Enrolment 59/60), Winter 2023 (Enrolment 60/60), and Fall 2023 (Enrolment 60/60).
POLI 3001 is listed under Group 1: International Politics and Group 2: Comparative Politics.
This is a course we have been offering regularly as a special topics course. Adding this course to our permanent offering will allow current and prospective students to get a better sense of the courses they can expect to take as part of their program.

Resource Implications:
There are no resource implications for this change, as the course will be offered as part of our regular section allotment.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 New courses (POLI 3001, 443, 446, 447) added to defined groups

Calendar Section Name: POLI 443
Calendar Section Type: Course
Description of Change: POLI 443 Revolutions and Social Movements
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Department of Political Science Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	POLI 443 Revolutions and Social Movements (3 credits)
Prerequisites:	*Prerequisites:* Students must be enrolled in a Political Science program and must have completed 60 credits including POLI 203 . If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :* This course explores social movements, resistance and revolution. Students analyze a variety of aspects of contentious politics, emphasizing both collective as well as individual action.
Component(s):	*Component(s):* Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for this topic under a POLI 487 number may not take this course for credit.

Rationale:

This course was offered as POLI 487 Advanced Seminar in Comparative Politics in Fall 2022 (Enrolment 19/10), Fall 2024 (Enrolment 20/20), and Fall 2025 (Enrolment 20/20).

POLI 443 is listed under Group 2: Comparative Politics.

This is a course we have been offering regularly and successfully as a special topics course. Adding this course to our permanent offering will allow current and prospective students to get a better sense of the courses they can expect to take as part of their program.

Resource Implications:
There are no resource implications for this change, as the course will be offered as part of our regular section allotment.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 New courses (POLI 3001, 443, 446, 447) added to defined groups

Calendar Section Name: POLI 446
Calendar Section Type: Course
Description of Change: POLI 446 Social Research in Urban Green Spaces New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Department of Political Science Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	POLI 446 Social Research in Urban Green Spaces (3 credits)
Prerequisites:	*Prerequisites:* Students must be enrolled in a Political Science program and must have completed 60 credits including POLI 203 , POLI 204 , or POLI 206 . If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :* This seminar explores social ecological and political economic issues related to urban green spaces and strategies for conducting qualitative social research in these spaces. Students gain practical experience with a selection of these research techniques during lab sessions in green spaces in Montreal.
Component(s):	*Component(s):* Seminar ; Laboratory
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for this topic under a POLI 489 number or a LOYC 498 number may not take this course for credit.
Other note :	**Other note :** This course includes a laboratory component taking place off-campus.

Rationale:

This course was taught as POLI 489 Advanced Seminar in Public Policy and Administration in Summer 2023 (Combined Enrolment: 6/17), Summer 2024 (Combined Enrolment 14/20), and Summer 2025 (Combined Enrolment: 17/20).

POLI 446 is listed under Group 4: Public Policy and Administration.

This is a course we have been offering regularly and successfully as a special topics course with good enrolment numbers. Adding this course to our permanent offering will allow current and prospective students to get a better sense of the courses they can expect to take as part of their program.

D10

Resource Implications:

There are no resource implications for this change, as the course will be offered as part of our regular section allotment.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 New courses (POLI 3001, 443, 446, 447) added to defined groups

Calendar Section Name: POLI 447
Calendar Section Type: Course
Description of Change: POLI 447 International Climate Politics New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Political Science

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Department of Political Science Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	POLI 447 International Climate Politics (3 credits)
Prerequisites:	*Prerequisites:* Students must be enrolled in a Political Science program and must have completed 60 credits including POLI 205 . If prerequisites are not satisfied, permission of the Department is required.
Description :	*Description :* This seminar examines the global politics of climate change, including why climate change is happening, what the principal governance responses have been, and how these could be reformed. While climate change has implications for national politics, this course focuses on international climate politics, the domain where national governments may bargain with, cajole, and coerce each other to steer our climate.
Component(s):	*Component(s):* Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for this topic under a POLI 486 number may not take this course for credit.

Rationale:
This course was offered as POLI 486 Advanced Seminar in International Relations in Fall 2020 (Enrolment 20/20), Winter 2022 (Enrolment 20/20), Fall 2022 (Enrolment 20/20), Winter 2024 (Enrolment 20/20), Fall 2024 (Enrolment 21/20), and Fall 2025 (Enrolment 18/20).
POLI 447 is listed under Group 1: International Politics.
This is a course we have been offering regularly and successfully as a special topics course. Adding this course to our permanent offering will allow current and prospective students to get a better sense of the courses they can expect to take as part of their program.

Resource Implications:
There are no resource implications for this change, as the course will be offered as part of our regular section allotment.

Impact Report

Programs

Honours (Thesis) in Political Science
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Political Science Programs -> Political Science -> BA Honours (Thesis) in Political Science -> Program Requirements
Source of Impact

- Group 1: International Politics
- Group 2: Comparative Politics
- Group 4: Public Policy and Administration

Honours in Political Science
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Political Science Programs -> Political Science -> BA Honours in Political Science -> Program Requirements
Source of Impact

- Group 1: International Politics
- Group 2: Comparative Politics
- Group 4: Public Policy and Administration

Major in Political Science
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Political Science Programs -> Political Science -> BA Major in Political Science -> Program Requirements
Source of Impact

- Group 1: International Politics
- Group 2: Comparative Politics
- Group 4: Public Policy and Administration

Courses

POLI 3001 Climate Politics New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Department of Political Science Courses
Source of Impact

POLI 443 Revolutions and Social Movements New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Department of Political Science Courses
Source of Impact

POLI 446 Social Research in Urban Green Spaces New
Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Department of Political Science Courses
Source of Impact

POLI 447 International Climate Politics New

Undergraduate -> 2026-2027 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.240 Department of Political Science -> Department of Political Science Courses
Source of Impact

Other Units

Addition of **LOYC 498** to **POLI 446** requirement
Source of other unit Impact

- Course is housed in Section 31.525 Loyola College for Diversity and Sustainability

POLI 3001 Climate Politics
(Abridged Syllabus)

Prerequisites: POLI 203 or POLI 205.

Description

This course explores causes of global climate change, policies that have been taken so far, options available to address it and strategies for accelerating climate action. The goals of this course are to give students the tools to think proactively and constructively about addressing climate change in order to help students understand the contours of climate change as a political challenge and to engage with different proposed solutions to the climate crisis.

Students who have received credit for this topic under a POLI 312 number may not take this course for credit.

Learning objectives

This course requires students to think critically and participate actively. Students who take this course will be able to:

- Understand climate change as a political challenge
- Situate different perspectives on climate policy
- Compare and critique different proposals for reforming climate policy
- Develop skills in oral and written argumentation and analysis
- Generate an original analysis of climate policy

Required readings

Readings will be outlined in Moodle. These are available online via the Concordia Library or by following the links provided by the professor. Book chapters will be placed on electronic course reserves or course reserves (https://reserves.concordia.ca). Some other readings are online resources (newspaper articles, YouTube videos, podcasts, websites, etc.) and the links are provided on Moodle.

Assessments

- Participation 10%
- Quizzes 10%
- Take-home midterm exam 20%
- Policy group portfolio 15%
- Climate policy pitch 20%
- Extended policy research paper 25%
- Bonus reading assignments 3%

POLI 443 Revolutions and Social Movements
(Abridged Syllabus)

Prerequisites: POLI 203; minimum 60 credits completed.

Description

This course seeks to explore influential texts dealing with social movements, contentious politics, resistance and revolution. Students review and analyze literature containing a variety of aspects of contentious politics, emphasizing both collective as well as individual action.

Students who have received credit for this topic under a POLI 487 number may not take this course for credit.

Learning objectives

Among other things, this seminar will examine: the manifold conceptualizations of contentious politics and resistance; the competing theoretical frameworks seeking to explain contentious collective and individual actions; and the varied substantive areas of research with which this literature deals. The course will draw upon a variety of case studies, with some emphasis on Latin America. This seminar utilizes various theoretical perspectives, including, but not limited to: neo-institutionalism, historical structuralism, political culture, and rational choice. The methodology privileged in this course is essentially qualitative.

Required readings

Tarrow, Sydney. 2022. Power In Movement: Social Movements and Contentious Politics. 4th Edition. https://www.vitalsource.com/products/power-in-movement-sidney-tarrow-v9781009219884?srsltid=AfmBOopxChMSvMgBgQ0nP08N-aFl1600I9i3lV6bk538q0TrjbgqO9As

Additional readings will be outlined in Moodle. These are available online via the Concordia Library or by following the links provided by the professor.

Assessments

- Participation 20%
- Critical Papers 2 x 20% each
- Research Paper 40%

POLI 446 Social Research in Urban Green Spaces
(Abridged Syllabus)

Prerequisites: POLI 203, POLI 204, or POLI 206; minimum 60 credits completed.

Description

This seminar explores social ecological and political economic issues related to urban green spaces and strategies for conducting qualitative social research in these spaces. Participants gain practical experience with a selection of these research techniques during lab sessions in green spaces in Montreal.

Lab sessions provide participants with practical experience with research techniques for studying these issues in three sites in Montreal: the Champ des Possibles in Mile End, the Falaise St. Jacques in NDG, and a complex of sites in Hochelaga (Boisé Vimont, Boisé Steinberg, and an area known simply as the friche, all near Parc Saint-Clément).

Students who have received credit for this topic under a POLI 489 number or a LOYC 498 number may not take this course for credit.

Learning objectives

The work undertaken in this course is intended to empower participants through the following learning objectives:

- Development familiarity with and appreciation of social ecological and political economic processes in urban green spaces and their implications.
- Develop familiarity with ecological, social, political economic, and policy opportunities and challenges associated with informal or semi-formal urban green spaces.
- Develop familiarity with several conceptual frameworks related to urban public space, shared spaces, and social dynamics.
- Gain practical experience with a variety of methods for research in "field" settings, including ethnographic methods and participatory research.

Required readings

All required readings are available online. Most items must be accessed Concordia's library website (http://www.library.concordia.ca/). Search for items using Sofia or e-journals. Others are freely available online. URLs for all online sources that can be accessed without going through the Concordia library are listed on Moodle.

Assessments

- Participation 15%
- Student-led discussion 15%
- Field notes from lab sessions and/or assignments 6 x 10% each
- Reflections 10%

POLI 447 International Climate Politics
(Abridged Syllabus)

Prerequisites: POLI 205; minimum 60 credits completed.

Description

This seminar examines the global politics of climate change, including why climate change is happening, what the principal governance responses have been, and how these could be reformed. While climate change has implications for national politics, this course focuses on international climate politics, the domain where national governments bargain with, cajole, and coerce each other to steer our climate.

Students who have received credit for this topic under a POLI 486 number may not take this course for credit.

Learning objectives

Students who take this course will:

- Develop an understanding of the challenges and opportunities for climate cooperation
- Become more attuned to learning through conversation
- Further develop their skills in oral and written analysis and argumentation

Required readings

Readings will be outlined in Moodle. These are available online via the Concordia Library or by following the links provided by the professor. Book chapters will be placed on electronic course reserves or course reserves (https://reserves.concordia.ca). Some other readings are online resources (newspaper articles, YouTube videos, podcasts, websites, etc.) and the links are provided on Moodle.

Assessments

- Participation 15%
- Country/policy presentation 5%
- Comprehension quizzes 5%
- Essay 1 20%
- Essay 2 20%
- Final paper 35%

Political Science Course Groups

Group 1: International Politics

- POLI 301 Social Movements and Protest Politics (3.00)
- POLI 302 Causes of War (3.00)
- POLI 303 Chinese Security Politics (3.00)
- POLI 304 Theories of Foreign Policy Making (3.00)
- POLI 305 International Political Economy (3.00)
- POLI 311 International Public Law (3.00)
- POLI 312 Special Topics in International Politics (3.00)
- POLI 315 International Organizations (3.00)
- POLI 318 Introduction to Strategic Studies (3.00)
- POLI 329 American Foreign Policy (3.00)
- POLI 332 Theories of International Relations (3.00)
- POLI 369 Nuclear Strategy (3.00)
- POLI 388 Human Rights and International Justice (3.00)
- POLI 391 Middle East and Global Conflict (3.00)
- POLI 394 Globalization and Sustainable Development (3.00)
- POLI 3001 Climate Politics (3.00)
- POLI 400 Advanced Seminar in International Relations Theory (3.00)
- POLI 402 Advanced International Political Economy (3.00)
- POLI 403 Global Ecopolitical Analysis (3.00)
- POLI 404 International Institutions (3.00)
- POLI 420 Politics of Conservation (3.00)
- POLI 421 Transnational Politics (3.00)
- POLI 422 Canadian Foreign Policy (3.00)
- POLI 423 Peace Studies and Global Governance (3.00)
- POLI 439 International Human Rights Institutions (3.00)
- POLI 444 Politics of International Development (3.00)
- POLI 447 International Climate Politics (3.00)
- POLI 451 Directed Studies in International Politics (3.00)
- POLI 486 Advanced Seminar in International Relations (3.00)

Group 2: Comparative Politics

- POLI 301 Social Movements and Protest Politics (3.00)
- POLI 307 The U.S. Presidency (3.00)
- POLI 308 Politics of Emerging Economies (3.00)
- POLI 310 Politics of the U.S (3.00)
- POLI 313 Special Topics in Comparative Politics (3.00)
- POLI 319 European Politics and Government (3.00)
- POLI 320 Development of Western Legal Systems (3.00)
- POLI 322 Israeli Political System (3.00)
- POLI 323 Politics of Eastern Europe (3.00)
- POLI 327 Comparative Democratization (3.00)
- POLI 331 Comparative Party Systems (3.00)
- POLI 335 Politics of the People's Republic of China (3.00)
- POLI 347 Urban Politics in Latin America (3.00)
- POLI 352 Comparative Urban Politics and Government (3.00)
- POLI 366 Politics of Africa (3.00)
- POLI 376 Politics of Northern Ireland (3.00)
- POLI 379 Politics of Latin America (3.00)
- POLI 387 Islamic Law and Society (3.00)
- POLI 395 Politics of the Middle East (3.00)
- POLI 3001 Climate Politics (3.00)
- POLI 405 Comparative Electoral Systems (3.00)
- POLI 406 Comparative Federalism and Political Integration (3.00)
- POLI 410 Environmental Policy in the Developing World (3.00)
- POLI 412 Comparative Social Policy (3.00)
- POLI 424 Corruption (3.00)
- POLI 429 Political Socialization in Canadian and Comparative Perspective (3.00)
- POLI 431 State-Society Relations in China (3.00)
- POLI 434 Politics of Violence in Latin America (3.00)
- POLI 435 Advanced Seminar in U.S. Politics (3.00)
- POLI 436 State and Society in the Middle East (3.00)
- POLI 437 Special Issues in African Development (3.00)
- POLI 438 Decentralization and Development (3.00)

- POLI 443 Revolutions and Social Movements (3.00)
- POLI 445 Scandinavian Politics (3.00)
- POLI 452 Directed Studies in Comparative Politics (3.00)
- POLI 481 Advanced Seminar in European Politics (3.00)
- POLI 483 State and Society in Latin America (3.00)
- POLI 484 Post-Communist Democracies (3.00)
- POLI 485 Issues in Development and Democracy (3.00)
- POLI 487 Advanced Seminar in Comparative Politics (3.00)

Group 3: Canadian and Quebec Politics

- POLI 309 Women and Politics in Canada (3.00)
- POLI 314 Special Topics in Canadian and Quebec Politics (3.00)
- POLI 321 Canadian and Quebec Law (3.00)
- POLI 324 Parliament and the Charter (3.00)
- POLI 325 Administrative Law (3.00)
- POLI 334 Political Participation in Canada (3.00)
- POLI 339 Quebec Politics and Society/La vie politique québécoise (3.00)
- POLI 340 Canadian Political Culture (3.00)
- POLI 341 Provincial and Territorial Politics (3.00)
- POLI 351 Canadian Federalism (3.00)
- POLI 354 Immigration in Quebec and Canada (3.00)
- POLI 356 Canadian Political Parties (3.00)
- POLI 363 Issues in Canadian Public Policy (3.00)
- POLI 365 Canadian Public Administration (3.00)
- POLI 367 Quebec Public Administration (3.00)
- POLI 407 Parliamentary Bills of Rights (3.00)
- POLI 408 Public Opinion and Public Policy (3.00)
- POLI 409 Canada: State-Society Relations (3.00)
- POLI 428 Constitutional Politics in Canada (3.00)
- POLI 429 Political Socialization in Canadian and Comparative Perspective (3.00)
- POLI 453 Directed Studies in Canadian and Quebec Politics (3.00)
- POLI 488 Advanced Seminar in Canadian and Quebec Politics (3.00)

Group 4: Public Policy and Administration

- POLI 300 Not-for-Profit Organizations and the Law (3.00)
- POLI 316 Special Topics in Public Policy and Administration (3.00)
- POLI 320 Development of Western Legal Systems (3.00)
- POLI 325 Administrative Law (3.00)
- POLI 328 Public Policy and the Politics of Equality (3.00)
- POLI 330 Principles of Public Administration (3.00)
- POLI 349 Political and Social Theory and the City (3.00)

- POLI 352 Comparative Urban Politics and Government (3.00)
- POLI 353 Principles of Public Policy (3.00)
- POLI 354 Immigration in Quebec and Canada (3.00)
- POLI 361 Advocacy Groups and Public Policy (3.00)
- POLI 363 Issues in Canadian Public Policy (3.00)
- POLI 365 Canadian Public Administration (3.00)
- POLI 367 Quebec Public Administration (3.00)
- POLI 410 Environmental Policy in the Developing World (3.00)
- POLI 411 Gender and Public Policy (3.00)
- POLI 412 Comparative Social Policy (3.00)
- POLI 438 Decentralization and Development (3.00)
- POLI 446 Social Research in Urban Green Spaces (3.00)
- POLI 454 Directed Studies in Public Policy and Administration (3.00)
- POLI 463 Government and Business in Canada (3.00)
- POLI 489 Advanced Seminar in Public Policy and Administration (3.00)

Group 5: Political Theory

- POLI 306 Classical Political Thought (3.00)
- POLI 317 Special Topics in Political Theory (3.00)
- POLI 345 Contemporary Political Philosophy (3.00)
- POLI 349 Political and Social Theory and the City (3.00)
- POLI 364 Hellenistic, Roman, Medieval Political Philosophy (3.00)
- POLI 368 Media, Technology and Politics (3.00)
- POLI 371 Early Modern Political Philosophy (3.00)
- POLI 373 Late Modern Political Philosophy (3.00)
- POLI 384 Principles of Political Theory (3.00)
- POLI 386 Contemporary Liberalism and Its Critics (3.00)
- POLI 389 Religion and Politics (3.00)
- POLI 401 American Political Thought (3.00)
- POLI 414 Authors of Political Imagination (3.00)
- POLI 415 Modern Political Theory and Religion (3.00)
- POLI 416 Ancient Political Texts (3.00)
- POLI 417 Governance (3.00)
- POLI 418 Machiavelli (3.00)
- POLI 425 Foundations of Liberalism (3.00)
- POLI 426 Nietzsche (3.00)
- POLI 427 Political Thought of the Enlightenment (3.00)
- POLI 433 Critics of Modernity (3.00)
- POLI 440 Literature and Politics (3.00)
- POLI 455 Directed Studies in Political Theory (3.00)
- POLI 490 Advanced Seminar in Political Theory (3.00)

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Graduate Program Regular Curriculum Change - AS-AHSC-5321 - VERSION : 2

Summary and Rationale for Changes

The Department of Applied Human Sciences is proposing four curriculum changes, outlined below. These proposals have no resource implication.

We are proposing to adjust the prerequisites and corequisites for AHSC 533 Internship I in Youth Work to include AHSC 510, AHSC 520, AHSC 527, AHSC 530, AHSC 540, and AHSC 565, all of which are required core courses in the Graduate Diploma in Youth Work program. These courses focus on knowledge and skill development in youth work interventions in a variety of contexts. The internship experience in AHSC 533 is designed to offer an experiential learning opportunity for students to apply course content to youth work practice. Further, this proposed change will also ensure part-time students are completing the internship in Year II of the program. By ensuring students have completed, or are completing, the required core courses in the program, students will have a better foundation to engage effectively in their internship experience and apply course content to practice. The proposed change also removes identifying a schedule (i.e., 1-day per week) to ensure students are flexibly able to schedule their internship hours in collaboration with their site.

We are further proposing to adjust the prerequisites and corequisites for AHSC 540 Mental Health and Addictions: Youth Work Perspectives, Policies and Practices, which is a required core courses in the Graduate Diploma in Youth Work program. Originally scheduled in the Winter term, AHSC 540 is now offered in the Fall term. Therefore, students complete AHSC 540 and AHSC 525 concurrently, not previously. The proposed change is to identify AHSC 525 as a corequisite instead of a prerequisite.

In addition, we are proposing to adjust the prerequisites and corequisites for AHSC 520 Psychoeducation and Youth Work Ethics in Practice, which is a required core courses in the Graduate Diploma in Youth Work program. The proposed change is to identify AHSC 522 and AHSC 525, core course in the Youth Work program, as required prerequisites/corequisites for AHSC 520.

Lastly, procedural text is removed from "Additional Admissions Requirements" as this is better placed on the admissions website.

Resource Implications

N/A

Graduate Program Regular Curriculum Change - AS-AHSC-5321 - VERSION : 2

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes in their final form (GCC 2526 5 D4). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development, School of Graduate Studies,
Graduate Curriculum Committee, 13 Apr 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Mar 2026

Focusing on the Graduate Diploma in Youth Work, this dossier involves changing prerequisites for certain courses to allow them to be taken concurrently (changes to AHSC 520, 540). Admission requirements are also adjusted to indicate the police checks may be required (over the current “is required”), as not all placements necessary require this.

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

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 10 Apr 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Mar 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Mar 2026

Approved by:

Rosemary Reilly, Chair, Applied Human Sciences,
Department Council Committee, 25 Jan 2024

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
AHSC 520 Psychoeducation and Youth Work Ethics in Practice Change										
AHSC 540 Mental Health and Addictions: Youth Work Perspectives, Policies and Practices Change										

Regulation Changes:

- Admission Requirements Change
- Additional Admission Requirements Change

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Youth Work Curriculum Changes

Calendar Section Name: Admission Requirements
Calendar Section Type: Regulation
Description of Change: Admission Requirements Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2026/2027/Fall
Type of change: Regulation Change

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Graduate Diploma > Youth Work Graduate Diploma

Present Text calendar	Proposed Text
Admission Requirements	Admission Requirements
- Bachelor’s degree with a minimum GPA of 3.00. - Prerequisites at the undergraduate level include at least three credits in adolescent development and three credits in social science research methods. - Evidence of some volunteer or work experience with children or youth is required. - Candidates must be aware that a Police Check ~~is~~ required ~~prior to an~~ internship ~~placement.~~ - **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.	- Bachelor’s degree with a minimum GPA of 3.00. - Prerequisites at the undergraduate level include at least three credits in adolescent development and three credits in social science research methods. - Evidence of some volunteer or work experience with children or youth is required. - Candidates must be aware that a Police Check may be required by their internship site. - **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

Rationale:
Changing police checks for candidates "is required" to "may be required" is because not all placements require police checks.

Resource Implications:
None.

D1

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Youth Work Curriculum Changes

Calendar Section Name: Additional Admission Requirements
Calendar Section Type: Regulation
Description of Change: Additional Admission Requirements Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2026/2027/Fall
Type of change: Regulation Change

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Graduate Diploma > Youth Work Graduate Diploma

Present Text calendar	Proposed Text
Additional Admission Requirements	Additional Admission Requirements
~~Additional requirements include two letters of recommendation, and both a letter of intent and interview.~~	

Rationale:

Procedural text is removed as this is better placed on the admissions website.

Note to calendar coordinator - please remove heading (and section).

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Youth Work Curriculum Changes

Calendar Section Name: AHSC 520
Calendar Section Type: Course
Description of Change: AHSC 520 Psychoeducation and Youth Work Ethics in Practice Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Applied Human Sciences Courses > Youth Work Graduate Diploma Courses > Youth Work Graduate Diploma Required Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
AHSC 520 Psychoeducation and Youth Work Ethics in Practice (3 credits)	AHSC 520 Psychoeducation and Youth Work Ethics in Practice (3 credits)
Prerequisites:	*Prerequisites:*
	The following courses must be completed previously or concurrently: AHSC 522 ; AHSC 525 .
Description :	*Description :*
This course provides an introduction to applied ethics in youth work with a focus on the Code of Ethics of the Ordre des psychoéducateurs et psychoéducatrices du Québec. It also reviews the policy, legislative and organizational contexts of the practice of psychoeducation and youth work, and considers the ways in which models of ethical decision making inform practice. Topics include confidentiality and information sharing in inter-professional contexts, balancing issues of control, empowerment and education, developing critical reflexivity, and appreciating the complexities and dilemmas inherent in youth work practice.	This course provides an introduction to applied ethics in youth work with a focus on the Code of Ethics of the Ordre des psychoéducateurs et psychoéducatrices du Québec. It also reviews the policy, legislative and organizational contexts of the practice of psychoeducation and youth work, and considers the ways in which models of ethical decision making inform practice. Topics include confidentiality and information sharing in inter-professional contexts, balancing issues of control, empowerment and education, developing critical reflexivity, and appreciating the complexities and dilemmas inherent in youth work practice.
Component(s):	*Component(s):*
Seminar ; Workshop	Seminar ; Workshop
Notes :	*Notes :*

Rationale:

We are proposing to adjust the prerequisites and corequisites for AHSC 520 Psychoeducation and Youth Work Ethics in Practice, which is a required core courses in the Graduate Diploma in Youth Work program. The proposed change is to identify AHSC 522 and AHSC 525, core courses in the Youth Work program, as required prerequisites/corequisites for AHSC 520.

Resource Implications:
None.

D3

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Youth Work Curriculum Changes

Calendar Section Name: AHSC 540
Calendar Section Type: Course
Description of Change: AHSC 540 Mental Health and Addictions: Youth Work Perspectives, Policies and Practices Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Applied Human Sciences Courses > Youth Work Graduate Diploma Courses > Youth Work Graduate Diploma Required Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
AHSC 540 Mental Health and Addictions: Youth Work Perspectives, Policies and Practices (3 credits)	AHSC 540 Mental Health and Addictions: Youth Work Perspectives, Policies and Practices (3 credits)
Prerequisites:	*Prerequisites:*
The following course must be completed ~~previously:~~ AHSC 525 .	The following course must be completed previously or concurrently: AHSC 525 .
Description :	*Description :*
This course explores the precursors, presentations, nature and impacts of mental health concerns and addictions for youth, their families, and within communities. Students have the opportunity to develop, and apply within the classroom, knowledge and skills related to addictions and mental illness prevention, assessment and intervention, and mental health promotion. Topics include an introduction to adolescent psychopathology; diagnosis, assessment, and current policy and practices in relation to the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM); the uses of standardized testing to evaluate adaptation; psychopharmacology; suicide; evidence-based and alternative treatment interventions (e.g., psychoeducational approaches; dialectical behaviour therapy);ethical and legislative considerations; and the roles/responsibilities of youth workers in the inter-professional and community care of adolescents with mental health and/or addictions concerns.	This course explores the precursors, presentations, nature and impacts of mental health concerns and addictions for youth, their families, and within communities. Students have the opportunity to develop, and apply within the classroom, knowledge and skills related to addictions and mental illness prevention, assessment and intervention, and mental health promotion. Topics include an introduction to adolescent psychopathology; diagnosis, assessment, and current policy and practices in relation to the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM); the uses of standardized testing to evaluate adaptation; psychopharmacology; suicide; evidence-based and alternative treatment interventions (e.g., psychoeducational approaches; dialectical behaviour therapy);ethical and legislative considerations; and the roles/responsibilities of youth workers in the inter-professional and community care of adolescents with mental health and/or addictions concerns.
Component(s):	*Component(s):*
Seminar ; Workshop	Seminar ; Workshop
Notes :	*Notes :*

Rationale:

We are proposing to adjust the prerequisites and corequisites for AHSC 540 Mental Health and Addictions: Youth Work Perspectives, Policies and Practices, which is a required core courses in the Graduate Diploma in Youth Work program. Originally scheduled in the Winter term,

AHSC 540 is now offered in the Fall term. Therefore, students complete AHSC 540 and AHSC 525 concurrently, not previously. The proposed change is to identify AHSC 525 as a corequisite instead of a prerequisite.

Resource Implications:

None.

Impact Report

Programs

Youth Work Graduate Diploma

Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Applied Human Sciences Programs -> Graduate Diploma -> Youth Work Graduate Diploma -> Degree Requirements

Source of Impact

- AHSC 520
- AHSC 540

Graduate Program Regular Curriculum Change - AS-HKAP-6014 - VERSION : 3

Summary and Rationale for Changes

The Department of Health, Kinesiology, and Applied Physiology is modifying the following course title and description:

EXCI 612

We are proposing a change to the course name and description for EXCI 612 *Laboratory Techniques*. The revised title, *Advanced Research Methods and Related Issues in Health and Exercise Science*, and description are intended to accurately reflect the structure and content of the course as it is currently delivered. EXCI 612 is also offered at the PhD level under three topics courses (HEXS 810, HEXS 811, HEXS 812) that rotate annually, each focusing on distinct advanced modules: physiology, intervention, and population health. The previous description of EXCI 612 did not capture this rotational format or the breadth of topics now covered, which include molecular and systemic physiology, evidence-based rehabilitation protocols, and population health perspectives on exercise and physical activity. Updating the description ensures alignment with actual teaching practices, provides clarity for students, and maintains consistency with graduate program standards.

Resource Implications

None.

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes in their final form (GCC 2526 5 D5). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development, School of Graduate Studies,
Graduate Curriculum Committee, 13 Apr 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Feb 2026

For the MSc in Health and Exercise Science, this proposal includes a title and description change to course EXCI 612 from ‘Laboratory Techniques’. The new course title, ‘Advanced Research Methods and Related Issues in Health and Exercise Science”, and description changes better align with course objectives, teaching practices, and provides clarity for students.

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

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 10 Apr 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Feb 2026

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

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Feb 2026

Approved by:

Nancy St. Onge, Chair, Department of Health, Kinesiology, and Applied Physiology,
HKAP Department Council, 13 Feb 2026

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
EXCI 612 Advanced Research Methods and Related Issues in Health and Exercise Science Change			✎	✎						

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Health and Exercise Science MSc Change				✎			

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSc in Health and Exercise Science course change: EXCI 612

Calendar Section Name: Health and Exercise Science MSc
Calendar Section Type: Program
Description of Change: Health and Exercise Science MSc Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology
Program Name: Health and Exercise Science MSc
Program Type: Thesis
Degree: MSc

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Health, Kinesiology, and Applied Physiology Programs > Master/Magisteriate > Health, Kinesiology, and Applied Physiology MSc > Degree Requirements

Type of Change: Program Change

	Present Text calendar	**Proposed Text**
45 credits	Health and Exercise Science MSc	**45 credits** Health and Exercise Science MSc
	12 credits of coursework: EXCI 610 Statistics and Research Design (3) EXCI 612 ~~Laboratory Techniques~~ (3) EXCI 624 Special Topics Seminar (3) EXCI 626 Thesis Proposal (3)	12 credits of coursework: EXCI 610 Statistics and Research Design (3) EXCI 612 Advanced Research Methods and Related Issues in Health and Exercise Science (3) EXCI 624 Special Topics Seminar (3) EXCI 626 Thesis Proposal (3)
	33 Thesis (one of the following courses): EXCI 670 Thesis (33) EXCI 680 Thesis (Athletic Therapy) (33) EXCI 690 Thesis (Clinical Exercise Physiology) (33)	33 Thesis (one of the following courses): EXCI 670 Thesis (33) EXCI 680 Thesis (Athletic Therapy) (33) EXCI 690 Thesis (Clinical Exercise Physiology) (33)

Rationale:
This page is generated to indicate the EXCI 612 title change listed in this program.

Resource Implications:
None.

D1

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MSc in Health and Exercise Science course change: EXCI 612

Calendar Section Name: EXCI 612
Calendar Section Type: Course
Description of Change: EXCI 612 Advanced Research Methods and Related Issues in Health and Exercise Science Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Health, Kinesiology and Applied Physiology

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Health, Kinesiology, and Applied Physiology Courses > Health and Exercise Science MSc Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
EXCI 612 ~~Laboratory Techniques~~ (3 credits)	EXCI 612 Advanced Research Methods and Related Issues in Health and Exercise Science (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~The~~ course ~~provides a theoretical awareness~~ of measurement ~~principles~~ and ~~offers practical experience in applying techniques common to advanced research methodologies in~~ exercise science. The ~~potential topics~~ to ~~be covered are geared towards~~ the ~~requirements of the individual in the areas of exercise physiology~~ and ~~athletic therapy. These may include such topics as data acquisition~~ and ~~analysis, electromyography, blood flow~~ methodologies, ~~spectrophotometry, pulmonary gas exchange, motion analysis,~~ and ~~tissue histochemistry.~~	This course focuses on the critical evaluation of study designs, research methods, and measurement approaches across diverse topics of health and exercise science. The course objectives include critically analyzing and discussing current literature, development of skills to evaluate the rigour, strengths, and limitations of research protocols and methodologies, and interpreting evidence of contemporary issues in the field.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Equivalent Courses : This course may be cross-listed with HEXS 810 , HEXS 811 or HEXS 812 .	**Equivalent Courses :** This course may be cross-listed with HEXS 810 , HEXS 811 or HEXS 812 .

Rationale:
The course title and description is modified to better align with topics courses offered at the PhD level, HEXS 810, 811, or 812.

Resource Implications:
None.

D2

Impact Report

Programs

Health and Exercise Science MSc

Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Health, Kinesiology, and Applied Physiology Programs -> Master/Magisteriate -> Health, Kinesiology, and Applied Physiology MSc -> Degree Requirements

Source of Impact

- EXCI 612

Regulations

Additional Degree Requirements

Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Health, Kinesiology, and Applied Physiology Programs -> Master/Magisteriate -> Health, Kinesiology, and Applied Physiology MSc

Source of Impact

- EXCI 612

EXCI 612: Advanced Research Methods and Related Issues in Health and Exercise Science
This course focuses on the critical evaluation of study designs, research methods, and measurement approaches. Across diverse topics of health and exercise science, course objectives include critically analyzing and discussing current literature, development of skills to evaluate the rigour, strengths, and limitations of research protocols and methodologies, and interpreting evidence of contemporary issues in the field.

Learning objectives

By the end of this course, students will be able to:

- Critically evaluate study designs, research methods, and measurement approaches used in health and exercise science research.
- Assess the rigour, strengths, limitations, and appropriateness of research protocols and methodologies for specific research questions.
- Communicate critical appraisal effectively and apply advanced research methods to the design and improvement of research studies conducted in the fields of health and exercise science.

Assessment

- Individual written assignment (25%)
- Individual Presentation (20%)
- Two group presentations (2 x 15%)
- Peer constructive feedback (10%)
- Active participation & engagement (15%)

Health, Kinesiology, and Applied Physiology MSc

Admission Requirements

- BSc in Exercise Science or related field of study, which includes Kinesiology, Physiology, Psychology, or Biology.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

Additional Admission Requirements

If an applicant has a degree in another area, their academic record is examined to determine if a core deficiency exists in the student's previous undergraduate background, otherwise qualified candidates may be required to take up to 12 undergraduate credits.

Applicants are selected on the basis of past academic record, letters of recommendation and relevance of proposed research to the expertise of the department. Enrolment in the Master's program is limited in part by the availability of research supervisors.

For certain kinds of research, a professional certification (e.g., CATA, FKQ, CSEP, or certification in other health related disciplines) could be an asset for acceptance into the program.

Degree Requirements

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

Please see the Health, Kinesiology, and Applied Physiology Courses page for course descriptions.

Health and Exercise Science MSc (45 credits)

12.0 credits of coursework:

- EXCI 610 Statistics and Research Design (3.00)
- EXCI 612 Advanced Research Methods and Related Issues in Health and Exercise Science (3.00)
- EXCI 624 Special Topics Seminar (3.00)
- EXCI 626 Thesis Proposal (3.00)

33.0 Thesis (one of the following courses):

- EXCI 670 Thesis (33.00)
- EXCI 680 Thesis (Athletic Therapy) (33.00)
- EXCI 690 Thesis (Clinical Exercise Physiology) (33.00)

Additional Degree Requirements

In addition to a written final thesis, a public oral examination is conducted to test the student's ability to defend the thesis.

Year I

Fall (6 credits): EXCI 610 (3 credits), EXCI 624 (3 credits)
Winter (6 credits): EXCI 612 (3 credits), EXCI 626 (3 credits)

Year II
33 credits: EXCI 670 (33 credits) or EXCI 680 (33 credits) or EXCI 690 (33 credits)

Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations. Program Specific Requirements. Students must obtain an assessment grade point average (AGPA) of 2.70 based on a minimum of 6 credits.
2. **Residence.** The minimum residence requirement is one year (three terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Students are encouraged to complete the program within 2 years. Those who do not complete the MSc program within two years must submit a formal request for an extension to the Graduate Program Director before they can maintain their registration in the program. Students who exceed a two-year time period may not be guaranteed funding. Part-time students may apply to the program based on the availability of faculty supervisors. It is recommended that part-time students complete the degree within 5 years. Please refer to the Academic Regulations for further details regarding the Time Limits.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.
5. **Progress Report.** Each student's progress is formally evaluated by the student's thesis supervisor every six months and a report submitted to the Graduate Program Director.

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Graduate Program Regular Curriculum Change - AS-RELI-5917 - VERSION : 5

Summary and Rationale for Changes

The **Department of Religions and Cultures** is proposing a curriculum revision for the following reasons:

1. to streamline students' progress through the doctoral program;
2. to improve times to completion;
3. to make the program more agile and flexible, especially in light of rapidly dwindling resources;
4. to align with standards in similar programs in FAS, including INDI, Sociology and Anthropology, History, and Political Science;
5. to align with the parallel programs of our partners in the conjoint PhD, the Département des sciences religieuses of the Université du Québec à Montréal and the Faculté de théologie et de sciences religieuses of the Université Laval, who are currently undergoing their own program revision exercises;
6. to increase the credits of the thesis to better reflect the workload to complete the thesis; and
7. to improve the calendar language and make it more concise.

Current Program

Our PhD Program in Religion has five official areas of concentration, though in practice two main areas: Judaic Studies and Religion.

The 90 required credits consist in the following:

Course Load: 30 credits

Mandatory courses: 12 credits (RELI 890, 891) in 2 courses of 6 credits each.
Elective courses: 18 credits (6 courses of 3 credits each).

Comprehensive examinations: 15 credits divided over three fields.

Thesis research and writing: 45 credits
There are currently no credits assigned to the Thesis Proposal

Proposed Changes

The two departmental concentrations of Judaic Studies and Religion will be maintained. Credits will be redistributed along the following lines:

Course Load: 18 credits

Mandatory courses: 6 credits: 2 courses with 3 credits each.
Elective courses: 12 credits (4 courses with 3 credits each).

Comprehensive examinations: 15 credits divided over three fields. (no changes)

Thesis Proposal: 3 credits.

Thesis research and writing: 54 credits

Details of proposed changes

1. Our students are currently required to take RELI 890 Joint Doctoral Seminar (6.00). This is an important component of the Joint Program we have with UQAM and ULaval. It has gone through

many reconfigurations in terms of content over its long course. It is offered every two years to PhD students from all three universities and is taught conjointly. The last three times it was offered (2021, 23, 25), the new formula included students' presentation and critique of important studies in their respective fields with in-class discussion, and presentation of one's own research at conferences (2021 & 23 at SQER; 2025 at AGIC). After much discussion with the GPDs in the other Universities, we have decided to change this course into a one term (3.00) joint seminar with the conference presentation as an integral part of it. The course is now designed specifically to survey theoretical and methodological approaches to the study of religion and is taught on a rotating basis. It is part of a regular teaching load and will weigh 3 credits and will be given a new 800 course number.
This course will be evaluated with a Pass/Fail grade, on the basis of satisfactory performance and participation during the seminar, the conference presentation, and the work leading to it.

2. 891 Religions and Cultures Doctoral Seminar (6.00) and 892 Judaic Studies (6.00) are courses required for concentrations in Religions and Cultures and Judaic Studies, respectively. They are dedicated to area studies' particular research methodologies, surveys, relevant technology, primary sources examinations, dictionaries, encyclopedia, and other key resources. These seminars are highly specialised in nature and are typically given by supervisors or experts in the relevant area. These will now weigh 3 credits and will be given new 800 course numbers. The credits are being reduced in order to move the credits to the Thesis (6 of these credits) to better reflect the amount of work necessary to complete the thesis. The new courses will include the joint seminar, which the collaborating universities are reducing to 3 credits. The second course will be more specialized, and tailored to the specific project of the student. Based on experience, the course-based training that is needed is only two 3-credit courses, and the rest of the training is quite specific and happens in the course of working on the dissertation. The calendar text will be amended to list allowed substitutions when resource restrictions do not allow the department to mount these courses.
3. In order to streamline students' progress to complete their degree in a timely fashion, we have decided to diminish the number of elective credits from 18 to 12. The rationale for this change is that as the courses have become more targeted to the individual students' programs, it is possible to condense them into one semester. This is more time efficient and will help reduce times to completion, which are currently much too long. This will also facilitate students being able to begin their dissertation research sooner. This will give greater emphasis on research and thesis writing. For this reason, the section pertaining to research and writing will change from 45 to 54 credits.
4. Students in Religion at the doctoral level are expected to pursue a program of independent study and research in their chosen field. The overall composition of the Comprehensive Examinations (CE) will not change. They remain 15.00 credits, graded pass-fail, consisting of three exams followed by one oral examination which reviews these exams.
   The format of the primary comprehensive examinations consists in most cases, of a written exam or a publishable academic article length summarizing the state of the field under study.
5. In the current program, students do not get credits for the writing of their research proposal even though it is an extensive and detailed piece of work. In the revised curriculum, they will receive 3.00 credits.

Justification

The following is a proposed hypothetical timeline for completion under the revised curriculum.

Year	Term 1	Term 2	Term 3
1	3 credits Required course 6 credits electives	3 credits Joint Seminar 6 credits electives	Prepare for Major Field Comps; complete coursework if not done already
2	First Comprehensive Examination (C.E.), Major Field Comps Preparations	First C. E. and preparations for 2nd C.E. Begin research for proposal	2nd C.E. Preparations for 3rd C.E. Continue work on research for proposal
3	3rd C.E. and Oral examination 3 credits Thesis Proposal to be submitted within three months after the Oral C.E.	Beginning of research	Research
4-5	Research, writing, submission of 1st Draft, and revisions	Submission of final draft & defense for Spring graduation	

Changes to the content of course work will streamline student progress through the program by allowing students to complete all of the course work in the Year 1 and facilitate the transition to completion of Major and Sub-field examinations in Year 2. We expect student to complete the Oral part of the Comps early during the first term of Year 3 and to complete the Thesis Proposal in the same Semester. In the middle of Year 3, they thus proceed to research and writing in earnest.

The following table compares the current program to the proposed revised program:

Current program	Proposed changes
12 credits 890 & 891	6 credits combined 890 & 891
18 credits six elective courses	12 credits four elective courses
15 credits C.E.	15 credits C.E.
	3 credits thesis proposal
45 credit thesis	54 credit thesis
total 90 credits	total 90 credits

Joint Doctoral Program with UQAM and Université Laval.

Our program has been operating *in tandem* with the Départements des sciences religieuses of UQAM and ULaval for a number of years now. Any changes involve our GPD informing the GPDs of the respective institutions. Both collaborating departments are also in the process of making changes to their program and we have been in continual contact when elaborating our curriculum changes. The goal is to have similar programs requirements in all three departments of the collaborating universities.

Resource Implications

None.

Graduate Program Regular Curriculum Change - AS-RELI-5917 - VERSION : 5

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 5 D6). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development, School of Graduate Studies, Graduate Curriculum Committee, 13 Apr 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs, Faculty Curriculum Committee, 18 Dec 2025

This proposal involves modifying outdated text to better align with the thematic organization of the courses. The credit structure of the PhD in Religion program is modified. RELI 890 *Doctoral Seminar* (6 credits) is replaced by RELI 893 *Joint Doctoral Seminar* (3 credits); RELI 891 *Religions and Cultures Doctoral Seminar* (6 credits) and RELI 892 *Judaic Studies Doctoral Seminar* (6 credits) are also reduced to 3 credits under RELI 891 *Joint Doctoral Seminar* and RELI 894 *Methods in the Study of Religion* allowing for a more weighting and workload aimed at the thesis dissertation. The new RELI 895 *Thesis Proposal* is added to provide recognition of research and proposal writing experience to the program (which is provided in the current structure but without acknowledgement or credit). The *Doctoral Thesis*, RELI 896, is increased from 45 to 54 credits to better reflect the workload and student's preparation for the dissertation. The number of directed reading courses are also modified to from 18 credits to 12 to allow for adjustments to the thesis and allow for more time preparing for the doctoral thesis.

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

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 10 Apr 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 18 Dec 2025

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

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Richard Courtemanche, Associate Dean, Academic Programs,
FAS Curriculum Committee, 18 Dec 2025

Approved by:

Naftali Cohn, Chair, Religions and Cultures,
Religions and Cultures Department Council, 26 Sep 2025

This proposal was also reviewed and approved by the Graduate Programs Committee on September 26, 2025.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
RELI 890 Doctoral Seminar Delete	⊗	⊗	⊗	⊗	⊗		⊗	⊗	⊗	
RELI 891 Religions and Cultures Doctoral Seminar Delete	⊗	⊗	⊗		⊗		⊗	⊗	⊗	
RELI 892 Judaic Studies Delete	⊗	⊗	⊗		⊗		⊗	⊗	⊗	
RELI 893 Joint Doctoral Seminar New	★	★	★	★	★	★	★	★	★	
RELI 894 Methods in the Study of Religion New	★	★	★	★	★	★	★	★	★	
RELI 895 Thesis Proposal New	★	★	★	★		★	★	★	★	
RELI 896 Thesis New	★	★	★	★		★	★	★	★	

Program Changes:

	Suspend Admissions	Program Degree Type	Program Title Change	Program Require-ments	Change to Program Type	Change to Total Credit	Change to Primary Campus

		Change		Change		Value of Program	
Religion PhD Change							

Regulation Changes:

- Program Change
- Additional Admission Requirements Change
- Additional Degree Requirements Change

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

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

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Type of change: Regulation Change

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Religions and Cultures Programs > Doctor/Doctorate > Religion PhD

Present Text calendar	Proposed Text
Program	Program
This degree is offered conjointly with the Département des sciences religieuses of the Université du Québec à Montréal and the Faculté de théologie et de sciences religieuses of the Université Laval. ~~There are five~~ areas of ~~concentration: theories of religion, history of religions, contemporary religious phenomena,~~ Judaic ~~studies, and comparative religion and ethics.~~ A student chooses to register in one of the three universities on the ~~basis of the~~ match between faculty expertise and the ~~student's specialization,~~ and is subject to that ~~university's~~ regulations. Each student is graduated by the university of their registration. The joint degree provides a context for collaboration between the three departments, with some exchange of faculty for teaching and direction. There are two required doctoral ~~seminars~~ one of which is common to students at all three universities in alternate years.	This degree is offered conjointly with the Département des sciences religieuses of the Université du Québec à Montréal and the Faculté de théologie et de sciences religieuses of the Université Laval. The two main areas of concentration are: Religion and Judaic Studies. A student chooses to register in one of the three universities based on the match between faculty expertise and the student's specialization and is subject to that university's regulations. Each student is graduated by the university of their registration. The joint degree provides a context for collaboration between the three departments, with some exchange of faculty for teaching and direction. There are two required doctoral seminars, one of which is common to students at all three universities in alternate years.
The doctoral program in Religion at Concordia places strong emphasis on ~~a comparative approach.~~ The ~~comparative~~ study of ~~religion incorporates a number of different but related inquiries, including: examination of the inter-relations between religious beliefs and practices; analysis of~~ religions ~~as social~~ and ~~cultural phenomena and of~~ cultures ~~and societies insofar as they have been influenced~~ by ~~religious traditions;~~ study of ~~inter-relations between religions~~ and ~~human values; investigation of religious ethics;~~ as well as ~~analysis of social issues from the perspective of religious values. These studies are comparative insofar as particular expressions of religions~~ and ~~ethics~~ are ~~viewed as unique but historically situated realities which often can best be understood by making formal or informal comparisons with other comparable realities.~~	The doctoral program in Religion at Concordia places strong emphasis on research, critical analysis, and original contributions to the discipline. The field within the study of religions and cultures upon which a student may choose to focus can be selected from among those researched by our faculty members, including the study of Buddhism, Hindu traditions, Christianity, Judaism, Islam, New Religious Movements, and secularisms, over various historical periods and geographic regions. The program emphasizes ethnography, historiography, post- and decolonial studies, literary analysis, and feminist and queer theory. Individually tailored supervision, as well as opportunities for professional development and training are offered.
~~Although the requirements are fundamentally the same in all~~	

Present Text calendar	Proposed Text
~~three universities, the remainder of this section applies only to students registered at Concordia.~~	

Rationale:

The concentration of Religion includes all of these areas. To separate religious traditions as larger concentrations is an outdated way of organizing the discipline, and the broader category is more appropriate. This shift to one broad category also matches the shift in the way we organize our courses, based on theme. At the same time, Judaic Studies is a distinct field, and a well-established program with a long history at the University that we believe it is important to maintain. Also, PhD graduates who will seek jobs in this field benefit from having the specialization of Judaic Studies noted.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: Additional Admission Requirements
Calendar Section Type: Regulation
Description of Change: Additional Admission Requirements Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Type of change: Regulation Change

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Religions and Cultures Programs > Doctor/Doctorate > Religion PhD

Present Text calendar	Proposed Text
Additional Admission Requirements	Additional Admission Requirements
The Department will consider the application of students to the PhD program for entry without completion of the master's degree if the following requirements are met: - the student has completed 18 credits of graduate level course work in Religion with high standing; - the student is recommended by full-time members of the faculty of the Department of Religions and Cultures; - the student has acquired a breadth of knowledge in the study of Religion through course work or scholarly or professional experience; - the student has demonstrated ~~her or his~~ ability to do independent graduate-level research in religious studies, and has demonstrated the ability to produce an original analysis of ~~her/his~~ research (in the form of research papers, conference papers, or publications); - the student has a well-formed and focused research plan that will serve as a basis for ~~her/his~~ doctoral research.	The Department will consider the application of students to the PhD program for entry without completion of the master's degree if the following requirements are met: - the student has completed 18 credits of graduate level course work in Religion with high standing; - the student is recommended by full-time members of the faculty of the Department of Religions and Cultures; - the student has acquired a breadth of knowledge in the study of Religion through course work or scholarly or professional experience; - the student has demonstrated their ability to do independent graduate-level research in religious studies, and has demonstrated the ability to produce an original analysis of their research (in the form of research papers, conference papers, or publications); - the student has a well-formed and focused research plan that will serve as a basis for their doctoral research.
Transfer Credits. See Transfer Credits in Graduate Admissions section.	**Transfer Credits.** See Transfer Credits in Graduate Admissions section.

Rationale:
Minor editorial changes applied for calendar consistency.

Resource Implications:
None.

D3

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: Religion PhD
Calendar Section Type: Program
Description of Change: Religion PhD Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures
Program Name: Religion PhD
Program Type: Thesis
Degree: PhD

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Religions and Cultures Programs > Doctor/Doctorate > Religion PhD > Degree Requirements

Type of Change: Program Change

	Present Text calendar		**Proposed Text**
90 credits	Religion PhD	**90 credits**	Religion PhD
	6 credits: RELI ~~890~~ Doctoral Seminar ~~(6)~~		6 credits: RELI 893 Joint Doctoral Seminar (3) RELI 894 Methods in the Study of Religion (3)
	~~6 credits chosen from the Seminar of Specialization:~~ RELI ~~891 Religions and Cultures Doctoral Seminar (6)~~ ~~RELI 892 Judaic Studies (6)~~		12 credits of Directed Reading Courses, offered according to the resources of the department and the needs of the students, chosen from the following lists: Topics in Judaic Studies (PhD)
	~~Religion PhD students should enrol in either RELI 891 or RELI 892~~ ~~, according to their specialization,~~ in the ~~first or second or equivalent year~~ of ~~the program.~~		Topics in Religions and Cultures (PhD) Note: Some of the courses at the Master of Arts level are open to PhD candidates, with the requirement of additional work and higher standards of performance.
	~~18~~ credits of Directed Reading Courses, offered according to the resources of the department and the needs of the students, chosen from the following lists: ~~PhD Topics~~ in Judaic Studies (PhD)		15 credits: RELI 860 Doctoral Comprehensive Examination (15)
	Topics in Religions and Cultures (PhD) Note: Some of the courses at the Master of Arts level are open to PhD candidates, with the requirement of additional work and higher standards of performance.		3 credits: RELI 895 Thesis Proposal (3)
	15 credits: RELI 860 Doctoral Comprehensive Examination (15)		54 credits: RELI 896 Doctoral Thesis (54)
	~~45~~ credits: RELI ~~870~~ Doctoral Thesis ~~(45)~~		

Rationale:

RELI 890 Doctoral Seminar 6 (credits) is replaced by a 3-credit course RELI 893 Joint Doctoral Seminar. This is being shortened to 3 credits for all the reasons outlined above.

RELI 891 Religions and Cultures Doctoral Seminar (6 credits) and the alternative RELI 892 Judaic Studies Doctoral Seminar (6 credits) are being shifted to more specialized training, determined by the supervisor, and shortened to 3 credits to shift the credit load and workload to the Dissertation, as described above.

We are adding RELI 895 Thesis Proposal to give credit for the process of researching and writing a proposal, something that has already been happening without giving credit.

RELI 896 Doctoral Thesis, is being adjusted, an increase of 9 credits, to formalize a shift of the workload that has already begun in practice, and to ensure that an appropriate amount of the student's time in the program is devoted to the dissertation.

We are reducing the number of directed reading courses as well, to shift the amount of time devoted to training to direct work on the doctoral thesis.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: Additional Degree Requirements
Calendar Section Type: Regulation
Description of Change: Additional Degree Requirements Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Type of change: Regulation Change

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Religions and Cultures Programs > Doctor/Doctorate > Religion PhD

Present Text calendar	Proposed Text
Additional Degree Requirements	Additional Degree Requirements
Doctoral Seminars. All candidates must register for RELI ~~890~~ in their first or second or equivalent year of study.	**Doctoral Seminars.** All candidates must register for RELI 893 and RELI 894 in their first or second or equivalent year of study.
~~In the first or second or equivalent year of the program, the student will register as well for one of the following seminars according to their specialization: RELI 891 or RELI 892 .~~	
Courses. A student is required to register for a minimum of ~~18~~ credits of directed reading. These courses are offered according to the resources of the department and the needs of the students. They are grouped into ~~PhD~~ Topics in Religions and Cultures ~~and PhD Topics in Judaic Studies~~ . Some of the courses at the Master of Arts level are open to PhD candidates, with the requirement of additional work and higher standards of performance.	**Courses.** A student is required to register for a minimum of 12 credits of directed reading. These courses are offered according to the resources of the department and the needs of the students. They are grouped into Topics in Judaic Studies (PhD) and Topics in Religions and Cultures (PhD) . Some of the courses at the Master of Arts level are open to PhD candidates, with the requirement of additional work and higher standards of performance.
Language Requirement. Students must achieve an acceptable command of the classical and/or modern languages appropriate to their area of specialization. Specific requirements in terms of numbers of years of study and examinations or other demonstrations of competence are established in consultation with the Graduate Program Director and the thesis supervisor. Students are also expected to be proficient in the language or languages of the primary sources relevant to their thesis research. ~~All Canadian students are required to demonstrate a working knowledge of both English and French.~~	**Language Requirement.** Students must achieve an acceptable command of the classical and/or modern languages appropriate to their area of specialization. Specific requirements in terms of numbers of years of study and examinations or other demonstrations of competence are established in consultation with the Graduate Program Director and the thesis supervisor. Students are also expected to be proficient in the language or languages of the primary sources relevant to their thesis research.

Rationale:

Changes to the content of course work will streamline student progress through the program by allowing students to complete all of the course work in the Year 1 and facilitate the transition to completion of Major and Sub-field examinations in Year 2. We expect student to complete the Oral part of the Comps early during the first term of Year 3 and to complete the Thesis Proposal in the same Semester. In the middle of Year 3,

they thus proceed to research and writing in earnest.

Defined groups are retagged for calendar consistency and accuracy.

The language requirement is removed as this standard statement appears elsewhere in the calendar.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: RELI 890
Calendar Section Type: Course
Description of Change: RELI 890 Doctoral Seminar Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religion PhD Courses > Required Courses (Religion PhD)

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~RELI 890 Doctoral Seminar~~ (~~6~~ credits)	
Prerequisites:	*Prerequisites:*
~~Enrolment in the Religion PhD is normally required.~~	
Description :	*Description :*
~~This seminar will deal with general and methodological issues in the study of religion.~~	
Component(s):	*Component(s):*
~~Seminar~~	
Notes :	*Notes :*
Language of instruction : ~~Discussion and readings will be both in English and in French.~~	**Language of instruction :**
Other note : ~~All PhD students must register for this course in their first or second or equivalent year of study. This course will be held in common with UQAM and Université Laval.~~	**Other note :**

Rationale:
This course is being replaced by two three credit courses (RELI 893 and RELI 894).

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: RELI 891
Calendar Section Type: Course
Description of Change: RELI 891 Religions and Cultures Doctoral Seminar Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religion PhD Courses > Required Courses (Religion PhD)

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~RELI 891 Religions and Cultures Doctoral Seminar~~ (~~6~~ credits)	
Prerequisites: ~~Enrolment in the Religion PhD, Religions and Cultures Specialization is required.~~	*Prerequisites:*
Description :	*Description :*
Component(s): ~~Seminar~~	*Component(s):*
Notes :	*Notes :*
Equivalent Courses : ~~All PhD students must register for this course in their first or second or equivalent year of study.~~	**Equivalent Courses :**

Rationale:

RELI 891 Religions and Cultures Doctoral Seminar (6.00) and RELI 892 Judaic Studies (6.00) are courses required for concentrations in Religions and Cultures and Judaic Studies, respectively. They are dedicated to area studies' particular research methodologies, surveys, relevant technology, primary sources examinations, dictionaries, encyclopedia, and other key resources. These seminars are highly specialised in nature and are typically given by supervisors or experts in the relevant area. These will now weigh 3 credits and will be given new 800 course numbers.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: RELI 892
Calendar Section Type: Course
Description of Change: RELI 892 Judaic Studies Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religion PhD Courses > Required Courses (Religion PhD)

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~RELI~~ ~~892~~ ~~Judaic Studies~~ (~~6~~ credits)	
Prerequisites:	*Prerequisites:*
~~Enrolment in the Religion PhD , Judaic Studies Specialization is required.~~	
Description :	*Description :*
Component(s):	*Component(s):*
~~Seminar~~	
Notes :	*Notes :*
Other note : ~~All PhD students must register for this course in their first or second or equivalent year of study.~~	**Other note :**

Rationale:

RELI 891 Religions and Cultures Doctoral Seminar (6.00) and RELI 892 Judaic Studies (6.00) are courses required for concentrations in Religions and Cultures and Judaic Studies, respectively. They are dedicated to area studies' particular research methodologies, surveys, relevant technology, primary sources examinations, dictionaries, encyclopedia, and other key resources. These seminars are highly specialised in nature and are typically given by supervisors or experts in the relevant area. These will now weigh 3 credits and will be given new 800 course numbers.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: RELI 893
Calendar Section Type: Course
Description of Change: RELI 893 Joint Doctoral Seminar New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religion PhD Courses > Required Courses (Religion PhD)

Type of Change: New Course

Present Text calendar	Proposed Text
	RELI 893 Joint Doctoral Seminar (3 credits)
Prerequisites:	*Prerequisites:*
	Enrolment in the Religion PhD is required.
Description :	*Description :*
	This seminar deals with general and methodological issues in the study of religion.
Component(s):	*Component(s):*
	Seminar
Notes :	*Notes :*
Other note :	**Other note :** Discussion and readings are in both in English and French. All PhD students must register for this course in their first or second or equivalent year of study. This course is held conjointly with UQAM and Université Laval.

Rationale:
Our students are currently required to take RELI 890 Joint Doctoral Seminar (6.00). This is an important component of the Joint Program we have with UQAM and ULaval. It has gone through many reconfigurations in terms of content over its long course. It is offered every two years to PhD students from all three universities and is taught conjointly. The last three times it was offered (2021, 23, 25), the new formula included students' presentation and critique of important studies in their respective fields with in-class discussion, and presentation of one's own research at conferences (2021 & 23 at SQER; 2025 at AGIC). After much discussion with the GPDs in the other Universities, we have decided to change this course into a one term (3.00) joint seminar with the conference presentation as an integral part of it. The course is now designed specifically to survey theoretical and methodological approaches to the study of religion and is taught on a rotating basis. It is part of a regular teaching load and will weigh 3 credits and will be given a new 800 course number.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: RELI 894
Calendar Section Type: Course
Description of Change: RELI 894 Methods in the Study of Religion
New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religion PhD Courses > Required Courses (Religion PhD)

Type of Change: New Course

Present Text calendar	Proposed Text
	RELI 894 Methods in the Study of Religion (3 credits)
Prerequisites:	*Prerequisites:*
	Enrolment in the Religion PhD .
Description :	*Description :*
	This course for the doctoral program focuses on methods used in the student's field of specialization.
Component(s):	*Component(s):*
	Seminar
Notes :	*Notes :*
Other note :	**Other note :** All PhD students must register for this course in their first or second or equivalent year of study.

Rationale:

RELI 891 Religions and Cultures Doctoral Seminar (6.00) and RELI 892 Judaic Studies (6.00) are courses required for concentrations in Religions and Cultures and Judaic Studies, respectively. They are dedicated to area studies' particular research methodologies, surveys, relevant technology, primary sources examinations, dictionaries, encyclopedia, and other key resources. These seminars are highly specialised in nature and are typically given by supervisors or experts in the relevant area. These will now weigh 3 credits and will be given new 800 course numbers. Substitutions for RELI 894 Methods in the Study of Religion will be allowed, subject to the approval of the GPD.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: RELI 895
Calendar Section Type: Course
Description of Change: RELI 895 Thesis Proposal New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religion PhD Courses > Required Courses (Religion PhD)

Type of Change: New Course

Present Text calendar	Proposed Text
	RELI 895 Thesis Proposal (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
	The thesis proposal is normally submitted within three months of the successful completion of the Comprehensive Examinations. It provides a description of the research topic and an outline of the research plan. It demonstrates the theoretical and substantive significance of the project, its contribution to academic scholarship, as well as its feasibility in terms of the candidate's skills. It includes an abstract, preliminary review of the field, description of methodology, timeline, and bibliography.
Component(s):	*Component(s):*
	Thesis Research
Notes :	*Notes :*
Non-standard assessment note :	**Non-standard assessment note :** This course is graded on a pass/fail basis.

Rationale:

In the current program, students do not get credits for the writing of their research proposal even though it is an extensive and detailed piece of work. In the revised curriculum, they will receive 3.00 credits.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: PhD changes

Calendar Section Name: RELI 896
Calendar Section Type: Course
Description of Change: RELI 896 Thesis New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religion PhD Courses > Required Courses (Religion PhD)

Type of Change: New Course

Present Text calendar	Proposed Text
	RELI 896 Doctoral Thesis (54 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* Doctoral students must submit a thesis based on their research and defend it in an oral examination. A doctoral thesis should be based on extensive research or research creation and make an original contribution to scholarly knowledge.
Component(s):	*Component(s):* Thesis Research
Notes :	*Notes :*
Non-standard assessment note :	**Non-standard assessment note :** This course is graded on a pass/fail basis.

Rationale:

In order to streamline students' progress to complete their degree in a timely fashion, we have decided to diminish the number of elective credits from 18 to 12. This will give greater emphasis on research and thesis writing. For this reason, the section pertaining to research and writing will change from 45 to 54 credits.

Resource Implications:
None.

Impact Report

Programs

Religion PhD
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Religions and Cultures Programs -> Doctor/Doctorate -> Religion PhD -> Degree Requirements
Source of Impact

- RELI 890
- RELI 891
- RELI 892

Courses

RELI 893 Joint Doctoral Seminar New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Religions and Cultures Courses -> Religion PhD Courses -> Required Courses (Religion PhD)
Source of Impact

- Religion PhD

RELI 894 Methods in the Study of Religion New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Religions and Cultures Courses -> Religion PhD Courses -> Required Courses (Religion PhD)
Source of Impact

- Religion PhD

RELI 895 Thesis Proposal New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Religions and Cultures Courses -> Religion PhD Courses -> Required Courses (Religion PhD)
Source of Impact

RELI 896 Thesis New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Religions and Cultures Courses -> Religion PhD Courses -> Required Courses (Religion PhD)
Source of Impact

Regulations

Additional Degree Requirements
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Religions and Cultures Programs -> Doctor/Doctorate -> Religion PhD
Source of Impact

- RELI 890
- RELI 891
- RELI 892

Joint programs
Graduate -> See Summer 2026 Graduate Calendar -> General information -> Thesis regulations
Source of Impact

- Religion PhD

Graduate Program Regular Curriculum Change - AS-THEO-6031 - VERSION : 2

Summary and Rationale for Changes

The Department of Theology is proposing changes to the MA in Theological Studies.

The changes include the deletion of THEO 604 and 605, leaving one methods course, THEO 603 *Methods* (THEO 603) course that combines elements from the previous THEO 603, THEO 604 *Theological Hermeneutics* and THEO 605 *Methods in Biblical Studies* courses. We concluded that the MA program placed too much emphasis on methodology. Requiring three methods courses proved excessive within a structure where students complete only six courses (thesis option) or nine courses (course-based option). The proposed revision will improve the overall student experience by streamlining program requirements, enabling more efficient completion of the MA, and allowing students to focus more directly on their research components (the thesis or research paper, depending on the chosen track). At the same time, this change responds to ongoing faculty retirements that began in Fall 2025 and are expected to continue in the coming years.

For the thesis option, the number of required and elective courses was reduced from 24 to 18 credits, while the thesis value was increased from 21 to 27 credits*. For the project option, the number of required and elective courses was reduced from 27 to 21 credits, while the research paper and applied project were increased from six to nine credits each.

*Increased credit weighting of thesis will provide:

1. Better alignment with actual workload
   In many programs, the thesis already requires substantially more time and effort than its formal credit value suggests. Raising it to 27 credits brings the official weighting closer to the real student workload (research, data collection, writing, revisions).
2. Stronger emphasis on research training
   A higher credit value signals that the program prioritizes independent research, critical thinking, and scholarly contribution—core objectives of a graduate degree.
3. Improved academic rigor and credibility
   Increasing thesis weight can strengthen the perceived rigor of the MA, making it more competitive and better aligned with research-intensive programs nationally and internationally.
4. Rebalancing coursework vs. research
   If coursework has been reduced (e.g., fewer methods courses), increasing thesis credits maintains overall program coherence by shifting emphasis from taught components to independent research.
5. Enhanced student focus and time allocation
   Students are more likely to dedicate adequate time and attention to the thesis when its credit value—and thus its importance for degree completion—is higher.
6. Better preparation for doctoral studies
   A more substantial thesis experience helps students build skills (argumentation, methodology application, sustained writing) that are essential for PhD-level work.
7. Supervisory justification
   Higher credit weighting can better reflect faculty supervision effort, which is often intensive but under-recognized in lower-credit thesis models.
8. Program differentiation
   A higher-credit thesis can distinguish the program as research-oriented, which may attract a different profile of applicants.

These changes will allow students to spend more time on their individual research or their individual research/applied project and to complete the MA in a timely fashion. These also permit adjusting to a smaller number of full-time faculty members.

Resource Implications

None.

Graduate Program Regular Curriculum Change - AS-THEO-6031 - VERSION : 2

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 5 D6). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development, School of Graduate Studies,
Graduate Curriculum Committee, 13 Apr 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Mar 2026

This proposal involves changes to the MA in Theological Studies (Thesis and Applied Project options). The Thesis option sees an increased credit weighting (from 21 to 27 credits). The project option sees elective courses reduce from 27 to 21 credits. The research paper and applied project are increased from six to nine credits each and the elective courses see a merging of THEO 604 and 605 into one consolidated THEO 603 Methods course. These changes will allow students to spend more time on their individual research or their individual research/applied project and to complete the MA in a timely fashion.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 10 Apr 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 20 Mar 2026

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

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
THEO 603 Methods Change			✎	✎		✎				
THEO 604 Theological Hermeneutics Delete	⊗	⊗	⊗	⊗			⊗	⊗	⊗	
THEO 605 Methods in Biblical Studies Delete	⊗	⊗	⊗	⊗			⊗	⊗	⊗	
THEO 6912 Research Paper New	★	★	★	★	★	★	★	★	★	
THEO 6922 Applied Project in Theology New	★	★	★	★	★	★	★	★	★	
THEO 698 Thesis New	★	★	★	★		★	★	★	★	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Theological Studies MA Option A: MA with Thesis Change		✎	
Theological Studies MA Option B: MA with Applied Project in Theology Change		✎	

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Theological Studies MA

Calendar Section Name: Theological Studies MA Option A: MA with Thesis
Calendar Section Type: Defined group
Description of Change: Theological Studies MA Option A: MA with Thesis Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Theological Studies Programs > Master/Magisteriate > Theological Studies MA > Degree Requirements > Theological Studies MA

Type of Change: Defined Group Change

	Present Text calendar		**Proposed Text**
45 credits	Theological Studies MA Option A: MA with Thesis	**45 credits**	Theological Studies MA Option A: MA with Thesis
	~~15~~ credits of Required Courses: THEO 603 ~~Method in Theology (3)~~ ~~THEO 604 Theological Hermeneutics (3)~~ ~~THEO 605~~ Methods ~~in Biblical Studies~~ (3) THEO 690 Annotated Bibliography and Thesis Proposal (6)		9 credits of Required Courses: THEO 603 Methods (3) THEO 690 Annotated Bibliography and Thesis Proposal (6)
	9 credits of Theology MA Elective Courses		9 credits of Theology MA Elective Courses
	~~21~~ credits: THEO ~~697~~ Thesis ~~(21)~~		27 credits: THEO 698 Thesis (27)

Rationale:

Course content from THEO 604 and 605 is moved to THEO 603 (retitled to *Methods)*. THEO 604 and 605 are removed from the MA program and from the course offerings. Students who were admitted under a previous version of the MA will be accommodated with alternate topics options to satisfy their degree requirements.

Due to a change in credit value, the thesis course is renumbered. THEO 698 (27 credits) replaces the previous THEO 697 (21 credits). THEO 697 will continue to be listed in the course offerings to allow students admitted in prior years to complete the older version of the thesis and satisfy their degree requirements.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Theological Studies MA

Calendar Section Name: Theological Studies MA Option B: MA with Applied Project in Theology
Calendar Section Type: Defined group
Description of Change: Theological Studies MA Option B: MA with Applied Project in Theology Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Arts and Science Programs > Theological Studies Programs > Master/Magisteriate > Theological Studies MA > Degree Requirements > Theological Studies MA

Type of Change: Defined Group Change

	Present Text calendar		**Proposed Text**
45 credits	Theological Studies MA Option B: MA with Applied Project in Theology	**45 credits**	Theological Studies MA Option B: MA with Applied Project in Theology
	~~9 credits of Required Courses:~~ THEO 603 ~~Method in Theology (3)~~ ~~THEO 604 Theological Hermeneutics (3)~~ ~~THEO 605~~ Methods ~~in Biblical Studies~~ (3)		3 credits: THEO 603 Methods (3)
	18 credits of Theology MA Elective Courses		18 credits of Theology MA Elective Courses
	~~18~~ credits: THEO 6910 Research Paper Preparation (3) THEO ~~6911~~ Research Paper ~~(6)~~ THEO 6920 Applied Project in Theology Preparation (3) THEO ~~6921~~ Applied Project in Theology ~~(6)~~		24 credits: THEO 6910 Research Paper Preparation (3) THEO 6912 Research Paper (9) THEO 6920 Applied Project in Theology Preparation (3) THEO 6922 Applied Project in Theology (9)

Rationale:

We concluded that the MA program placed too much emphasis on methodology. Requiring three methods courses proved excessive within a structure where students complete only six courses (thesis option) or nine courses (course-based option). The proposed revision will improve the overall student experience by streamlining program requirements, enabling more efficient completion of the MA, and allowing students to focus more directly on their research components (the thesis or research paper, depending on the chosen track).

Course content from THEO 604 and 605 is moved to THEO 603 (retitled to *Methods*). THEO 604 and 605 are removed from the MA program and from the course offerings. Students who were admitted under a previous version of the MA will be accommodated with alternate topics options to satisfy their degree requirements.

Due to a change in credit values, the research paper (6911) and applied project (6921) are provided new course numbers (6912 and 6922).

THEO 6911 and 6921 will remain active in the calendar to allow for students admitted in prior years to complete the older version of their research component and satisfy their degree requirements.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Theological Studies MA

Calendar Section Name: THEO 603
Calendar Section Type: Course
Description of Change: THEO 603 Methods Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Theological Studies Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
THEO 603 ~~Method in Theology~~ (3 credits)	THEO 603 Methods (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course introduces students to theological ~~method:~~ the questions, ~~insights,~~ and ~~philosophical presuppositions~~ that ~~determine~~ theological ~~frameworks with some attention~~ to ~~modern systematic theology~~ and ~~Christian ethics. Students acquire~~ a differentiated ~~appreciation for the types of theology, the scope~~ of ~~distinct~~ theological ~~fields,~~ and ~~their~~ research ~~horizons.~~	This course introduces students to the major methodological and interpretative frameworks that shape theological and biblical inquiry. It examines the philosophical presuppositions, questions, and research horizons that inform diverse types of theology, while also presenting the church as an interpretative community and surveying key historical development of theological hermeneutics from early Christianity to the present. In parallel, students are introduced to the principal tools and critical methods used in biblical studies and related ancient literature (to 600 CE). Through this combined focus, students develop a differentiated understanding of theological fields and acquire practical skills for rigorous textual analysis and scholarly research in theology and biblical studies.
Component(s):	*Component(s):*
Seminar	Seminar
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for THEO 604 or THEO 605 may not take this course for credit.

Rationale:

This course combines elements and content previously offered under THEO 603 *Method in Theology* (now retitled to *Methods)*, 604 *Theological Hermeneutics* and 605 *Methods in Biblical Studies.*

Students who were admitted under a previous version of the MA will be accommodated with alternate topics options to satisfy their degree requirements (related to the THEO 604 and THEO 605).

Resource Implications:
None.

D4

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Theological Studies MA

Calendar Section Name: THEO 604
Calendar Section Type: Course
Description of Change: THEO 604 Theological Hermeneutics Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Theological Studies Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~THEO 604 Theological Hermeneutics~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~This course introduces students to the notion of church as interpretative community, and to experience diverse ways of utilizing this notion. Students develop an understanding of the basic principles of theological hermeneutics (the science or theory of interpretation), including a survey of the history of the disciple from early times up to present day.~~	
Component(s):	*Component(s):*
~~Seminar~~	
Notes :	*Notes :*

Rationale:

The content of this course is moved to THEO 603 *Methods*.

THEO 604 and 605 are removed from the calendar. Students who were admitted under a previous version of the MA will be accommodated with alternate topics options to satisfy their degree requirements.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Theological Studies MA

Calendar Section Name: THEO 605
Calendar Section Type: Course
Description of Change: THEO 605 Methods in Biblical Studies
Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Theological Studies Courses

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~THEO 605 Methods in Biblical Studies~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~This course focuses on tools and methods employed in biblical studies and ancient literature related to the Bible (up to 600 CE). Synchronic and diachronic approaches are discussed but the course focuses primarily on diachronic methods (form and genre criticism, comparative method, etc.) Students are trained to develop skills in analyzing texts using biblical methods.~~	
Component(s):	*Component(s):*
~~Seminar~~	
Notes :	*Notes :*

Rationale:

The content of this course is moved to THEO 603 *Methods.*

THEO 604 and 605 are removed from the calendar. Students who were admitted under a previous version of the MA will be accommodated with alternate topics options to satisfy their degree requirements.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Theological Studies MA

Calendar Section Name: THEO 6912
Calendar Section Type: Course
Description of Change: THEO 6912 Research Paper New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Theological Studies Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	THEO 6912 Research Paper (9 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: THEO 6910 .
Description :	*Description :* This course allows students to complete a substantial research paper based on the proposal developed in THEO 6910. The paper may be prepared in conjunction with any seminar course but is separate from the basic course requirements, and it is approved by the supervisor and another faculty member.
Component(s):	*Component(s):* Research
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for THEO 6911 may not take this course for credit.
Non-standard assessment note :	**Non-standard assessment note :** This course is graded on a pass/fail basis.

Rationale:

Due to a change in credit value, this course is renumbered from THEO 6911 (6 credits) to THEO 6912 (9 credits).

Note to calendar coordinator: THEO 6911 *Research Paper Preparation* will remain active in the calendar to allow for students admitted in prior years to complete the older version of their research component and satisfy their degree requirements.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Theological Studies MA

Calendar Section Name: THEO 6922
Calendar Section Type: Course
Description of Change: THEO 6922 Applied Project in Theology
New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Theological Studies Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	THEO 6922 Applied Project in Theology (9 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: THEO 6920 .
Description :	*Description :* The aim of this course is to give students the opportunity to complete a written project based on THEO 6920 .
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for THEO 6921 may not take this course for credit.
Non-standard assessment note :	**Non-standard assessment note :** This course is graded on a pass/fail basis.

Rationale:

Due to a change in credit value, this course is renumbered from THEO 6921 (6 credits) to THEO 6922 (9 credits).

The output for the applied project is often something concrete—e.g., program evaluation, curriculum design, intervention plan, or consultancy-style report. These projects use academic theories and methods but in a practical, implementation-oriented way.

Note to calendar coordinator: THEO 6921 *Applied Project in Theology* will remain active in the calendar to allow for students admitted in prior years to complete the older version of their research component and satisfy their degree requirements.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Theological Studies MA

Calendar Section Name: THEO 698
Calendar Section Type: Course
Description of Change: THEO 698 Thesis New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Arts and Science Courses > Theological Studies Courses > Theology Topic Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	THEO 698 Thesis (27 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* The thesis shall consist in the presentation of the research results. Each thesis shall be examined by a committee consisting of the student's supervisor and by at least two other scholars from the Department. The remaining regulations concerning the thesis examination are in accordance with the School of Graduate Studies.
Component(s):	*Component(s):* Thesis Research
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for THEO 697 may not take this course for credit.

Rationale:

These changes will allow students to spend more time on their individual research and for reasons specified in the cover summary. Due to a change in credit value, the current thesis, THEO 697 (21 credits) is renumbered to THEO 698 (27 credits).

Note to calendar coordinator: THEO 697 will remain active in the calendar to allow for students admitted in prior years to complete the older version of the thesis and satisfy their degree requirements.

Resource Implications:
None.

Impact Report

Programs

Theological Studies MA
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Theological Studies Programs -> Master/Magisteriate -> Theological Studies MA -> Degree Requirements
Source of Impact

- Theological Studies MA Option A: MA with Thesis
- Theological Studies MA Option B: MA with Applied Project in Theology

Defined Groups

Theological Studies MA Option A: MA with Thesis
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Theological Studies Programs -> Master/Magisteriate -> Theological Studies MA -> Degree Requirements -> Theological Studies MA
Source of Impact

- THEO 603
- THEO 604
- THEO 605

Theological Studies MA Option B: MA with Applied Project in Theology
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Arts and Science Programs -> Theological Studies Programs -> Master/Magisteriate -> Theological Studies MA -> Degree Requirements -> Theological Studies MA
Source of Impact

- THEO 603
- THEO 604
- THEO 605

Courses

THEO 6912 Research Paper New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Theological Studies Courses
Source of Impact

THEO 6922 Applied Project in Theology New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Theological Studies Courses
Source of Impact

THEO 698 Thesis New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Arts and Science Courses -> Theological Studies Courses -> Theology Topic Courses
Source of Impact

Theological Studies MA

Admission Requirements

- Solid undergraduate preparation with a range of competence similar to that demanded of Major students at Concordia, and a minimum *B* average in their undergraduate studies.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.
- **Language Requirements.** Thesis proposals which depend on special linguistic skills will be accepted only from students competent in the appropriate languages.

Additional Admission Requirements

Qualified applicants requiring prerequisite courses may be required to take up to 12 undergraduate credits in addition to and as a part of the regular graduate program. Admission into the program is on recommendation of the Graduate Studies Committee.

Degree Requirements

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

Please see the Theological Studies Courses page for course descriptions.

Theological Studies MA (45 credits)

45 credits chosen from one of the following options:

Theological Studies MA Option A: MA with Thesis

Theological Studies MA Option B: MA with Applied Project in Theology

Theological Studies MA Option A: MA with Thesis (45 credits)

9.0 credits of Required Courses:

- THEO 603 Methods (3.00)
- THEO 690 Annotated Bibliography and Thesis Proposal (6.00)

9.0 credits of Theology MA Elective Courses

27.0 credits:

- THEO 698 Thesis (27.00)

Theological Studies MA Option B: MA with Applied Project in Theology (45 credits)

3.0 credits:

- THEO 603 Methods (3.00)

18.0 credits of Theology MA Elective Courses

24.0 credits:

- THEO 6910 Research Paper Preparation (3.00)
- THEO 6912 Research Paper (9.00)
- THEO 6920 Applied Project in Theology Preparation (3.00)
- THEO 6922 Applied Project in Theology (9.00)

Theology MA Elective Courses

- THEO 621 Old Testament I (3.00)
- THEO 623 Old Testament II (3.00)
- THEO 627 Questions in Old Testament Research (3.00)
- THEO 629 Intertestament Studies (3.00)
- THEO 631 New Testament I (3.00)
- THEO 633 New Testament II (3.00)
- THEO 635 New Testament III (3.00)
- THEO 637 Questions in New Testament Research (3.00)
- THEO 639 Biblical Studies (3.00)
- THEO 641 History I (3.00)
- THEO 643 History II (3.00)
- THEO 645 History III (3.00)
- THEO 647 Research in History of Christian Thought (3.00)
- THEO 649 Questions in Christian Worship (3.00)
- THEO 651 Theology I (3.00)
- THEO 653 Theology II (3.00)
- THEO 655 Theology III (3.00)

- THEO 657 Questions in Theological Research (3.00)
- THEO 661 Ecclesiology I (3.00)
- THEO 663 Ecclesiology II (3.00)
- THEO 664 Ecclesiology III (3.00)
- THEO 667 Research In Ecclesiology (3.00)
- THEO 669 Theology & World Religions (3.00)
- THEO 671 Ethics I (3.00)
- THEO 673 Ethics II (3.00)
- THEO 675 Issues in Ethical Research (3.00)

Academic Regulations

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

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THEO 603 Methods

This course introduces students to the major methodological and interpretative frameworks that shape theological and biblical inquiry. It examines the philosophical presuppositions, questions, and research horizons that inform diverse types of theology, while also presenting the church as an interpretative community and surveying key historical development of theological hermeneutics from early Christianity to the present. In parallel, students are introduced to the principal tools and critical methods used in biblical studies and related ancient literature (to 600 CE). Through this combined focus, students develop a differentiated understanding of theological fields and acquire practical skills for rigorous textual analysis and scholarly research in theology and biblical studies.

Learning Objectives

By the end of this course, students will be able to:

1. **Explain** major methodological and interpretative frameworks in theological and biblical inquiry, including their underlying philosophical presuppositions.
2. **Trace and evaluate** the historical development of theological hermeneutics from early Christianity to the present, including the role of the Church as an interpretative community.
3. **Distinguish and analyze** key fields, approaches, and methods within theology and biblical studies.
4. **Apply** critical methods of biblical studies to the interpretation of biblical and related ancient texts (to 600 CE).
5. **Conduct and communicate** scholarly research through well-argued written and/or oral work, using appropriate sources and academic conventions.

Assessment

Informed class participation 20%
Oral presentation 30%
Final Paper 50%

Graduate Program Regular Curriculum Change - JMSB-MBA-5969 - VERSION : 6

Summary and Rationale for Changes

The program proposes to delete BSTA 645, 677, 678, and 679 because of insufficient interest from students. The program also proposes deleting BSTA 695 and adding a new course BANA 695 because the Supply Chain and Business Technology Management Department has recently changed its course prefix from BSTA to BANA to reflect a broader emphasis on Analytics rather than Business Statistics alone. BANA 695 is a special topics course designed to cover a wide range of analytics subjects.

The second set of changes concerns MBA 640. Through a recent curriculum change, MBA 641 (with MBA 640 as the pre-req) ceased to serve as a pre- or co-req requirement for most core courses; subsequently, a new scenario emerged in that now students can enroll in certain courses without completing MBA 640. Previously, the nearly blanket requirement for MBA 641effectively ensured that MBA 640 was taken in sequence. Therefore, a minor curriculum revision is required to formally designate MBA 640 as a pre- or co-requisite for the affected courses.

Resource Implications

None.

Graduate Program Regular Curriculum Change - JMSB-MBA-5969 - VERSION : 6

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes in their final form (GCC 2526 5 D3). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development,
Graduate Curriculum Committee, 13 Apr 2026

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 20 Feb 2026

The JMSB Faculty Academic Programs Committee (FAPC) approved the enclosed curriculum changes on February 20, 2026.

Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier was only shared to the JMSB Faculty Council but not submitted for approval at their meeting scheduled on March 13, 2026.

I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting on April 13, 2026.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 13 Mar 2026

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 20 Feb 2026

The JMSB Faculty Academic Programs Committee (FAPC) approved the enclosed curriculum changes on February 20, 2026.

Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier was only shared to the JMSB Faculty Council but not submitted for approval at their meeting scheduled on March 13, 2026.

I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting on April 13, 2026.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
BANA 695 Seminar in Special Topics New	★	★	★		★	★	★	★	★	
BSTA 645 Statistic Software for Data Management and Analysis Delete	⊗	⊗	⊗	⊗	⊗		⊗	⊗	⊗	
BSTA 677 Business Forecasting Delete	⊗	⊗	⊗	⊗	⊗		⊗	⊗	⊗	
BSTA 678 Data Mining Techniques Delete	⊗	⊗	⊗	⊗	⊗		⊗	⊗	⊗	
BSTA 679 Statistical Models for Data Analysis Delete	⊗	⊗	⊗	⊗	⊗		⊗	⊗	⊗	
BSTA 695 Seminar in Special Topics Delete	⊗	⊗	⊗				⊗	⊗	⊗	
MBA 642 Financial Reporting for Responsible Decision Making Change					✎					
MBA 643 Managerial Analytics					✎					

Change										
MBA 644 Marketing Management Change										
MBA 645 Economics for Organizational Decision Making Change										
MBA 648 Business Process Management Change										
SCOM 695 Seminar in Special Topics Change										

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
MBA Electives: Supply Chain and Business Technology Management Change			

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: MBA Electives: Supply Chain and Business Technology Management
Calendar Section Type: Defined group
Description of Change: MBA Electives: Supply Chain and Business Technology Management Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Master of Business Administration (MBA) > Degree Requirements > Master of Business Administration (MBA)

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
MBA Electives: Supply Chain and Business Technology Management	**credits**	MBA Electives: Supply Chain and Business Technology Management
~~BSTA 645 Statistic Software for Data Management and Analysis (3)~~ ~~BSTA 677 Business Forecasting (3)~~ ~~BSTA 678 Data Mining Techniques (3)~~ ~~BSTA 679 Statistical Models for Data Analysis (3)~~ ~~BSTA~~ 695 Seminar in Special Topics (3) BTM 633 Strategic Management of Information Technology (3) BTM 660 Project Management (3) BTM 695 Seminar in Special Topics (3) SCOM 610 Supply Chain Management (3) SCOM ~~695~~ 695 Seminar in Special Topics (3)		BANA 695 Seminar in Special Topics (3) BTM 633 Strategic Management of Information Technology (3) BTM 660 Project Management (3) BTM 695 Seminar in Special Topics (3) SCOM 610 Supply Chain Management (3) SCOM 695 Seminar in Special Topics (3)

Rationale:

Removing BSTA 645, 677, 678, and 679 from this group as courses are being deleted because of insufficient interest from students.

Replacing BSTA 695 with BANA 695 because the Supply Chain and Business Technology Management Department has recently changed its course prefix from BSTA to BANA to reflect a broader emphasis on Analytics rather than Business Statistics alone.

Resource Implications:

D1

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: BANA 695
Calendar Section Type: Course
Description of Change: BANA 695 Seminar in Special Topics New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Electives: Supply Chain and Business Technology Management

Type of Change: New Course

Present Text calendar	Proposed Text
	BANA 695 Seminar in Special Topics (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: MBA 643 .
Description :	*Description :*
Component(s):	*Component(s):*
Notes :	*Notes :*
Other note :	**Other note :** The subject matter for this course varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:

The Supply Chain and Business Technology Management Department recently changed course prefix from BSTA to BANA to broadly emphasize Analytics, instead of Business Statistics solely.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: BSTA 645
Calendar Section Type: Course
Description of Change: BSTA 645 Statistic Software for Data Management and Analysis Delete

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Electives: Supply Chain and Business Technology Management

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~BSTA 645 Statistic Software for Data Management and Analysis~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
~~The following courses must be completed previously: MBA 643 .~~	
Description :	*Description :*
~~This course presents the principles and techniques of widely used statistical software systems, such as SAS, for data management (information storage and retrieval), data modification, file handling, and statistical analysis and reporting. The course covers special features such as graphics, macro languages, software and/or library interfacing and the basics of data mining. Classes are held in computer labs, and half of the time is devoted to lab work.~~	
Component(s):	*Component(s):*
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for the topic Statistical Software for Data Management and Analysis under a DESC 695 number may not take this course for credit.~~	**Equivalent Courses :**

Rationale:

The Supply Chain and Business Technology Management Department recently changed course prefix from BSTA to BANA to broadly emphasize Analytics, instead of Business Statistics solely. Subjects related to BSTA 645 are to be covered in a special topic course under BANA 695.

Resource Implications:

None.

D3

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: BSTA 677
Calendar Section Type: Course
Description of Change: BSTA 677 Business Forecasting Delete

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Electives: Supply Chain and Business Technology Management

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~BSTA 677 Business Forecasting~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
~~The following courses must be completed previously: MBA 643 .~~	
Description :	*Description :*
~~Reliable managerial forecasts of business variables must often be obtained against a background of structural changes in markets. This course focuses on the theory and applications of the most widely used methods of forecasting including decomposition methods, exponential smoothing, and the Box-Jenkins (ARIMA Building) techniques for non-seasonal and seasonal modelling. Recent approaches in forecasting such as artificial neural networks are also introduced. Business and economic databases are analyzed using statistical software packages in both class and project assignments.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for DESC 677 may not take this course for credit.~~	**Equivalent Courses :**

Rationale:

The Supply Chain and Business Technology Management Department recently changed course prefix from BSTA to BANA to broadly emphasize Analytics, instead of Business Statistics solely. Subjects related to BSTA 677 are to be covered in a special topic course under BANA 695.

Resource Implications:

None.

D4

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: BSTA 678
Calendar Section Type: Course
Description of Change: BSTA 678 Data Mining Techniques Delete

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Electives: Supply Chain and Business Technology Management

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~BSTA 678 Data Mining Techniques~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
~~The following courses must be completed previously: MBA 643 .~~	
Description :	*Description :*
~~The course covers essential ideas and techniques for extracting information from large amounts of data. It discusses both supervised and unsupervised methods and covers topics such as dimension reduction, multiple regression, logistic regression, discriminant analysis, classification and regression trees, neural networks, association rules, cluster analysis and multi-dimensional scaling. Illustrations of the concepts and methods are given, and students gain practical experience in data mining with the use of popular data mining software.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for the topic Data Mining Techniques under a DESC 695 number may not take BSTA 678 for credit.~~	**Equivalent Courses :**

Rationale:

The Supply Chain and Business Technology Management Department recently changed course prefix from BSTA to BANA to broadly emphasize Analytics, instead of Business Statistics solely. Subjects related to BSTA 678 are to be covered in a special topic course under BANA 695.

Resource Implications:

None.

D5

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: BSTA 679
Calendar Section Type: Course
Description of Change: BSTA 679 Statistical Models for Data Analysis Delete

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Electives: Supply Chain and Business Technology Management

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~BSTA 679 Statistical Models for Data Analysis~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
~~The following courses must be completed previously: MBA 643 .~~	
Description :	*Description :*
~~This course introduces and examines the role of contemporary statistical methods in improving business and industrial processes. The methodologies selected for discussion represent those that are most extensively used in contemporary business studies and analyses. The topics covered include modern statistical thinking, linear regression analysis, logistic regression, and experimental methods in product and process designs. The course involves mostly analyses of real-life data using statistical software packages. The understanding of the rationale of the methodologies introduced is also emphasized.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*
Equivalent Courses : ~~Students who have received credit for the topic Statistical Models for Data Analysis under BTM 695 may not take this course for credit.~~	**Equivalent Courses :**

Rationale:
The Supply Chain and Business Technology Management Department recently changed course prefix from BSTA to BANA to broadly emphasize Analytics, instead of Business Statistics solely. Subjects related to BSTA 679 are to be covered as a special topic course under BANA 695.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: BSTA 695
Calendar Section Type: Course
Description of Change: BSTA 695 Seminar in Special Topics Delete

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Electives: Supply Chain and Business Technology Management

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~BSTA 695 Seminar in Special Topics~~ (~~3~~ credits)	
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Component(s):	*Component(s):*
Notes :	*Notes :*
Allow this course to be taken more than one time for credit : ~~The subject matter for this course varies from term to term. Students may take this course more than once, provided that the course content has changed.~~	**Allow this course to be taken more than one time for credit :**

Rationale:
The Supply Chain and Business Technology Management Department recently changed course prefix from BSTA to BANA to broadly emphasize Analytics, instead of Business Statistics solely.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: MBA 642
Calendar Section Type: Course
Description of Change: MBA 642 Financial Reporting for Responsible Decision Making Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Core Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
MBA 642 Financial Reporting for Responsible Decision Making (3 credits)	MBA 642 Financial Reporting for Responsible Decision Making (3 credits)
Prerequisites:	*Prerequisites:*
The following course must be completed concurrently: MBA 640 .	The following course must be completed previously or concurrently: MBA 640 .
Description :	*Description :*
This course provides an overview of the corporate external financial reporting system. It examines the role played by management, creditors, investors and auditors. The legal environment for enforcing accounting standards is also studied. As financial reporting helps various decision-makers allocate resources to the most profitable and socially responsible ventures, annual reports' comparability is analyzed under existing International and U.S. reporting standards. The pedagogical approach used in this course is based on lectures, case analyses and the discussion of current professional issues, such as triple bottom line accounting and the detection of accounting fraud.	This course provides an overview of the corporate external financial reporting system. It examines the role played by management, creditors, investors and auditors. The legal environment for enforcing accounting standards is also studied. As financial reporting helps various decision-makers allocate resources to the most profitable and socially responsible ventures, annual reports' comparability is analyzed under existing International and U.S. reporting standards. The pedagogical approach used in this course is based on lectures, case analyses and the discussion of current professional issues, such as triple bottom line accounting and the detection of accounting fraud.
Component(s):	*Component(s):*
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for MBA 607 may not take this course for credit.	**Equivalent Courses :** Students who have received credit for MBA 607 may not take this course for credit.

Rationale:
Through a recent curriculum change, MBA 641 (with MBA 640 as the pre-req) ceased to serve as a pre- or co-req requirement for most core courses. This minor curriculum revision formally designates MBA 640 as a pre- or corequisite for the affected courses.

Resource Implications:
None.

D10

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: MBA 643
Calendar Section Type: Course
Description of Change: MBA 643 Managerial Analytics Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Core Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
MBA 643 Managerial Analytics (3 credits)	MBA 643 Managerial Analytics (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously or concurrently: MBA 640 .
Description : This course emphasizes the development of analytical skills needed to work effectively in a business environment. It introduces the basics of knowledge discovery from big data, business analytics and predictive modelling for data-driven decision making and policy formation. Topics include exploratory data analysis, statistical analysis and modeling, forecasting and data visualization. Practical usages of the methodologies are demonstrated via projects and case analysis based on big data from various functional areas of business.	*Description :* This course emphasizes the development of analytical skills needed to work effectively in a business environment. It introduces the basics of knowledge discovery from big data, business analytics and predictive modelling for data-driven decision making and policy formation. Topics include exploratory data analysis, statistical analysis and modeling, forecasting and data visualization. Practical usages of the methodologies are demonstrated via projects and case analysis based on big data from various functional areas of business.
Component(s): Lecture	*Component(s):* Lecture
Notes : **Equivalent Courses :** Students who have received credit for MBA 608 may not take this course for credit.	*Notes :* **Equivalent Courses :** Students who have received credit for MBA 608 may not take this course for credit.

Rationale:
Through a recent curriculum change, MBA 641 (with MBA 640 as the pre-req) ceased to serve as a pre- or co-req requirement for most core courses. This minor curriculum revision formally designates MBA 640 as a pre- or corequisite for the affected courses.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: MBA 644
Calendar Section Type: Course
Description of Change: MBA 644 Marketing Management Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Core Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
MBA 644 Marketing Management (3 credits)	MBA 644 Marketing Management (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously or concurrently: MBA 640 .
Description : This course focuses on the strategic role of marketing for firms by cultivating marketing management perspectives and skills. Attention is directed toward demonstrating how a manager can use information in micro and macro environments to develop marketing strategies for consumer value creation that integrate product, pricing, promotion, and distribution in order to obtain and maintain a sustainable competitive advantage. Both online and offline aspects of marketing strategies are incorporated to reflect the current environment. Through the use of lectures, case discussions and application-oriented readings, the requisite mindset is nurtured to facilitate marketing excellence in today's multi-faceted and dynamic business environment.	*Description :* This course focuses on the strategic role of marketing for firms by cultivating marketing management perspectives and skills. Attention is directed toward demonstrating how a manager can use information in micro and macro environments to develop marketing strategies for consumer value creation that integrate product, pricing, promotion, and distribution in order to obtain and maintain a sustainable competitive advantage. Both online and offline aspects of marketing strategies are incorporated to reflect the current environment. Through the use of lectures, case discussions and application-oriented readings, the requisite mindset is nurtured to facilitate marketing excellence in today's multi-faceted and dynamic business environment.
Component(s): Lecture	*Component(s):* Lecture
Notes : **Equivalent Courses :** Students who have received credit for MBA 610 may not take this course for credit.	*Notes :* **Equivalent Courses :** Students who have received credit for MBA 610 may not take this course for credit.

Rationale:
Through a recent curriculum change, MBA 641 (with MBA 640 as the pre-req) ceased to serve as a pre- or co-req requirement for most core courses. This minor curriculum revision formally designates MBA 640 as a pre- or corequisite for the affected courses.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: MBA 645
Calendar Section Type: Course
Description of Change: MBA 645 Economics for Organizational Decision Making Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Core Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
MBA 645 Economics for Organizational Decision Making (3 credits)	MBA 645 Economics for Organizational Decision Making (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously or concurrently: MBA 640 .
Description : This course applies the principles and methodologies of economics to the analysis of the global economy and its impact on the domestic business landscape. Students learn how domestic and foreign fiscal and monetary policies influence the performance of national economies through the study of macroeconomic factors such as exchange rates, interest rates, inflation and trade barriers. By the end of the course, students have developed a framework that allows them to identify and assess the systemic risks and opportunities facing any organization. Pedagogical methods may include lectures, cases and/or projects.	*Description :* This course applies the principles and methodologies of economics to the analysis of the global economy and its impact on the domestic business landscape. Students learn how domestic and foreign fiscal and monetary policies influence the performance of national economies through the study of macroeconomic factors such as exchange rates, interest rates, inflation and trade barriers. By the end of the course, students have developed a framework that allows them to identify and assess the systemic risks and opportunities facing any organization. Pedagogical methods may include lectures, cases and/or projects.
Component(s): Lecture	*Component(s):* Lecture
Notes : **Equivalent Courses :** Students who have received credit for MBA 618 may not take this course for credit.	*Notes :* **Equivalent Courses :** Students who have received credit for MBA 618 may not take this course for credit.

Rationale:
Through a recent curriculum change, MBA 641 (with MBA 640 as the pre-req) ceased to serve as a pre- or co-req requirement for most core courses. This minor curriculum revision formally designates MBA 640 as a pre- or corequisite for the affected courses.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: MBA 648
Calendar Section Type: Course
Description of Change: MBA 648 Business Process Management Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Core Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
MBA 648 Business Process Management (3 credits)	MBA 648 Business Process Management (3 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously or concurrently: MBA 640 .
Description : Business Process Management plays a central role in achieving competitive advantage in terms of quality, price, customer services and product variety. The focus is on improving the performance of core operations by optimally allocating scarce resources. Managerial and analytical tools are studied in improving business processes. The course covers operational issues such as demand management, resource planning, inventory management and quality management. Through case discussion, analysis and spreadsheet modelling, this course provides a hands-on approach to operations management.	*Description :* Business Process Management plays a central role in achieving competitive advantage in terms of quality, price, customer services and product variety. The focus is on improving the performance of core operations by optimally allocating scarce resources. Managerial and analytical tools are studied in improving business processes. The course covers operational issues such as demand management, resource planning, inventory management and quality management. Through case discussion, analysis and spreadsheet modelling, this course provides a hands-on approach to operations management.
Component(s): Lecture	*Component(s):* Lecture
Notes : **Equivalent Courses :** Students who have received credit for MBA 616 may not take this course for credit.	*Notes :* **Equivalent Courses :** Students who have received credit for MBA 616 may not take this course for credit.

Rationale:
Through a recent curriculum change, MBA 641 (with MBA 640 as the pre-req) ceased to serve as a pre- or co-req requirement for most core courses. This minor curriculum revision formally designates MBA 640 as a pre- or corequisite for the affected courses.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MBA - Courses changes

Calendar Section Name: SCOM 695
Calendar Section Type: Course
Description of Change: SCOM 695 Seminar in Special Topics Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Master of Business Administration

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Electives: Supply Chain and Business Technology Management

Type of Change: Course Change

Present Text calendar	Proposed Text
SCOM 695 ~~695~~ Seminar in Special Topics (3 credits)	SCOM 695 Seminar in Special Topics (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*
Other note : The subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.	**Other note :** The subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
Correction of a typo in the title of the course.

Resource Implications:

Impact Report

Programs

Master of Business Administration (MBA)
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Master/Magisteriate -> Master of Business Administration (MBA) -> Degree Requirements
Source of Impact

- MBA 642
- MBA 643
- MBA 644
- MBA 645
- MBA 648
- MBA Electives: Supply Chain and Business Technology Management

Defined Groups

E72 - Business Administration Program
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> List of Engineering Courses by Topic Areas
Source of Impact

- MBA 642
- MBA 643
- MBA 648

MBA Electives: Supply Chain and Business Technology Management
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Master/Magisteriate -> Master of Business Administration (MBA) -> Degree Requirements -> Master of Business Administration (MBA)
Source of Impact

- BSTA 645
- BSTA 677
- BSTA 678
- BSTA 679
- BSTA 695
- SCOM 695

Option I: Engineering Management
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Mechanical, Industrial and Aerospace Engineering Programs -> Master/Magisteriate -> Industrial Engineering MEng -> Degree Requirements -> Industrial Engineering MEng
Source of Impact

- MBA 642
- MBA 643
- MBA 645

Courses

ACCO 691
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Accountancy
Source of Impact

- MBA 642

ACCO 692
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Accountancy
Source of Impact

- MBA 642

BANA 695 Seminar in Special Topics New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Supply Chain and Business Technology Management
Source of Impact

- MBA 643

BSTA 645
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Supply Chain and Business Technology Management
Source of Impact

- MBA 643

BSTA 677
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Supply Chain and Business Technology Management
Source of Impact

- MBA 643

BSTA 678
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Supply Chain and Business Technology Management
Source of Impact

- MBA 643

BSTA 679
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Supply Chain and Business Technology Management
Source of Impact

- MBA 643

BTM 660
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Supply Chain and Business Technology Management
Source of Impact

- MBA 643

FINA 682
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Finance
Source of Impact

- MBA 645

MANA 683
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Management
Source of Impact

- MBA 642
- MBA 644

MARK 671
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Marketing
Source of Impact

- MBA 644

MARK 672
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Marketing
Source of Impact

- MBA 644

MARK 673
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Marketing
Source of Impact

- MBA 644

MARK 674
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Marketing
Source of Impact

- MBA 644

MARK 691
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Marketing
Source of Impact

- MBA 644

MBA 646
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Core Courses
Source of Impact

- MBA 642

MBA 650
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Core Courses
Source of Impact

- MBA 644
- MBA 645

SCOM 610
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Supply Chain and Business Technology Management
Source of Impact

- MBA 648

Other Units

Addition of **BANA 695** to **MBA Electives: Supply Chain and Business Technology Management** requirement
Source of other unit Impact

- Course is housed in MBA Courses

Internal Memorandum

To: Sandra Betton, Associate Dean, Professional Graduate Programs

From: Li Yao, Director, MBA and Graduate Programs in Business Administration

Date: January 19, 2026

Subject: Proposed changes to the Graduate Calendar pertinent to the MBA Program

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The MBA program has reviewed and proposed minor changes to the graduate calendar.

The first set of changes concerns BSTA courses. The Supply Chain and Business Technology Management Department recently changed course prefix from BSTA to BANA to broadly emphasize Analytics, instead of Business Statistics solely. The MBA program correspondingly proposes to create BANA 695; subjects, including those related to BSTA 645, 677, 678, and 679 are to be, respectively, covered as a unique special topic course under BANA 695. The program also proposes to delete BSTA 645, 677, 678, 679, and 695.

The MBA Committee discussed these proposed changes in the committee meeting held on October 3, 2025, and approved them, via email, in November 2025. The attached curriculum change forms also incorporate comments received from the FPAC meeting on January 16, 2026.

The second set of changes concerns MBA 640. Through a recent curriculum change, MBA 641 (with MBA 640 as the pre-req) ceased to serve as a pre- or co-req requirement for most core courses; subsequently, a new scenario emerged in that now students can enroll in certain courses without completing MBA 640. Previously, the nearly blanket requirement for MBA 641 effectively ensured that MBA 640 was taken in sequence. Therefore, a minor curriculum revision is required to formally designate MBA 640 as a pre- or co-requisite for the affected courses.

The MBA Committee approved these proposed changes, via email, in December 2025.

I respectfully request that the proposed changes be reviewed at the Faculty Academic Programs Committee meeting.

Attachment

Graduate Program Regular Curriculum Change - JMSB-EMBA-6023 - VERSION : 5

Summary and Rationale for Changes

The proposed curriculum shifts the EMBA from a functional sequence to a longitudinal “Living Enterprise” model designed to strengthen integration across business disciplines. To support this shift, the program deletes the standalone “Live Case Experience” (EMBA 615) and the “Applied Field Project” (EMBA 646), and replaces them with a longitudinal “Executive Transformation Studio” (EMBA 652 and EMBA 653) that runs parallel to the core courses across the four terms. The proposal also increases EMBA 670 from 0 to 1 credit to formalize leadership assessment, introduces EMBA 659 as a flexible capstone option for community impact or non profit stewardship projects, and renames EMBA 635 to “Entrepreneurship and Venture Creation” to better reflect its pedagogical focus.

This redesign also modernizes assessment in a way that strengthens academic integrity in a tool rich environment. The Studio operationalizes integration through term end Synthesis Defences evaluated by a faculty panel using a common rubric, while preserving disciplinary ownership within each course. Students may use available resources, including AI tools, in preparation, but a minimum performance standard is enforced through a live, in person defense of assumptions, tradeoffs, and decisions under faculty questioning. This reduces the risk of undue reliance on outsourced outputs and reinforces accountable executive judgment.

Resource Implications

No new net resources are required. The Total Program Credits remain unchanged at 46.

Graduate Program Regular Curriculum Change - JMSB-EMBA-6023 - VERSION : 5

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 5 D1). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development,
Graduate Curriculum Committee, 13 Apr 2026

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 20 Mar 2026

The JMSB Faculty Academic Programs Committee (FAPC) approved the enclosed curriculum changes on March 20, 2026.

Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier will be shared to Faculty Council but not submitted for approval at their meeting scheduled on May 1, 2026.

I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting on April 13, 2026.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 01 May 2026

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 20 Mar 2026

The JMSB Faculty Academic Programs Committee (FAPC) approved the enclosed curriculum changes on March 20, 2026.

Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier will be shared to Faculty Council but not submitted for approval at their meeting scheduled on May 1, 2026.

I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting on April 13, 2026.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
EMBA 623 Managing in a Global Environment Change				✎						
EMBA 631 Strategic Management Accounting Change				✎						
EMBA 635 Entrepreneurship and Venture Creation Change			✎							
EMBA 652 The Executive Transformation Studio – Diagnostic & Design New	★	★	★	★			★	★	★	
EMBA 653 The ExecutiTransformation Studio – Resilience & Legacy New	★	★	★	★	★		★	★	★	
EMBA 659 Special Topics in Executive Management New	★	★	★	★	★	★	★	★	★	
EMBA 679 Transformational Insight: Leadership Audit New	★	★	★	★			★	★	★	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Executive MBA (EMBA) Change				✎			

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: EMBA Curriculum Revision

Calendar Section Name: Executive MBA (EMBA)
Calendar Section Type: Program
Description of Change: Executive MBA (EMBA) Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Executive MBA
Program Name: Executive MBA (EMBA)
Program Type: Course-based
Degree: EMBA

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Executive MBA (EMBA) > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
46 credits	Executive MBA (EMBA)	**46 credits**	Executive MBA (EMBA)
	37.5 credits of Core Courses: EMBA 610 Measuring and Reporting Financial Performance (3) EMBA 611 Managing Talent (3) EMBA 612 Marketing Management (3) EMBA 613 Capital Markets and Financial Management (3) EMBA 620 Business Process Analytics and Supply Chain Strategy (3) EMBA 621 Information Technology and Digital Strategy (3) EMBA 622 Business, Government and the Economy (1.5) EMBA 623 Managing in a Global Environment (3) EMBA 631 Strategic Management Accounting (3) EMBA 636 Climate Risk: Strategic Transformation for Sustainability (3) EMBA 637 Corporate Governance (3) EMBA 640 Leadership (3) EMBA 642 Crafting and Implementing a Winning Strategy (3)		37.5 credits of Core Courses: EMBA 610 Measuring and Reporting Financial Performance (3) EMBA 611 Managing Talent (3) EMBA 612 Marketing Management (3) EMBA 613 Capital Markets and Financial Management (3) EMBA 620 Business Process Analytics and Supply Chain Strategy (3) EMBA 621 Information Technology and Digital Strategy (3) EMBA 622 Business, Government and the Economy (1.5) EMBA 623 Managing in a Global Environment (3) EMBA 631 Strategic Management Accounting (3) EMBA 636 Climate Risk: Strategic Transformation for Sustainability (3) EMBA 637 Corporate Governance (3) EMBA 640 Leadership (3) EMBA 642 Crafting and Implementing a Winning Strategy (3)
	8.5 credits of Integrative Courses: EMBA ~~615 Live Case Experience (1)~~ ~~EMBA~~ 625 Business Opportunities and Cultural Immersion (International study trip) (1) EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives (0.5) EMBA 635 ~~Innovation &~~ Venture Creation (3) EMBA ~~646 Applied Field Project (3)~~ EMBA ~~670~~ Transformational ~~Insight (0)~~		8.5 credits of Integrative Courses: EMBA 625 Business Opportunities and Cultural Immersion (International study trip) (1) EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives (0.5) EMBA 635 Entrepreneurship and Venture Creation (3) EMBA 652 The Executive Transformation Studio – Diagnostic & Design (1.5) EMBA 653 The Executive Transformation Studio –

D1

Present Text calendar	Proposed Text
	Resilience & Legacy (1.5) EMBA 679 Transformational Insight: Leadership Audit (1)

Rationale:

The proposed curriculum represents a shift from a functional structure to a longitudinal "Living Enterprise" model. To better integrate business disciplines, the program is deleting the standalone "Applied Field Project" (EMBA 646) and "Live JMSB Experience" (EMBA 615). These are being replaced by a longitudinal "Transformation Studio" (EMBA 652 & EMBA 653) that runs parallel to the core courses, allowing for continuous integration of concepts. Additionally, EMBA 670 is being increased from 0 to 1 credit to formalize the leadership assessment, and EMBA 659 is introduced to provide a flexible capstone option for social impact projects. EMBA 635 is renamed "Entrepreneurship and Venture Creation" to accurately reflect the pedagogical content.

Resource Implications:

No new net resources are required. The Total Program Credits remain unchanged at 46.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: EMBA Curriculum Revision

Calendar Section Name: EMBA 623
Calendar Section Type: Course
Description of Change: EMBA 623 Managing in a Global Environment Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Executive MBA

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
EMBA 623 Managing in a Global Environment (3 credits)	EMBA 623 Managing in a Global Environment (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~The~~ complexities of ~~doing business~~ in ~~a~~ global ~~environment are studied. Major issues include supply chain management, cross-cultural management~~ and ~~communication, global investment~~ and ~~partnership, international strategy~~ and ~~marketing,~~ international ~~human resource management, ethics, law~~ and ~~social responsibility. A portion of this~~ course also ~~integrates the economic, social, cultural~~ and ~~business aspects of~~ the ~~region visited in the~~ Global Experience course.	This course provides frameworks to diagnose the opportunities and complexities of leading across borders, cultures, and distance in an interconnected global economy. Situated in the first term, it emphasizes contextual intelligence: how cultural value systems, geopolitics, technology, and institutional environments shape leadership and performance. Topics include cross cultural leadership, language and communication barriers, leading across time zones, conflict management and negotiation in international settings, and building trust across distance. The course also examines how mental health and well being are understood across cultures, equipping leaders to respond with sensitivity. This foundation supports the subsequent Global Experience course.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
With the move of this course to Term 1, the focus shifts from "International Strategy" to "Cultural & Environmental Diagnosis." The revised description removes advanced functional topics like "Supply Chain" (which are now covered in Term 2) and emphasizes the cross-cultural frameworks required for the students' initial sense-making of the global environment before they travel.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: EMBA Curriculum Revision

Calendar Section Name: EMBA 631
Calendar Section Type: Course
Description of Change: EMBA 631 Strategic Management Accounting Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Executive MBA

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
EMBA 631 Strategic Management Accounting (3 credits)	EMBA 631 Strategic Management Accounting (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~In this course, students learn about management accounting~~ and control systems ~~concepts and related tools utilized in organizations~~ to ~~implement strategy~~ and ~~enhance decision - making.~~ Students ~~also~~ learn to ~~guide expected behaviours, evaluate performance,~~ and act ~~with professionalism and ethics.~~	Th is course focuses on the design and use of management control systems to ensure organizational resilience and strategic alignment. Students learn to utilize accounting data not just for costing, but for risk management and stress-testing. Topics include variance analysis in volatile environments, key performance indicators (KPIs) for crisis detection, and behavioral implications of control systems. The course emphasizes how financial visibility and internal controls act as the organization's immune system against external shocks.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
With the move of this course to Term 3, it is now clustered with "Capital Markets" and "Climate Risk" under the "Resilience" theme. The revised description highlights the role of accounting in risk management and internal control, distinguishing it from introductory financial accounting and explicitly linking it to the Crisis Simulation logic of the third term.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: EMBA Curriculum Revision

Calendar Section Name: EMBA 635
Calendar Section Type: Course
Description of Change: EMBA 635 Entrepreneurship and Venture Creation Change

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Executive MBA

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
EMBA 635 ~~Innovation &~~ Venture Creation (3 credits)	EMBA 635 Entrepreneurship and Venture Creation (3 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
This course is designed to guide students in converting a budding idea into a launch-ready business venture. Through an immersive curriculum, students will explore the nuances of innovation, conduct in-depth market analysis, and craft strategic financial plans. The culmination of their efforts will be a presentation to a set of industry experts. Alongside theoretical knowledge, the course emphasizes hands-on experience and practical application. By the end, students will have a comprehensive understanding of the challenges and opportunities inherent in launching a new business, equipped with a robust business proposal ready for the real world.	This course is designed to guide students in converting a budding idea into a launch-ready business venture. Through an immersive curriculum, students will explore the nuances of innovation, conduct in-depth market analysis, and craft strategic financial plans. The culmination of their efforts will be a presentation to a set of industry experts. Alongside theoretical knowledge, the course emphasizes hands-on experience and practical application. By the end, students will have a comprehensive understanding of the challenges and opportunities inherent in launching a new business, equipped with a robust business proposal ready for the real world.
Component(s):	*Component(s):*
Lecture ; Workshop	Lecture ; Workshop
Notes :	*Notes :*

Rationale:
The title is being updated to "Entrepreneurship and Venture Creation" to more accurately reflect the course content and pedagogical objectives. While innovation is a component of the course, the primary focus is on the practical application of entrepreneurship, specifically the process of converting an idea into a launch-ready business venture. This change aligns the title with the "New Venture" track structure established in the new curriculum model.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: EMBA Curriculum Revision

Calendar Section Name: EMBA 652
Calendar Section Type: Course
Description of Change: EMBA 652 The Executive Transformation Studio – Diagnostic & Design New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Executive MBA

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	EMBA 652 The Executive Transformation Studio – Diagnostic & Design (1.5 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
	The Executive Transformation Studio is a longitudinal applied learning module that runs parallel to the functional courses in the first year of the program. It serves as the integration mechanism for the "Diagnosis" and "Architecture" phases of the curriculum. In the Fall term, students apply cross-cultural, financial, and organizational behavior frameworks to diagnose the "Strategic Friction" within a focal organization, culminating in the Friction Map Defence. In the Winter term, students integrate concepts from Strategy, Operations, and Digital Technology to design a comprehensive Target Operating Model aimed at resolving the identified friction. The course focuses on systems thinking, problem formulation, and the architectural design of organizational change.
Component(s):	*Component(s):*
	Lecture ; Workshop
Notes :	*Notes :*

Rationale:
This course is created to overcome the "silo effect" of traditional executive education by forcing students to integrate distinct disciplines into a coherent whole. By separating the diagnostic and design phases (Year 1) from execution (Year 2), it ensures students master the architectural tools of leadership before moving to implementation. It replaces the static "consulting report" model with a dynamic, iterative studio model where students apply concepts to their workplace in real-time, facilitating the "Synthesis" integration defenses held at the end of Terms 1 and 2.

Resource Implications:
None (Reallocation of credits from deleted courses EMBA 646 and EMBA 615).

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COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: EMBA Curriculum Revision

Calendar Section Name: EMBA 653
Calendar Section Type: Course
Description of Change: EMBA 653 The ExecutiTransformation Studio – Resilience & Legacy New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Executive MBA

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	EMBA 653 The Executive Transformation Studio – Resilience & Legacy (1.5 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: EMBA 652 .
Description :	*Description :* Building on the diagnostic and design work of EMBA 652, this second-year module focuses on the "Resilience" and "Legacy" phases of executive leadership. In the Fall term, students subject their Operating Models to rigorous stress-testing, utilizing management accounting and capital markets data to navigate simulated macro-shocks (e.g. Climate, Regulatory, and Economic), culminating in the Crisis Simulation. In the Winter term, the focus shifts to stewardship, where students integrate leadership, governance, and public policy frameworks to finalize their Transformation Plan. The course concludes with the Board Defence, a capstone presentation to a faculty committee where students must demonstrate the fiduciary and strategic viability of their proposed transformation.
Component(s):	*Component(s):* Lecture ; Workshop
Notes :	*Notes :*

Rationale:
This course is created to capture the distinct set of senior-level competencies required as executives advance from designing internal systems to managing external context and ensuring long-term stewardship. Unlike the design-focused EMBA 652, this course specifically assesses the student's ability to use "Control Systems" (Accounting and Governance) to navigate volatility. It serves as the final "Synthesis" for the program, ensuring that the program's exit standard requires the integration of "Hard Skills" with "Soft Skills" through the formal Board Defence.

Resource Implications:
None (Reallocation of credits from deleted courses EMBA 646 and EMBA 615).

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: EMBA Curriculum Revision

Calendar Section Name: EMBA 659
Calendar Section Type: Course
Description of Change: EMBA 659 Special Topics in Executive Management New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Executive MBA

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	EMBA 659 Special Topics in Executive Management (3 credits)
Prerequisites:	*Prerequisites:* Enrollment is restricted and subject to program approval to ensure alignment with the Executive MBA learning outcomes.
Description :	*Description :* This course is intended for EMBA students who wish to pursue advanced study in executive management topics beyond the standard core curriculum. It provides a flexible academic structure for intensive, supervised work in specific domains relevant to the student's professional context. The specific topic, methodology, and deliverable structure vary according to the special interests of the student and the availability of faculty supervision.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Other note :	**Other note :** Supervised Work.

Rationale:
The creation of EMBA 659 is necessary to provide a flexible "academic shell" that accommodates diverse executive career paths in the second year of the EMBA program. While many students pursue the "New Venture" track (EMBA 635), others may wish a vehicle for Community Service Initiatives (CSI) or Non-Profit Stewardship. This course ensures structural parity, allowing all independent Year 2 projects to be held to the same credit weight (3.0) and academic rigor, regardless of whether the output is a startup business plan or a specialized strategic audit.

Resource Implications:
None. This course may be taken in lieu of another or as a readings course.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: EMBA Curriculum Revision

Calendar Section Name: EMBA 679

Calendar Section Type: Course

Description of Change: EMBA 679 Transformational Insight: Leadership Audit New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Executive MBA

Calendar publication date: 2026/2027/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	EMBA 679 Transformational Insight: Leadership Audit (1 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course constitutes a longitudinal leadership audit that formally connects the beginning of the program to its conclusion. Rather than serving solely as a reflective workshop, the module functions as a rigorous synthesis of the executive’s personal evolution. Students integrate data from their Term 1 Baseline Assessment with their Term 4 Legacy Assessment to analyze the specific behavioral shifts that occur over the 15-month journey. The course requires students to synthesize this longitudinal data to produce a formal "Leadership Narrative." This narrative serves as a mandatory artifact for the final Board Defense.
Component(s):	*Component(s):* Workshop (Project)
Notes :	*Notes :*

Rationale:

EMBA 679 is being created as a new course because the curriculum redesign formalizes the leadership audit (EMBA 670) as a 1 credit module and a change in credit value requires a new course for Registrar and government reporting purposes.

EMBA 679 recognizes a workload and level of intellectual rigor comparable to a standard credit bearing module. Students complete substantive analytical work, including a structured comparison of the Baseline and Legacy leadership assessments and the drafting of a Leadership Narrative that articulates development goals, evidence of progress, and implications for execution readiness. EMBA 679 also functions as a prerequisite input to the final Board Defence by providing evidence of “human capital” readiness and personal leadership capacity within the program’s integrated assessment model.

To avoid duplication EMBA 670 will remain active only to allow the final offering of this course and will then be deleted from the calendar effective Fall 2026, with EMBA 679 replacing it beginning Fall 2026.

Resource Implications:

None (Resources reallocated from deleted EMBA 615 course).

Impact Report

Programs

Executive MBA (EMBA)
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> John Molson School of Business Programs -> Master/Magisteriate -> Executive MBA (EMBA) -> Degree Requirements
Source of Impact

- EMBA 623
- EMBA 631
- EMBA 635

Courses

EMBA 652 The Executive Transformation Studio – Diagnostic & Design New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> Executive MBA Courses
Source of Impact

EMBA 653 The ExecutiTransformation Studio – Resilience & Legacy New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> Executive MBA Courses
Source of Impact

EMBA 679 Transformational Insight: Leadership Audit New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> Executive MBA Courses
Source of Impact

Other Units

Addition of **EMBA 653** to **Executive MBA (EMBA)** requirement
Source of other unit Impact

- Course is housed in Executive MBA Courses

Addition of **EMBA 652** to **Executive MBA (EMBA)** requirement
Source of other unit Impact

- Course is housed in Executive MBA Courses

Addition of **EMBA 679** to **Executive MBA (EMBA)** requirement
Source of other unit Impact

- Course is housed in Executive MBA Courses

INTERNAL MEMORANDUM

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

From: Rahul Ravi, Director, John Molson Executive MBA *Rahul Ravi*

Date: February 19, 2026

Subject: Proposal for refreshing the John Molson Executive MBA curriculum

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Please find attached the EMBACC memo and the proposal for refreshing the John Molson executive MBA curriculum.

The Executive MBA (EMBA) curriculum committee approved these changes on February 18, 2026.

I kindly request that the proposed changes be presented at the next meeting of the Faculty Academic Program Committee of the John Molson School of Business for consideration.

Thank you.

INTERNAL MEMORANDUM

To: Rahul Ravi, Director, John Molson Executive MBA

From: Navneet Vidyarthi, Chair of the EMBA curriculum Committee

Date: February 18, 2026

Subject: Proposal for the 2026 "Integrated Model" Curriculum Refresh

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The EMBA curriculum committee consists of the following faculty members:

1. Michel Magnan
2. Ehsan Derayati
3. Navneet Vidyarthi*
4. Adel Raphael
5. Gillian Leithman
6. Gabriela Clivio
7. Rahul Ravi

Consultant: Michèle Paulin

The objectives presented to the committee were as follows:

- Transition the program structure from a functional model to a longitudinal "Living Enterprise" model.
- Develop the new longitudinal "Transformation Studio" courses to replace the standalone Field Project and Live Case.
- Develop a new "Special Topics" shell course to provide a flexible alternative to the New Venture track in Year 2.
- Formalize the "Leadership Arc" by rightsizing the credit weight of the final leadership course.
- Realign existing core courses (Global Environment, Accounting) to fit the new "Diagnosis" and "Resilience" terms.
- Update the title of EMBA 635 to accurately reflect its focus on Entrepreneurship.

The EMBA curriculum committee (EMBACC) met on the following dates:

Sequence of the committee's work on this dossier

The committee began its virtual discussions of the dossier on January 29, 2026. The first version of the dossier was shared with all committee members on January 31, 2026. The committee deliberated virtually until February 8, 2026. Following that, all comments were consolidated and a revised draft was shared with committee members on February 15, 2026. Based on this process, the committee confirmed unanimous approval of the items listed below for Fall 2026 implementation.

The EMBA curriculum committee has voted unanimously on the 18th of February, 2026 through emails to approve the following items for Fall 2026 implementation:

- **Proposal to create EMBA 652** The Executive Transformation Studio – Diagnostic & Design (+1.5 cr.)
- **Proposal to create EMBA 653** The Executive Transformation Studio – Resilience & Legacy (+1.5 cr.)
- **Proposal to create EMBA 695** Special Topics in Executive Management (+3.0 cr.)
- **Proposal to delete EMBA 615** Live Case Experience (-1.0 cr.)
- **Proposal to delete EMBA 646** Applied Field Project (-3.0 cr.) – to be in effect as of fall 2027
- **Proposal to change the credit value and description of EMBA 670** Transformational Insight from 0.0 to 1.0 credit (+1.0 cr.)
- **Proposal to change the title of EMBA 635** from "Innovation and Venture Creation" to "Entrepreneurship and Venture Creation"
- **Proposal to change the description of EMBA 623** Managing in a Global Environment (Pedagogical shift to Term 1)
- **Proposal to change the description of EMBA 631** Strategic Management Accounting (Pedagogical shift to Term 3)

Thank you.

The John Molson
Executive Master of Business Administration, (EMBA)
2026 The Integrated Curriculum Model

1. RATIONALE FOR THIS REVISION

Context: From Content to Connection

In 2023, the EMBA program successfully underwent a "Content Refresh." We modernized our course offerings by introducing critical topics such as *Climate Risk (EMBA 636)*, *Indigenous Perspectives (EMBA 626)*, and expanded *Corporate Governance (EMBA 637)*. These additions ensured our curriculum remains relevant to the current business landscape.

However, feedback from students, alumni, and employers indicates that while our *individual modules* are strong, the complexity of modern leadership requires a stronger ability to **integrate** these disciplines. Executives today do not solve "Marketing problems" or "Finance problems"; they manage systemic tensions between capital, talent, and market demands.

The Objective: The "Living Enterprise" Model

This proposal represents the next phase of our evolution: **Pedagogical Integration.** We are moving from a functional structure (teaching subjects in silos) to a transformational structure (teaching the lifecycle of an enterprise).

This redesign utilizes our existing 46-credit framework to create a longitudinal "Transformation Spine" that connects our courses. This ensures that a student cannot pass a functional course in isolation; they must demonstrate how these domains interact to solve complex organizational challenges.

2. THE PROPOSED PEDAGOGICAL ARCHITECTURE: FROM SILOS TO SYSTEMS

The Problem: The "Silo Effect" in Executive Education Traditionally, MBA curricula are organized by academic function. Students take a Finance course, pass an exam, and then move on to Strategy. This creates a "Silo Effect" where students view business challenges through a single lens at a time. In the real world, however, executives never face a "Marketing problem" in isolation; they face complex, systemic tensions where a marketing promise conflicts with financial realities and operational constraints.

The Solution: "The Living Enterprise" Model The 2026 Integrated Model reorganizes the curriculum not by subject, but by the **lifecycle of executive leadership**. We treat the program as a single, continuous journey where the student manages a "Living Enterprise" through four distinct phases of transformation. (See Appendix A)

Instead of asking students to "learn topics," we ask them to perform four specific executive acts:

1. **Diagnose (Diagnosis) (Year 1, Fall)**
   - *The Question:* **"What is the reality today?"**
   - *The Act:* Before leading change, one must accurately read the "vital signs" of the firm (Financial, Human, and Market health).

2. **Design (Architecture) (Year 1, Winter)**
   - *The Question:* **"What system do we build for tomorrow?"**
   - *The Act:* Once the gaps are found, one must design the system (Strategy, Ops, IT) to fix them.

3. **Stress test (Resilience) (Year 2, Fall)**
   - *The Question:* **"Will the design survive the world?"**
   - *The Act:* The designed system is "stress-tested" against global context (Climate, Capital Markets, Regulation).

4. **Steward (Governance) (Year 2, Winter)**
   - *The Question:* **"Will the institution survive me?"**
   - *The Act:* Finally, the focus shifts to stewardship, governance, and the leadership required to hand the system over.

The Mechanism: "The Transformation Spine" & "The Synthesis" To achieve this integration without disrupting the disciplinary expertise of our faculty, we are introducing two structural innovations:

- Each term culminates in a **Synthesis Defence**, evaluated by a faculty panel using a common **Synthesis rubric**.

- **The Transformation Spine (The "Studio"):** We have converted the traditional "Field Project" into a longitudinal **Transformation Studio** that runs continuously alongside the core courses. This is not a lecture course; it is the "Integration Lab." It is the dedicated

time where students apply the theories from Finance, Strategy, and Leadership to a Proxy Enterprise and their own focal organizations.

- **"The Synthesis" Assessment:** We are moving away from isolated final exams toward term end Synthesis Defences. At the end of each term, the Transformation Spine culminates in a Synthesis Defence, a major presentation where the distinct strands of that term's courses are integrated into a single enterprise narrative. The Studio convenor coordinates Synthesis logistics, rubric publication, calibration, and post event feedback in consultation with participating instructors. Each instructor retains full grade ownership for their course and evaluates only the rubric row or rows assigned to their course.
    - *Example:* In Term 1, students do not just submit a Marketing Plan. They present a 'Friction Map' based on a longitudinal Proxy Enterprise, defending how their value proposition aligns with their budget and workforce capacity. (See Appendix B).
- **The Operational Model: "Proxy" & "Shadow"** To ensure data symmetry and fair assessment while maintaining relevance, the Spine operates on a hybrid model:
    - The Proxy Enterprise (Group Work): All Synthesis Defences are anchored in a Program Owned Longitudinal Proxy Enterprise Case (e.g., a complex simulated enterprise). This ensures every group has equal access to data and faces the same constraints.
    - The Individual Shadow Brief: Alongside the team's Proxy Enterprise work, students complete an Individual Shadow Brief where they apply the same diagnostic tools to their own focal organization without disclosing proprietary data.
    - Structure of the Cohort: To balance continuity with network expansion, student teams remain stable for Year 1 (Diagnosis & Design) to allow for deep accumulation of the case work. In Year 2 (Resilience & Steward), the cohort undergoes a mandatory reshuffle, mimicking the executive reality of leading new teams in a crisis.

Summary of the Shift

Current Approach (Functional)	New Integrated Approach (Systemic)
Structure: Courses are modular (e.g., Finance, Marketing, Strategy).	**Structure:** Courses are interconnected (e.g., Diagnosis, Architecture, Resilience)
Assessment: Individual course exams or papers.	**Assessment:** Term end Synthesis Defences evaluated by a faculty panel using a common Synthesis rubric.
Student Mindset: "I need to pass this class."	**Student Mindset:** "I need to transform this enterprise."
Faculty Role: Expert in a specific domain.	**Faculty Role:** Expert plus member of the Synthesis panel.
Outcome: A graduate with a toolkit.	**Outcome:** A graduate with a proof-of-concept transformation.

3. THE CURRICULUM ROADMAP

The following table illustrates the flow of the "Living Enterprise" model across the four terms, highlighting the Meta-Logic and the specific "Synthesis" integration activity that concludes each phase.

Term	Theme	Meta-Logic	Key Integration ("Synthesis")
1 (Fall)	**DIAGNOSE**	**Sensemaking.** Before leading change, students must diagnose the "Strategic Friction" between Finance, Talent, and Marketing.	**The Friction Map:** An integrated defence of the firm's financial and human constraints.
2 (Winter)	**DESIGN**	**System Design.** Students design the Strategy, Operations, and IT systems required to fix the friction identified in Term 1.	**The Operating Model:** A blueprint connecting Strategy to Ops and Digital flows.
Summer	**FIELD TEST**	**Situated Value.** Testing the design in a foreign context (International study trip).	*Field Immersion*
3 (Fall)	**STRESS TEST**	**Resilience.** Stress-testing the business model against global shocks (Climate, Capital Markets, Regulation).	**The Crisis Simulation:** Defending the model against external macro-shocks.
4 (Winter)	**STEWARD**	**Stewardship.** Governing the transformation and ensuring long-term institutional health.	**The Board Defence:** The final Capstone Defence of the Transformation Plan.

4. SUMMARY OF CHANGES

A. Structural Realignment (Zero Credit Change)

- **Establish the "Transformation Spine":** We will split the existing EMBA 646 (Applied Field Project) from a single 3-credit course into two longitudinal parts (1.5 credits each) spanning Year 1 and Year 2. Operationally, this is a course code replacement: EMBA 646 will be removed and its 3 credits will be reissued as EMBA 652 and EMBA 653 (1.5 credits each). This transforms the course from a "final paper" into a continuous "Transformation Studio" that facilitates the "Synthesis" integration at the end of every term.
- **Establish the "Choose Your Impact" Track (Year 2):** We will introduce **EMBA 659 (Special Topics)** as a flexible shell course to run parallel to **EMBA 635 (Entrepreneurship and Venture Creation)**. This allows students to choose their Year 2 application track: *New Venture Creation* (Entrepreneurship) or *Community Impact* (Non-Profit/Stewardship).

B. Course Weight Reallocations

- **Delete:** EMBA 615 (Live JMSB Experience, 1 cr.). Its learning objectives are absorbed into the Transformation Studio.
- **Increase:** EMBA 670 (Transformational Insight) from 0 to 1 credit. It will now house the rigorous longitudinal Leadership 360 assessment.

5. DETAILED CHANGES TO COURSE OFFERINGS

REVISED COURSES

EMBA 646: The Executive Transformation Studio (Parts 1 & 2) *(Formerly "Applied Field Project")*

- **Change:** EMBA 646, replaced by EMBA 652 and EMBA 653.
- **Description:**
  - **EMBA 652: The Executive Transformation Studio: Diagnostic & Design** (1.5 Credit) Focuses on consulting methodology and systems architecture. Provides the studio time for the Term 1 (Diagnose) and Term 2 (Design) Synthesis Defences.
  - **EMBA 653: The Executive Transformation Studio: Resilience & Legacy** (1.5 Credit) Focuses on change management, risk mitigation, and implementation. Provides the studio time for the Term 3 (Resilience) and Term 4 (Stewardship) Synthesis Defences.

EMBA 670: Transformational Insight

- **Change:** Increased from 0 credits (Pass/Fail) to 1 Credit (Pass/Fail).
- **Description:** Now includes the formal **"Leadership Audit."** Students analyze the delta between their Term 1 360-degree assessment (baseline) and Term 4 360-degree assessment (outcome), applying the theories from **EMBA 640 (Leadership)**.

NEW COURSES

EMBA 659: (New Course) Special Topics in Executive Management

- **New Course:** Introduced as a 3-credit shell course.
- **Description:** Acts as the "Stewardship Track" alternative to **EMBA 635 (Entrepreneurship and Venture Creation)**. A project-based readings course allowing students to apply Year 2 concepts (Governance, Risk, Strategy) to a Community Service Initiative (CSI) or Non-Profit mandate.

DELETED COURSES

EMBA 615: Live JMSB Experience

- **Change:** Deleted (1 Credit).
- **Rationale:** The "Live Case" methodology is now embedded directly into EMBA 652. However, to ensure data symmetry and pedagogical control, the group work is anchored in a Longitudinal Proxy Enterprise. Student teams diagnose and transform a complex simulated enterprise (the Proxy) to ensure fair access to data. Simultaneously, students complete an Individual Shadow Brief where they apply the same diagnostic tools to their own focal organization without disclosing proprietary data.

Admission Requirement for John Molson Executive MBA: There is no change in admission requirements.

Checklists attached:

1. CHECKLIST FOR CURRICULUM APPROVAL COMMITTEES as suggested in the "Approval Guidelines for Curriculum Committees: created by the Office of the Vice-Provost, Innovation in Teaching and Learning November 1, 2022.
2. SOME FINAL TIPS FOR THE SUBMISSION OF DOSSIERS as suggested in "THE CURRICULUM APPROVAL PROCESS" created by the Office of the Vice-Provost, Innovation in Teaching and Learning November 1, 2022.

Current structure of the program:

Term 1 ***Mastering Fundamentals***		**Term 2** ***Global Leadership***		**Term 3** ***Thinking Outside the Box***		**Term 4** ***Leading Change***		
EMBA 610 Measuring & Reporting Financial Performance	3	**EMBA 613** Capital Markets and Financial Management	3	**EMBA 642** Crafting and Implementing a Winning Strategy	3	**EMBA 631** Strategic Management Accounting	3	
EMBA 611 Managing Talent	3	**EMBA 621** Information Technology & Digital Strategy	3	**EMBA 620** Business Process Analytics and Supply Chain Strategy	3	**EMBA 637** Corporate Governance	3	
EMBA 612 Marketing Management	3	**EMBA 640** Leadership	3	**EMBA 635** ~~Innovation and Venture Creation~~			3	
				~~**EMBA 646:** Applied Field Project~~			~~3~~	
EMBA 622 Business, Government & the Economy	1.5	**EMBA 623** Managing in a Global Environment	3	**EMBA 636** Climate Risk: Strategic transformation for Sustainability	3	**EMBA 670** **Transformational Insight**	~~0~~	
~~**EMBA 615**~~ ~~Live JMSB Experience~~	~~1~~	**EMBA 625** Business Opportunities and Cultural Immersion-International study trip	1	**EMBA 626** Business Opportunities and Cultural Immersion-Indigenous exposure	0.5			
LEAD Executive Coaching								
The Healthy Executive								
Executives Connect								
Total Credits	11.5		13		9.5		12	46

- Red struck out parts are being changed

Proposed structure of the program:

Term 1 ***DIAGNOSE*** ***What is the reality today?***		**Term 2** ***DESIGN*** ***What system do we build for tomorrow?***		**Summer** ***FIELD TEST***	**Term 3** ***STRESS TEST*** ***Will the design survive the world?***		**Term 4** ***STEWARD*** ***Will the institution survive me?***		
EMBA 610 Measuring & Reporting Financial Performance	3	**EMBA 620** Business Process Analytics and Supply Chain Strategy	3	**EMBA 625** Business Opportunities and Cultural Immersion-International study trip (1 Cr.)	**EMBA 613** Capital Markets and Financial Management	3	**EMBA 640** Leadership	3	
EMBA 611 Managing Talent	3	**EMBA 621** Information Technology & Digital Strategy	3		**EMBA 636** Climate Risk: Strategic transformation for Sustainability	3	**EMBA 637** Corporate Governance	3	
EMBA 612 Marketing Management	3	**EMBA 642** Crafting and Implementing a Winning Strategy	3		**EMBA 631** Strategic Management Accounting	3	**EMBA 622** Business, Government & the Economy	1.5	
EMBA 623 Managing in a Global Environment	3				**EMBA 626** Business Opportunities and Cultural Immersion-Indigenous exposure	0.5	**EMBA 670** Transformational Insight	1	
EMBA 652: The Executive Transformation Studio: Diagnostic & Design			1.5		**EMBA 653:** The Executive Transformation Studio: Resilience & Legacy			1.5	
					EMBA 635 Entrepreneurship and Venture Creation (or) **EMBA 659:** Special Topics in Executive Management			3	
		LEAD Executive Coaching/ The Healthy Executive/ Executives Connect							
Total Credits	12		10.5	1		9.5		13	46

- Blue parts represent the revised content. -- only course number blue represents revised/redevelopment course. Title Blue represents changed title. Credit number blue represents changed credit. Course number and title blue represents new course.

The Pedagogical Logic: How the courses answer the Executive Question of each term.

TERM 1: Diagnose (Diagnosis)

The Executive Question: *"What is the reality today?"* **The Logic:** Before an executive can prescribe a solution, they must accurately assess the organization. We strip away the 'Corporate Narrative' to find the structural friction within the firm.

- **EMBA 610 (Financial Performance):**
  - *The Logic:* The "Financial Reality." Is the organization actually creating economic value, or just accounting profit? We diagnose the historical health of the firm.
- **EMBA 611 (Managing Talent):**
  - *The Logic:* The "Human Reality." Do we actually have the capacity, skills, and culture to execute, or are we burning out our people? We diagnose the workforce.
- **EMBA 612 (Marketing Management):**
  - *The Logic:* The "Market Reality." Does the customer actually care about our value proposition? We diagnose the product-market fit.
- **EMBA 623 (Global Environment):**
  - *The Logic:* The "Cultural Reality." "How is our local reality **different from, or similar to**, global contexts?" We diagnose our cultural blind spots before we travel.
- **EMBA 652 (Studio - Diagnostic):**
  - *The Output:* **The Friction Map.** We overlay these four realities to find where they conflict (e.g., "Our Marketing promise exceeds our Talent capacity").

The Friction Map:

Theme: *Diagnose* **The Prompt:** *"Stop selling us the dream. Tell us why it isn't happening yet."*

The Integration Logic: Students usually write marketing plans that assume infinite budget and perfect employees. This exercise forces them to confront reality.

- **Marketing (612)** defines the *Promise*.
- **Finance (610)** defines the *constraint* on that promise.
- **Talent (611)** defines the *inability* to deliver that promise.
- **Global (623)** defines the *cultural blind spots*.

The Act: Students defend a diagnosis of why the organization is currently stuck.

TERM 2: Design (Architecture)

The Executive Question: *"What system do we build for tomorrow?"* **The Logic:** Diagnosis is useless without design. Now that we know the friction, we must engineer a machine (The Operating Model) to solve it.

- **EMBA 642 (Strategy):**
  - *The Logic:* The "Blueprint." defining the winning aspiration and where we will play. This provides the architectural intent.

- **EMBA 620 (Operations & Supply Chain):**
    - *The Logic:* The "Gears." Designing the physical processes and flows required to deliver the strategy.
- **EMBA 621 (IT & Digital Strategy):**
    - *The Logic:* The "Wiring." Designing the digital nervous system and data flows that enable the operations.
- **EMBA 652 (Studio - Design):**
    - *The Output:* **The Operating Model.** A coherent design where Strategy, Ops, and IT are mutually reinforcing.

The Operating Model:

Theme: *Design* **The Prompt:** *"Show us the machine that fixes the friction."*

The Integration Logic: Now that they found the friction (Term 1), they must design the system to solve it. Strategy is the intent; Ops and IT are the execution.

- **Strategy (642)** provides the *Winning Aspiration*.
- **Operations (620)** provides the *Process*.
- **IT (621)** provides the *Data Flow*.

The Act: Students draw and defend the "Target Operating Model" required to fix the friction.

SUMMER: FIELD TEST

- **EMBA 625 (International Experience):**
    - *The Logic:* The "Reality Check." We take the Operating Model designed in the classroom and test its assumptions against a completely different economic and cultural reality (International study trip).

TERM 3: Stress Test (Resilience)

The Executive Question: *"Will the design survive the world?"* **The Logic:** A design that works on paper often fails in volatility. We now subject the Operating Model to external shocks and internal stress tests.

- **EMBA 613 (Capital Markets):**
    - *The Logic:* The "Investor Test." Will the financial markets fund this model? We look at the firm through the eyes of Wall Street and creditors.
- **EMBA 631 (Strategic Mgmt Accounting):**
    - *The Logic:* The "Internal Control Test." Do we have the dashboards and variance analysis tools to catch failures before they become fatal?
- **EMBA 636 (Climate Risk):**
    - *The Logic:* The "Planetary Test." Is this model physically and regulatorily viable in a carbon-constrained world?
- **EMBA 626 (Indigenous Perspectives):**
    - *The Logic:* The "Relational Test." Does this business model extract, or does it relate? We test the historical and social legitimacy of the firm.

- **EMBA 653 (Studio - Resilience):**
    - *The Output:* **The Crisis Simulation.** We simulate a macro-shock to see if the "Control Room" (613/631) holds up.

The Crisis Simulation

Theme: *Stress Test* **The Prompt:** *"The world just changed. Do the math."*

The Integration Logic: This is a stress test. We take the Operating Model from Term 2 and hit it with a macro-shock.

- **Climate (636)** provides the *Shock* (e.g., "Carbon tax jumps to $170/ton").
- **Indigenous (626)** provides the *Social Risk* (e.g., "A blockade stops your supply chain").
- **Mgmt Accounting (631)** provides the *Calculator* (Variance Analysis).
- **Capital Markets (613)** provides the *Consequence* (Stock price impact).

The Act: *A live Crisis Command simulation requiring immediate financial and operational recalculation.*

TERM 4: Steward (Governance)

The Executive Question: *"Will the institution survive me?"* **The Logic:** The ultimate test of leadership is not immediate performance, but long-term stewardship. We shift from "managing the machine" to "governing the institution."

- **EMBA 640 (Leadership):**
    - *The Logic:* The "Agency." How do I mobilize the human energy required to sustain this transformation after I leave?
- **EMBA 637 (Corporate Governance):**
    - *The Logic:* The "Oversight." Designing the Board structures that ensure the strategy outlasts the CEO.
- **EMBA 622 (Business & Govt):**
    - *The Logic:* The "Public License." Navigating the public policy and regulatory environment to ensure the firm maintains its license to operate.
- **EMBA 670 (Transformational Insight):**
    - *The Logic:* The "Self." Do I have the capacity to assume these new leadership responsibilities? (The 360 Audit).
- **EMBA 653 (Studio - Stewardship):**
    - *The Output:* **The Board Defence.** The final approval of the Transformation Plan.

The Board Defence

Theme: *Steward* **The Prompt:** *"Convince us to bet the company's future on you."*

The Integration Logic: This is the Capstone. It brings everything together, plus the Sidecar project.

- **Leadership (640)** provides the *Personal Credibility*.
- **Governance (637)** provides the *Board Perspective* (Risk, Ethics, Duty).

- **EMBA (622)** provides the *Regulatory/Economic Environment*
- **Sidecar (635/659)** provides the *Growth Engine*.

The Act: A formal Board Meeting where the student requests the mandate to execute the transformation.

EMBA 670: Transformational Insight (1 Credit)

- **Role:** The Personal Integration Point.
- **Description:** While the Transformation Studio (EMBA 652/653) focuses on the evolution of the *enterprise*, this course focuses on the evolution of the *executive*.
- **The Mechanism:** Students conduct a longitudinal audit of their leadership style, comparing their Term 1 "Baseline 360" against their Term 4 "Governance 360."
- **Integration:** The insights from this course serve as the "Human Capital" evidence in the final Term 4 Board Defence, proving the student has the personal agency required to lead the transformation they have designed.

The EMBA curriculum committee:

The EMBA curriculum committee consists of the following faculty members:

1. Michel Magnan
2. Ehsan Derayati
3. Navneet Vidyarthi*
4. Adel Raphael
5. Gillian Leithman
6. Gabriela Clivio
7. Rahul Ravi

* The committee was chaired by Navneet Vidyarthi

Consultant: Michèle Paulin

New courses:

1. EMBA 652: The Executive Transformation Studio – Diagnostic & Design
   Credits: 1.5 **Prerequisites:** None (Core Year 1 Course) **Term:** Terms 1 & 2

Course Description: The Executive Transformation Studio is a longitudinal applied learning module that runs parallel to the functional courses in the first year of the program. It serves as the integration mechanism for the "Diagnose" and "Design" phases of the curriculum. In the Fall term, students apply cross-cultural, financial, and organizational behavior frameworks to diagnose the "Strategic Friction" within a focal organization, culminating in the *Friction Map Defence*. In the Winter term, students integrate concepts from Strategy, Operations, and Digital Technology to design a comprehensive *Target Operating Model* aimed at resolving the identified friction. The course focuses on systems thinking, problem formulation, and the architectural design of organizational change.

Rationale: Traditionally, Executive MBA programs assess learning through isolated course deliverables. EMBA 652 is created to overcome this "silo effect" by forcing students to integrate distinct disciplines into a coherent whole. By splitting the field project into a Year 1 specific module, this course:

1. **Ensures Accountability:** It provides a formal grading mechanism for the "Synthesis" integration defences held at the end of Terms 1 and 2.
2. **Focuses on Formulation:** It distinguishes the skill of *designing* a solution (Year 1) from the skill of *stress-testing* and *governing* it (Year 2), ensuring students master the architectural tools of leadership before moving to execution.
3. **Real-Time Application:** It replaces the static "consulting report" model with a dynamic, iterative studio model where students apply concepts to their workplace in real-time.

2. EMBA 653: The Executive Transformation Studio: Resilience & Legacy
   Credits: 1.5 **Prerequisites:** EMBA 652 **Term:** Terms 3 & 4

Course Description: Building on the diagnostic and design work of EMBA 652, this second-year module focuses on the "Resilience" and "Governance" phases of executive leadership. In the Fall term, students subject their Operating Models to rigorous stress-testing, utilizing management accounting and capital markets data to navigate simulated macro-shocks (Climate, Regulatory, and Economic), culminating in the *Crisis Simulation*. In the Winter term, the focus shifts to stewardship, where students integrate leadership, governance, and public policy frameworks to finalize their Transformation Plan. The course concludes with the *Board Defence*, a capstone presentation to a faculty panel where students must demonstrate the fiduciary and strategic viability of their proposed transformation.

Rationale: As executives advance, their focus must shift from designing internal systems to managing external context and ensuring long-term stewardship. EMBA 653 is created to capture this distinct set of senior-level competencies.

1. **Assessment of Risk & Control:** Unlike the design-focused EMBA 652, this course specifically assesses the student's ability to use "Control Systems" (Accounting and Governance) to navigate volatility.
2. **Capstone Integration:** It serves as the final "Synthesis" for the program, formally housing the Board Defence. This ensures that the program's exit standard requires the integration of "Hard Skills" (Finance/Strategy) with "Soft Skills" (Leadership/Governance).
3. **Longitudinal Logic:** Creating a distinct course code for Year 2 allows for a clear progression in difficulty, moving from the "Consultant" mindset of Year 1 to the "Steward" mindset of Year 2.

3. EMBA 659: Special Topics in Executive Management
   Credits: 3.0 **Prerequisites:** Subject to Program Approval

Course Description: This course is intended for EMBA students who wish to pursue advanced study in executive management topics beyond the standard core curriculum. It provides a flexible academic structure for intensive, supervised work in specific domains relevant to the student's professional context. The specific topic, methodology, and deliverable structure vary according to the special interests of the student and the availability of faculty supervision. Enrollment is restricted and subject to program approval to ensure alignment with the Executive MBA learning outcomes.

Rationale for Creation: The creation of EMBA 659 is necessary to provide a flexible "academic shell" that accommodates diverse executive career paths in the second year of the EMBA program.

1. **Accommodation of Diverse Capstone Tracks:** While many students pursue the "New Venture" track (EMBA 635), others require a different vehicle for their capstone work. This course immediately serves students focusing on **Community Service Initiatives (CSI)** or Non-Profit Stewardship, ensuring they have a credit-bearing structure parallel to the entrepreneurship stream.
2. **Curricular Agility:** As a "Special Topics" course, it allows the program to remain responsive to emerging business trends without requiring constant curriculum changes. It provides a mechanism for students to undertake bespoke projects—such as deep-dives into AI Ethics, Family Business transitions, or specialized Industry Analysis—that are highly relevant to their specific sector but outside the scope of general coursework.
3. **Structural Parity:** It ensures that all independent Year 2 projects can be held to the same credit weight (3.0) and academic rigor, regardless of whether the output is a startup business plan (EMBA 635) or a specialized strategic audit (EMBA 659).

Course with changed credit value:

Course: EMBA 670: Transformational Insight **Change:** Increase credit weight from **0 Credits (Pass/Fail)** to **1 Credit (**Retaining Pass/Fail grading**)**

Current Description (The "Attendance" Model): Currently, EMBA 670 is designed as a **reflective workshop**. It serves as a "celebration" of the leadership journey, offering a space for introspection. The focus is on "personal growth… rather than traditional academic content." Because the primary objective was attendance and open discussion, it carried zero academic weight. The current description reads as follows:

Throughout the Executive MBA program, students receive invaluable feedback on their leadership styles, strengths, and areas for growth. With dedicated opportunities to collaborate with instructors and executive coaches, they actively address and refine these facets. This course is a two-day workshop, which serves as a capstone to this journey, offering students a reflective space to measure and celebrate leadership growth. Through this experience, students have an opportunity to equip themselves with refined leadership insights and emerge poised to navigate the multifaceted challenges of the contemporary business arena.

Proposed Description (The "Competency" Model): This course constitutes a longitudinal leadership audit that formally connects the beginning of the program to its conclusion. The module functions as a rigorous synthesis of the executive's personal evolution. Students integrate data from their Term 1 **Baseline Assessment** with their Term 4 **Governance Assessment** to analyze the specific behavioral shifts that occur over the 15-month journey. The course requires students to synthesize this longitudinal data to produce a formal "Leadership Narrative." This narrative serves as a mandatory artifact for the final Board Defence, ensuring that the student possesses the personal agency required to execute the organizational transformations designed in the curriculum.

Rationale for the Change:

Rationale for Increasing from 0 to 1 Credit: The increase to 1 credit recognizes that the course now demands a workload and intellectual rigor equivalent to a standard academic module.

1. **Workload Equivalence:** The course no longer relies solely on attendance. It requires significant analytical work, including the longitudinal comparison of the **Baseline and Governance assessments**, the identification of behavioral patterns, and the drafting of a structured Leadership Narrative. This represents a substantial investment of student hours beyond the classroom sessions.
2. **Curricular Dependency:** Under the Integrated Model, this course is no longer an isolated experience but a critical prerequisite for the final *Board Defence*. The output of EMBA 670 acts as the evidence of "Human Capital" readiness. Assigning credit validates that personal growth is a core pillar of the executive competency framework, equal in importance to technical skills.

Rationale for Retaining Pass/Fail Grading: Despite the increase in credit weight, the course retains the Pass/Fail grading structure to preserve the integrity of the learning process.

1. **Psychological Safety:** The subject matter involves deep introspection, vulnerability, and the acknowledgment of personal blind spots. Assigning a letter grade to a student's personal evolution is pedagogically counterproductive and risks stifling honest reflection in favor of "performative" growth.
2. **Competency-Based Assessment:** A "Pass" indicates that the student successfully engages with the audit process and produces a coherent Leadership Narrative that meets the program's exit standards. This binary evaluation ensures that the focus remains on authentic development rather than grade optimization.

Courses to be Deleted:

EMBA 646: Applied Field Project (3 Credits)

Rationale for Deletion:
The deletion of EMBA 646 is driven by a fundamental shift in the program's pedagogical architecture—moving from **"Episodic Integration"** to **"Longitudinal Integration."**

1. **Structural Obsolescence:** EMBA 646 functioned as a standalone "capstone"—a single event at the end of the program where students were expected to retrospectively apply knowledge from the previous 15 months. Educational research suggests that this "after-the-fact" integration is less effective than "just-in-time" application. The program is moving to a model where integration occurs continuously through the new *Transformation Studio* structure (EMBA 652/653).
2. **Shift from "Consulting" to "Transformation":** The learning objective of EMBA 646 was primarily *consultative* (making recommendations to a client). The new program mandate focuses on *executive transformation* (designing and stressing-testing operating models). The format of a single-term group project is insufficient to capture the lifecycle of executive leadership (Diagnose → Design → Stress test → Steward) which requires a multi-term, longitudinal structure.
3. **Evaluation Rigor:** The single-course structure of EMBA 646 concentrated the assessment of "integration skills" into one final grade. Deleting this course allows us to redistribute those assessment points across four distinct "Synthesis Defences" (Friction Map, Operating Model, Crisis Simulation, Board Defence), ensuring that student competency is validated at every stage of the program, not just the end.

EMBA 615: Live JMSB Experience (1 Credit)

Rationale for Deletion: EMBA 615 was designed as a short-term immersive consulting experience to teach diagnostic skills. This course is being deleted because its learning outcomes have been fully absorbed and expanded within the new Term 1 curriculum.

1. **Redundancy of Learning Outcomes:** The primary objective of EMBA 615 was to teach students how to diagnose organizational problems in real-time. This competency is now the central focus of the new **EMBA 652 (Module 1: Diagnose)**, where students perform a deep-dive "Friction Map" analysis of their own organizations.
2. **Resource Reallocation:** The 1 credit from this course is required to support the increased rigor of the **EMBA 670 (Transformational Insight)** course. By removing the isolated one-week consulting simulation, we are able to invest those credit hours into the longitudinal leadership audit, which offers a higher return on investment for the student's personal development.
3. **Internalization of Context:** EMBA 615 relied on external, often temporary client engagements. The new model prioritizes the "Living Enterprise," requiring students to diagnose their *own* organizations. This shift renders the external consulting trip pedagogically redundant.

Courses with descriptions and/or Titles changed:

EMBA 623: Managing in a Global Environment
Type of Change: Description Update (To align with Term 1 "Diagnose" Theme).

Current Description: The complexities of doing business in a global environment are studied. Major issues include supply chain management, cross-cultural management and communication, global investment and partnership, international strategy and marketing, international human resource management, ethics, law and social responsibility. A portion of this course also integrates the economic, social, cultural and business aspects of the region visited in the Global Experience course.

Proposed Description: This course provides frameworks to diagnose the opportunities and complexities of leading across borders, cultures, and distance in an interconnected global economy. Situated in the first term, it emphasizes Contextual Intelligence: how cultural value systems, geopolitics, technology, and institutional environments shape leadership and performance. Topics include cross cultural leadership, language and communication barriers, leading across time zones, conflict management and negotiation in international settings, and building trust across distance. The course also examines how mental health and well being are understood across cultures, equipping leaders to respond with sensitivity. This foundation supports the subsequent Global Experience course.

Rationale for Change: With the move of this course to **Term 1**, the focus shifts from "International Strategy" (which relies on the Term 2 Strategy course) to **"Cultural & Environmental Diagnosis."** The revised description removes advanced functional topics like "Supply Chain" (covered in Term 2) and emphasizes the cross-cultural frameworks required for the students' initial sense-making of the global environment.

EMBA 631: Strategic Management Accounting
Type of Change: Description Update (To align with Term 3 "Stress test" Theme).

Current Description: In this course, students learn about management accounting and control systems concepts and related tools utilized in organizations to implement strategy and enhance decision-making as well as to guide expected behaviors, evaluate performance, and, act with professionalism and ethics.

Proposed Description: This course focuses on the design and use of management control systems to ensure organizational resilience and strategic alignment. Students learn to utilize accounting data not just for costing, but for risk management and stress-testing. Topics include variance analysis in volatile environments, key performance indicators (KPIs) for crisis detection, and the behavioral implications of control systems. The course emphasizes how financial visibility and internal controls act as the organization's immune system against external shocks.

Rationale for Change: With the move of this course to **Term 3**, it is now clustered with "Capital Markets" and "Climate Risk" under the **"Stress test"** theme. The revised description highlights the role of accounting in **risk management and internal control**, distinguishing it

from introductory financial accounting and explicitly linking it to the Crisis Simulation logic of the third term.

EMBA 635: Entrepreneurship and Venture Creation
Type of Change: Title Change

Current Title: Innovation and Venture Creation

Proposed Title: Entrepreneurship and Venture Creation

Rationale for Change: The title is being updated to more accurately reflect the course content and pedagogical objectives. While innovation is a component of the course, the primary focus is on the practical application of entrepreneurship, specifically the process of converting an idea into a launch-ready business venture. This change aligns the title with the "New Venture" track structure established in the new curriculum model.

The proposed curriculum:

The proposed 2026 curriculum covers a broad spectrum of business disciplines, from financial performance and marketing management to innovation and venture creation. However, it represents a structural evolution from teaching business "subjects" to teaching business "systems." While the program continues to cover the functional fundamentals, it is now organized around the lifecycle of the **"Living Enterprise."**

The curriculum is structured into four distinct phases of executive leadership: **Diagnose** (Term 1), **Design** (Term 2), **Stress test** (Term 3), and **Steward** (Term 4). This longitudinal approach ensures that students do not merely learn functional skills in isolation but apply them integratively to solve complex organizational challenges.

A defining feature of this curriculum is the **Executive Transformation Studio**, a longitudinal spine that runs parallel to the functional courses. Through this studio, students engage in continuous "Synthesis Defences"—integrative assessments that replace traditional isolated exams. The journey concludes with the **Transformational Insight** audit and the **Board Defence**, ensuring that graduates emerge not just as skilled managers, but as resilient, self-aware stewards of their institutions.

List of all courses in the proposed curriculum:

1. **EMBA 610: Measuring and Reporting Financial Performance (3 cr.) – (No change)** The focus of this course is on the use of financial statements to assess a company's performance and the creation of firm value. The objective is to understand the relation between a company's strategic decisions, business activities and its financial statements. It also examines how boards of directors and investors can gauge the effectiveness of managerial stewardship in the creation of shareholder value. The course is taught using the case method.
2. **EMBA 611: Managing Talent (3 cr.) – (No change)** The Talent Management course provides a comprehensive exploration of strategic talent management challenges across individual, organizational, and leadership dimensions. It emphasizes the significance of aligning talent with organizational goals in a globalized environment. Students will delve into topics such as talent scarcity, engagement, retention, organizational resilience, and the pivotal role of leadership in fostering a unified culture and continuous learning. This course equips participants with the tools and strategies to ensure organizational success through effective talent management.
3. **EMBA 612: Marketing Management (3 cr.) – (No change)** The important role of marketing is studied, and the skills developed to lead this function in an organization or to interact effectively with it. Attention is given to such topics as marketing planning, strategy formulation and control, customer focus, customer value creation, positioning, branding, pricing, communications and distribution. Deploying lectures, case discussions and application-oriented readings, the requisite mindset is nurtured to facilitate marketing excellence in today's multi-faceted and dynamic external environment.
4. **EMBA 613: Capital Markets and Financial Management (3 cr.) – (No change)** This course provides a general understanding of the fundamental concepts of corporate finance and capital markets as they apply to the firm's long-term and short-term financing and investment

decisions. It examines the valuation of financial instruments and integrates that knowledge into investment, financing, and capital budgeting strategies.

5. **EMBA 620: Business Process Analytics and Supply Chain Strategy (3 cr.) – (No Change)** This course looks at how companies can improve their business processes to deliver services or build products that are valued by their customers. In today's business environment, companies are closely interconnected with global supply chains and distribution channels as well as multiple stakeholders. In this course, students learn to design, operate and improve a network of operations among various stakeholders to ensure that systems are properly managed so that the flow of material and information is fluid.
6. **EMBA 621: Information Technology and Digital Strategy (3 cr.) – (No change)** Students learn how advances in information technologies, connectivity and data analytics are transforming business models and creating new avenues for business value creation. This course provides students with a business-driven leadership perspective on information technology (IT) by leveraging digital technologies for competitive advantage. Topics include strategic alignment of IT, the impact of disruptive technologies, IT governance, data analytics, artificial intelligence, privacy and cybersecurity.
7. **EMBA 622: Business, Government and the Economy (1.50 cr.) – (No change)** The course provides a non-technical introduction to government policy analysis from the perspective of the business executive. We begin with a discussion of the differences between private and public goods and the impact of external forces on different stakeholders. The role of government and business in the creation and resolution of problems created by outside influences will be evaluated.
8. **EMBA 623: Managing in a Global Environment (3 cr.) – (Redeveloped. Change of description)** This course provides frameworks to diagnose the opportunities and complexities of leading across borders, cultures, and distance in an interconnected global economy. Situated in the first term, it emphasizes contextual intelligence: how cultural value systems, geopolitics, technology, and institutional environments shape leadership and performance. Topics include cross cultural leadership, language and communication barriers, leading across time zones, conflict management and negotiation in international settings, and building trust across distance. The course also examines how mental health and well being are understood across cultures, equipping leaders to respond with sensitivity. This foundation supports the subsequent Global Experience course.
9. **EMBA 625: Business Opportunities and Cultural Immersion - International Study Trip (1 cr.) – (No change)** This integrative course allows students to experience distinct cultures and learn to do business with them in a sustainable and responsible manner. Scheduled at the end of the second term, students have the opportunity to apply the business knowledge gained by being exposed to business practices in a specific region. The course exposes students to a culturally distinct community and provides them with an opportunity to experience distinct economic, political, social, and cultural factors.
10. **EMBA 626: Business Opportunities and Cultural Immersion - Indigenous Exposure (0.5 cr.) – (No change)** This course provides students with an introductory overview of Indigenous cultures, highlighting their governance, business models, and values. As a distinctive component of the EMBA program, students will embark on a study trip to an Indigenous community, offering a firsthand experience of their sustainable practices and

environmental stewardship. In line with national reconciliation initiatives, the course seeks to bolster students' cultural awareness, a crucial attribute for today's business leaders.

11. **EMBA 631: Strategic Management Accounting (3 cr.) – (Redeveloped. Change of description)** This course focuses on the design and use of management control systems to ensure organizational resilience and strategic alignment. Students learn to utilize accounting data not just for costing, but for risk management and stress testing. Topics include variance analysis in volatile environments, key performance indicators (KPIs) for crisis detection, and the behavioral implications of control systems. The course emphasizes how financial visibility and internal controls act as the organization's immune system against external shocks.
12. **EMBA 635: Entrepreneurship and Venture Creation (3 cr.) – (Title change)** This course is designed to guide students in converting a budding idea into a launch-ready business venture. Through an immersive curriculum, students will explore the nuances of innovation, conduct in-depth market analysis, and craft strategic financial plans. The culmination of their efforts will be a presentation to a set of industry experts. Alongside theoretical knowledge, the course emphasizes hands-on experience and practical application.
13. **EMBA 636: Climate Risk: Strategic Transformation for Sustainability (3 cr.) – (No change)** Situating students squarely within the context of our global climate and environmental crises, this course highlights the challenges firms face in rapidly transitioning towards a low-carbon future. Students will develop applied insight into developing low-carbon futures by creating a viable proposal for transitioning their chosen organizations towards net-zero to avert the worst of our climate crises.
14. **EMBA 637: Corporate Governance (3 cr.) – (No change)** This course aims to present a comprehensive view of corporate governance emphasizing the interactions between the board of directors and management. Mixing generally accepted principles of good governance with the latest research evidence, the course will be practice-oriented with class participants being involved as governance actors. Moreover, the course will integrate considerations about how stakeholders beyond shareholders as well as ESG and sustainability map into governance decision-making processes.
15. **EMBA 640: Leadership (3 cr.) – (No change)** Leadership is the process of influencing and supporting others in the accomplishment of a common task. In addition to providing a critical review of key concepts, models, and theories of leadership, the course allows students to develop and apply their leadership abilities in organizational settings, especially in the context of change. Elements of the leadership development module are integrated within the course to improve student's ability to lead with purpose, inspire others and enable change.
16. **EMBA 642: Crafting and Implementing a Winning Strategy (3 cr.) – (No change)** The important issues involved in developing strategy in various business sectors are the focus of the course. Students learn to formulate strategies that clearly state the growth path for companies. The course also looks at winning strategies defining how companies can compete against their rivals in specific business sectors. The course also looks at the relationship between strategy, culture and structure of the organization.
17. **EMBA 652: The Executive Transformation Studio – Diagnostic & Design (1.5 cr.) – (New Course)** The Executive Transformation Studio is a longitudinal applied learning module that runs parallel to the functional courses in the first year of the program. In the Fall

term, students apply cross-cultural, financial, and organizational behavior frameworks to diagnose "Strategic Friction." In the Winter term, students integrate concepts from Strategy, Operations, and Digital Technology to design a comprehensive *Target Operating Model*. The course focuses on systems thinking, problem formulation, and the architectural design of organizational change.

18. **EMBA 653: The Executive Transformation Studio: Resilience & Stewardship (1.5 cr.) – (New Course)** Building on the diagnostic and design work of EMBA 652, this second-year module focuses on the "Resilience" and "Governance" phases. In the Fall term, students subject their Operating Models to rigorous stress-testing against macro-shocks (Climate, Regulatory, Economic). In the Winter term, the focus shifts to stewardship, utilizing leadership and governance frameworks to finalize a Transformation Plan. The course concludes with the *Board Defence*, a capstone presentation to a faculty panel.
19. **EMBA 670: Transformational Insight (1 cr.) – (Redeveloped. Change of description. Credit weight increased from 0 to 1)** This course constitutes a longitudinal leadership audit connecting the program's beginning to its conclusion. Moving beyond a reflective workshop, the module demands a rigorous synthesis of the executive's personal evolution. Students analyze behavioral shifts by comparing their Term 1 "Baseline Assessment" with their Term 4 "Governance Assessment." The final deliverable is a formal "Leadership Narrative"—a mandatory artifact for the final Board Defence that validates the student's personal agency to lead organizational transformation.
20. **EMBA 659: Special Topics in Executive Management (3 cr.) – (New Course)** This course is intended for EMBA students who wish to pursue advanced study in executive management topics beyond the standard core curriculum. It provides a flexible academic structure for intensive, supervised work in specific domains relevant to the student's professional context, such as Social Impact, Non-Profit Governance, or specialized Industry Analysis. The specific topic varies according to the special interests of the student and the availability of faculty supervision.

Supporting modules which along with the above courses completes the EMBA curriculum:

1. Healthy Executive – no change.
   The foundation of the Healthy Executive module is to enable students to sustain high-performance at work while maintaining a healthy lifestyle. The module is delivered by a team of specialists from Concordia's School of Health which includes experienced certified exercise physiologists, registered dietitians and Concordia's Health Services health promotion experts. The module focuses on behaviours related to physical activity, nutrition and other health-related activities such as regular medical checkups, flu vaccination and stress management techniques. The Healthy Executive uses a "slow and steady" approach and unfolds systematically over the 18 months of the EMBA program, making it more likely that students reflect on and implement healthy living strategies into their lives in the long term.

2. Lead Executive Coaching – no change.
   The unique Leadership Effectiveness and Development (LEAD) Coaching program supports EMBA students in developing their leadership potential. LEAD is based on a series of individual sessions with highly trained professional coaches. It begins with psychometric assessments and multi-source feedback processes and one-on-one reviews of students' assessments. The coaching program then focusses on key growth areas for professional success. Coaches employ results-oriented change strategies to ensure that sustainable change is achieved. LEAD Coaching is founded on a multidimensional and holistic leadership model, wherein all facets of participants' lives are taken into consideration. Coaches hold participants fully accountable for goals they set in LEAD Coaching sessions. On-going monitoring of outcomes throughout the coaching process ensures that targets are met and significant goals achieved.

3. Executive Connect – no change.
   John Molson Executives Connect module exposes students to business leaders and experts who are shaping the business world today. Students will interact directly with rising and established leaders who will provide insight into business and other issues. As part of this module, each EMBA cohort is assigned a champion, a well-respected business leader who remains in contact with the group throughout the two-year program.

Current learning goals of the EMBA program and learning objectives of each goal:

Learning Goal 1: Our EMBA graduates will integrate knowledge about fundamental business functions (processes, talent, capital, resources, and markets) to guide management decision making.

1. Explain the interrelationships between different business functions.
2. Analyze case studies to identify patterns, trends, and key insights.
3. Develop integrated solutions to complex business problems.

Learning Goal 2: Our EMBA graduates will demonstrate a global management skillset.

1. Demonstrate how cultural differences impact global business decision making.
2. Create organizational strategies that reflect a global perspective.

Learning Goal 3: Our EMBA graduates will be able to identify, analyze, and offer creative and strategically-sound solutions to complex business problems.

1. Analyze complex business problems using relevant qualitative and/or quantitative techniques.
2. Evaluate the effectiveness of different strategic options in addressing complex business problems.
3. Develop innovative solutions to complex business problems that align with organizational goals.

Learning Goal 4: Our EMBA graduates will have acquired knowledge and skills for effective leadership.

1. Create a personal leadership development plan that incorporates self-reflection and feedback.
2. Design effective communication strategies that demonstrate best practices to motivate teams to achieve shared goals.

Learning Goal 5: Our EMBA graduates will be able to promote sustainable and ethical business practices.

1. Explain the application of the principles of corporate governance to sustainable business practices.
2. Evaluate the impact of business practices on social and/or environmental, and/or economic sustainability.
3. Design sustainable and ethical business practices that align with organizational goals and stakeholder expectations.

Alignment mapping:

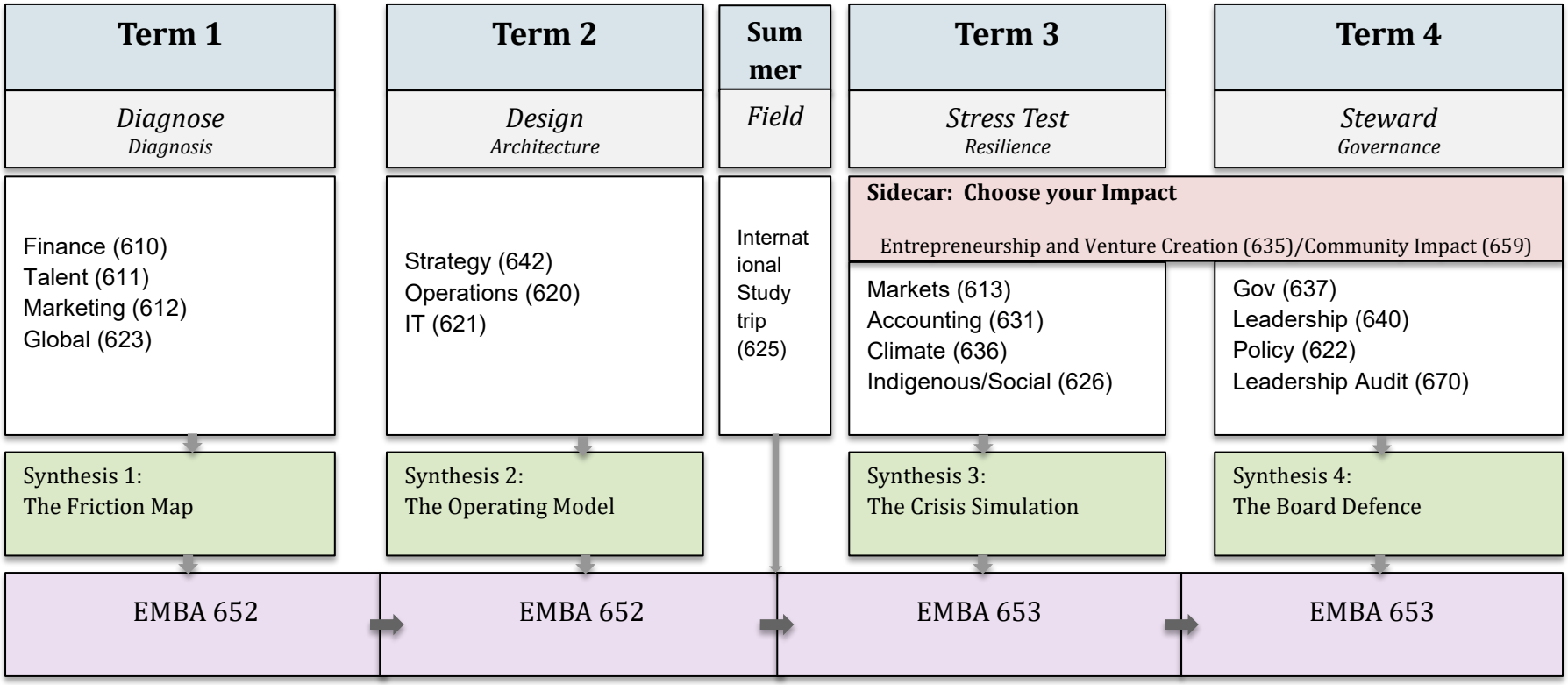
Learning Goal	The Curricular Mechanism (How we fulfill it)
Goal 1: Integration *"Integrate knowledge... Develop integrated solutions."*	**The Transformation Studio (EMBA 652/653)** By replacing isolated exams with "Synthesis Defences" (e.g., The Operating Model), we force students to literally *develop integrated solutions* that combine Strategy, Ops, and Finance in real-time.
Goal 2: Global Skillset *"How cultural differences impact decision making."*	**EMBA 623 (Moved to Term 1)** Moving "Managing in a Global Environment" to the start of the program ensures students possess the diagnostic frameworks for cultural difference *before* they make strategic decisions in the subsequent terms.
Goal 3: Complex Solutions *"Analyze using qualitative/quantitative techniques... Creative solutions."*	**Term 3 "Resilience" Cluster** Grouping *Management Accounting* (631) with *Climate Risk* (636) creates a rigorous testing ground where students must use quantitative data (variance analysis) to solve complex, non-linear problems (climate adaptation).
Goal 4: Leadership *"Create a personal leadership development plan... Self-reflection."*	**EMBA 640 (Leadership) + EMBA 670 (Insight)** **EMBA 640** delivers the theoretical frameworks and practical tools to "motivate teams to achieve shared goals" (Objective 2). **EMBA 670** delivers the mechanism for "self-reflection and feedback" (Objective 1) via the longitudinal audit. Together, they cover the full spectrum of *Leading Others* and *Leading Self*.
Goal 5: Sustainability & Ethics *"Corporate governance... social/environmental impact."*	**The Term 4 "Governance" Cluster** This new goal *mandates* the expansion of *Corporate Governance* (637) and the inclusion of *Climate Risk* (636) and *Indigenous Perspectives* (626). The old curriculum could not have met this goal; the new one does.

Mapping the proposed Learning goals with the courses:

LG / Courses	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	4.1	4.2	5.1	5.2	5.3
610	X	X	X										
611	X		X							X			
612	X		X										
613						X	X						
620	X	X	X										
621	X	X	X			X		X		X			
622				X								X	
623				X	X								
625				X	X								
626				X	X							X	X
631	X	X	X			X	X	X			X		
635		X	X			X	X	X					X
636						X	X	X			X	X	X
640	X								X	X			
637	X		X				X				X	X	X
642						X	X	X					
652	X	X	X			X		X					
653	X	X	X				X			X	X		
659		X	X			X	X	X				X	X
670									X				

Appendix A: Visualizing the Synthesis (Integration) and the Transformation Spine

This figure shows the term inputs (course lenses), the Synthesis defences that connect and integrate learning each term, and the studio spine that anchors the transformation journey across the program. Each term culminates in a Synthesis Defence.



**Studio spine is EMBA 652 and EMBA 653. EMBA 635 or 659, EMBA 670 and EMBA 625 remain credit bearing standalone courses.*

Figure 1. Term inputs, Synthesis defences, and the studio spine across the EMBA

Appendix B Assessment Architecture and Synthesis Defence Grading Framework

1. **Purpose and Design Intent** This appendix defines how learning is assessed in the integrated curriculum model. It operationalizes integration through four "Synthesis Defences" while preserving disciplinary rigour and clear grade ownership within each course.

   Each term culminates in a Synthesis Defence, evaluated by a faculty panel using a common Synthesis rubric.

Design Principles:

- **Disciplinary Autonomy:** Each functional course retains primary control of its grade through discipline-owned assessment.
- **Forced Synthesis:** Each term includes one "Synthesis Defence" that requires cross-functional synthesis.
- **Shared Rubric:** Synthesis performance is assessed through a shared rubric with explicit row ownership by course.
- **Studio Ownership:** Studio courses (EMBA 652/653) own the integration grade and manage Synthesis logistics, aggregation, and feedback.
- **Competency-Based Leadership:** Leadership development (EMBA 670) is assessed as competency-based evidence and remains Pass/Fail.

2. **Assessment Structure and Weighting Rules**

2.1 Functional Course Weighting Rule For all functional courses participating in a Synthesis Defence in that term:

- **Discipline-Owned Assessment:** 70%
- **Synthesis aligned component:** 30%
- Note: The Synthesis aligned component for each functional course is derived ONLY from that course's owned rubric row(s) within the Synthesis Defence rubric.

2.2 Studio Course Weighting Rule Studio courses are the integration vehicles for Synthesis Defences and therefore carry a larger Synthesis performance weight.

- **EMBA 652:** Studio Process (25%) / Synthesis Performance & Integration Rubric (75%).
- **EMBA 653:** Studio Process (20-25%) / Synthesis Performance & Board Readiness Rubric (75-80%).

3. Synthesis Defences, Required Artifacts, and Rubric Row Ownership

Term 1 Synthesis Defence: The Friction Map Defence

- **Purpose:** Diagnose enterprise friction by connecting market promise, economic viability, and execution capacity.
- **Rubric Row Ownership:**
    - **EMBA 652 (Studio):** Systems diagnosis quality, causal logic, evidence chain.
    - **EMBA 612 (Marketing):** Market promise clarity, segmentation logic, customer evidence quality.
    - **EMBA 610 (Finance):** Economic viability constraints, value creation logic, defensible assumptions.
    - **EMBA 611 (Talent):** Capacity, culture, and execution feasibility implications.
    - **EMBA 623 (Global):** Institutional/global context and cross-cultural risk relevance.

Term 2 Synthesis Defence: The Operating Model Defence

- **Purpose:** Design the target operating model that resolves Term 1 friction through coherent strategic choices, operational design, and digital enablement.
- **Rubric Row Ownership:**
    - **EMBA 652 (Studio):** Integration quality, coherence across domains, explicit tradeoffs.
    - **EMBA 642 (Strategy):** Strategy logic, "where to play/how to win," choice consistency.
    - **EMBA 620 (Ops):** Operating feasibility, process design, flow, capacity realism.
    - **EMBA 621 (IT):** Digital enablement, data flows, governance, capability realism.

Term 3 Synthesis Defence: The Crisis Simulation

- **Purpose:** Stress test the operating model against shocks, quantify consequences, and redesign decisions under pressure.
- **Rubric Row Ownership:**
    - **EMBA 653 (Studio):** Integration under pressure, prioritization, executive communication.
    - **EMBA 613 (Capital Markets):** Capital markets consequences, funding logic, market reaction realism.
    - **EMBA 631 (Accounting):** Management control response, variance logic, KPI redesign.
    - **EMBA 636 (Climate):** Climate risk realism, translation into operating/financial implications.
    - **EMBA 626 (Indigenous):** Legitimacy and relationship duties, stakeholder reciprocity.

Term 4 Synthesis Defence: The Board Defence

- **Purpose:** Defend the transformation plan as a board-ready proposal, demonstrating governance discipline, leadership credibility, and license to operate.
- **Rubric Row Ownership:**
    - **EMBA 653 (Studio):** Enterprise viability, end-to-end coherence, sequencing.
    - **EMBA 637 (Governance):** Fiduciary posture, oversight design, ethics, risk governance.
    - **EMBA 640 (Leadership):** Mobilization credibility, execution rhythm, talent implications.
    - **EMBA 622 (Business/Govt):** License to operate, regulatory/public policy implications.
    - **Sidecar (635/659):** Growth engine depth and track-specific rigour.
    - **EMBA 670 (Insight):** Leadership competency evidence quality (Pass/Fail gating).

Exhibit B1: Sample Synthesis Rubric Template (Illustrative) Term 1 Synthesis, Friction Map

Rubric Row (Course Owner)	Level 1: Emerging	Level 2: Developing	Level 3: Proficient	Level 4: Exemplary
Studio, EMBA 652	Deliverable is incomplete or unclear. Key elements missing.	Deliverable is complete but uneven. Some elements lack clarity or integration.	Deliverable is complete and coherent. Elements are integrated and defensible.	Deliverable is compelling, well integrated, and decision ready. Shows strong synthesis.
Marketing, EMBA 612	Limited diagnosis of customer or market. Assertions not supported.	Identifies basic segments and needs. Evidence is partial.	Clear customer insight and market logic. Evidence supports the diagnosis.	Sharp, insight driven diagnosis with strong evidence and implications for strategy.
Financial Performance EMBA 610	Financial implications not quantified or inconsistent.	Some quantification, but assumptions or logic are weak.	Sound quantification with reasonable assumptions. Implications are clear.	Strong financial reasoning with sensitivity, trade offs, and crisp implications.
Talent Management EMBA 611	People and capability issues are not addressed or generic.	Identifies relevant issues but lacks actionable framing.	Addresses key capability and talent constraints with actionable options.	Integrates talent implications tightly with strategy, risks, and execution choices.
Global Management EMBA 623	External context is missing or superficial.	Identifies external factors but limited prioritization or linkage.	Prioritizes relevant external factors and links them to the diagnosis.	Demonstrates strong contextual intelligence, prioritization, and strategic implications.

4. **Rubric Publication and Transparency Rule:** For each term's Synthesis Defence, the Studio convenor will publish the Synthesis rubric and row ownership to students at the start of the term, after consultation with participating instructors.

5. **Weighting by Course (Term by Term)**

Term 1 courses

- **EMBA 610:** 70 percent discipline owned assessment; 30 percent Term 1 Synthesis component derived from EMBA 610 owned rubric row
- **EMBA 611:** 70 percent discipline owned assessment; 30 percent Term 1 Synthesis component derived from EMBA 611 owned rubric row
- **EMBA 612:** 70 percent discipline owned assessment; 30 percent Term 1 Synthesis component derived from EMBA 612 owned rubric row
- **EMBA 623:** 70 percent discipline owned assessment; 30 percent Term 1 Synthesis component derived from EMBA 623 owned rubric row
- **EMBA 652:** 25 percent studio process and milestones; 75 percent Term 1 Synthesis performance, including EMBA 652 owned row plus overall integration synthesis

Term 2 courses

- **EMBA 620:** 70 percent discipline owned assessment; 30 percent Term 2 Synthesis component derived from EMBA 620 owned rubric row
- **EMBA 621:** 70 percent discipline owned assessment; 30 percent Term 2 Synthesis component derived from EMBA 621 owned rubric row
- **EMBA 642:** 70 percent discipline owned assessment; 30 percent Term 2 Synthesis component derived from EMBA 642 owned rubric row
- **EMBA 652:** 25 percent studio process and milestones; 75 percent Term 2 Synthesis performance, including EMBA 652 owned row plus overall integration synthesis

Term 3 courses

- **EMBA 613:** 70 percent discipline owned assessment; 30 percent Term 3 Synthesis component derived from EMBA 613 owned rubric row
- **EMBA 631:** 70 percent discipline owned assessment; 30 percent Term 3 Synthesis component derived from EMBA 631 owned rubric row
- **EMBA 636:** 70 percent discipline owned assessment; 30 percent Term 3 Synthesis component derived from EMBA 636 owned rubric row
- **EMBA 626:** 70 percent discipline owned assessment; 30 percent Term 3 Synthesis component derived from EMBA 626 owned rubric row
- **EMBA 653:** 25 percent studio process and milestones; 75 percent Term 3 Synthesis performance, including EMBA 653 owned row plus overall integration under pressure

Term 4 courses

- **EMBA 637:** 70 percent discipline owned assessment; 30 percent Term 4 Synthesis component derived from EMBA 637 owned rubric row
- **EMBA 640:** 70 percent discipline owned assessment; 30 percent Term 4 Synthesis component derived from EMBA 640 owned rubric row
- **EMBA 622:** 70 percent discipline owned assessment; 30 percent Term 4 Synthesis component derived from EMBA 622 owned rubric row
- **EMBA 653:** 20 percent studio process and milestones; 80 percent Term 4 Board Defence Synthesis performance and enterprise viability

6. Group vs. Individual Assessment Rule

- **Default:** Synthesis Defences are assessed primarily as group performances to reflect the enterprise nature of integration.
- **Individual Accountability Layer:** Each student submits a one-page "Individual Addendum" specifying their contribution and the key trade-offs made.
- **Weighting:** Group Component (85%) / Individual Component (15%).

7. Scoring Workflow, Grade Ownership, and Re-evaluation

- **Scoring:** Each instructor scores *only* the rubric rows owned by their course.
- **Mapping:** Instructors convert the score on their owned row into the course grade using a published mapping (e.g., Level 3 = 85%).
- **Re-evaluation:** Only owned rows are eligible for re-evaluation by the row owner.

- **Worked example:** How a Synthesis row score becomes a course grade
    1. **Discipline owned component (70 percent)**
       The instructor of EMBA 610 assigns and grades EMBA 610 assessments worth 70 percent of the final grade.
       Example result: Student earns **78 percent** on the 70 percent component.
    2. **Synthesis aligned component for the same course (30 percent)**
       The Synthesis panel evaluates the team deliverable using the shared rubric. Each course "owns" one row of that rubric. The EMBA 610 row level is converted to a numeric grade using the level to grade mapping.
       Example panel result for the team on the EMBA 610 row: **Level 3**, which maps to **85 percent**.
    3. **Group and individual split within the 30 percent component (85 percent and 15 percent)**
       The 30 percent component is calculated as:
       Group score equals 85 percent of the mapped level grade
       Individual addendum score equals 15 percent of the mapped level grade (adjusted based on the student's addendum and evidence)

       Example:
       Group portion equals 0.85 × 85 percent equals **72.25 percent**
       Individual portion equals 0.15 × 85 percent equals **12.75 percent**
       Synthesis aligned component total equals 72.25 percent + 12.75 percent equals **85 percent**

       Optional illustration of an individual adjustment:
       If the student's addendum is evaluated as one level higher than the team performance for that rubric row, the individual portion uses Level 4 instead of Level 3.
       Level 4 maps to 95 percent
       Individual portion equals 0.15 × 95 percent equals **14.25 percent**
       Revised Synthesis aligned component total equals 72.25 percent + 14.25 percent equals **86.5 percent**

    4. **Final course grade calculation**
       Final course grade equals (0.70 × discipline owned grade) + (0.30 × Synthesis aligned grade)

       Using the base example with no individual adjustment:
       0.70 × 78 percent equals **54.6 percent**
       0.30 × 85 percent equals **25.5 percent**
       Final EMBA 610 grade equals 54.6 percent + 25.5 percent equals **80.1 percent**

8. Calibration and Alignment Protocol

- **Anchor Pack (Async):** Before each event, the Studio convenor provides an "Anchor Pack" (sample excerpts) defining Levels 2, 3, and 4. Faculty review asynchronously.
- **Micro-Calibration:** Once per term, a 20-minute alignment segment is embedded into an existing faculty meeting.
- **Escalation:** A full 60-minute calibration session is scheduled *only* if significant score dispersion is observed.

9. The Program Owned Longitudinal Proxy Enterprise Case and Shadow Layer: To ensure pedagogical control, data symmetry, and immediate professional relevance, the program utilizes a hybrid case model.

9.1 The Common Case Architecture (Group Work) Synthesis Defences are anchored in a Program Owned Longitudinal Proxy Enterprise Case.

- **Symmetry:** All student teams manage the same enterprise context, ensuring fair access to data and comparable difficulty.
- **Evolution:** The case evolves longitudinally. Decisions made in Term 1 become the constraints for Term 2.
- **Simulation Control:** This structure allows the program to inject standardized shocks in Term 3 (e.g., a specific regulatory change) that all groups must respond to simultaneously.

9.2 The "Shadow" Application Layer (Individual Work) To maintain relevance to each student's professional context, a short Individual Shadow Brief is required at the end of each term.

- **The Task:** Students must translate the specific framework used in the Synthesis (e.g., The Friction Map) to their own current professional context without requiring disclosure of proprietary data.
- **Assessment:** This brief is assessed individually by the Studio Faculty as part of the EMBA 652/653 process grade.

10. EMBA 670 Evidence Standard EMBA 670 requires submission of leadership evidence artifacts, assessed Pass/Fail. Completion of the "Leadership Narrative" and "Linkage Statement" (connecting leadership to execution feasibility) is a mandatory requirement for Term 4 Board Defence readiness.

11. Faculty Workload Neutrality The shift to the "Synthesis" model is designed to be **workload neutral** for faculty:

- **Grading Reallocation:** The Synthesis panels shift some summative grading into live, rubric based evaluation. This can reduce the need for isolated final exams or stand alone term papers, while preserving full instructor discretion over the 70 percent discipline owned component.
- **Content Autonomy:** While the *assessment* is integrated, faculty retain full autonomy over their course content. A Finance professor still teaches Finance; they simply assess the *application* of Finance within the context of the Friction Map.

Course Outline EMBA 652: The Executive Transformation Studio – Diagnostic & Design

Description: This 1.5-credit longitudinal course serves as the "integration lab" for the first year of the Executive MBA program. In addition to serving as the integration mechanism for the "Diagnosis" and "Architecture" phases, the course establishes the pedagogical foundation for executive learning. It provides formal training on the case method, teaching students how to analyze complex narratives, synthesize data, and formulate arguments. Students utilize this dedicated time to apply these diagnostic and architectural frameworks directly to their own focal organizations.

Activities:

- **Term 1: The Diagnostic Phase**
    - **Case Analysis Methodology:** Workshops on how to study with cases, including rapid situation analysis, problem definition, and the synthesis of qualitative and quantitative data.
    - **Organizational Sensemaking:** Apply frameworks from Financial Performance, Talent Management, and Global Environment to strip away the corporate narrative and reveal the empirical reality of the focal organization.
    - **The "Friction Map" Analysis:** Identify specific points of "Strategic Friction" where market promises conflict with financial constraints or talent capacity.
    - **Synthesis Defense 1 (The Friction Map):** A formal defense before a faculty panel where the student must justify their diagnosis of why the organization is currently "stuck".
- **Term 2: The Architecture Phase**
    - **Systems Design:** Integrate concepts from Strategy, Operations, and Digital Strategy to engineer a solution to the identified friction.
    - **Blueprint Creation:** Draft a comprehensive "Target Operating Model" that aligns the winning aspiration (Strategy) with the necessary processes (Ops) and data flows (IT).
    - **Synthesis Defense 2 (The Operating Model):** A formal defense of the proposed organizational architecture.

Course Outline EMBA 653: The Executive Transformation Studio – Resilience & Legacy

Description: This 1.5-credit longitudinal course serves as the "integration lab" for the second half of the Executive MBA program. It functions as the integration mechanism for the "Stress Test" and "Stewardship" phases, helping students pressure test their proposed operating model, adapt it under uncertainty, and prepare to defend it at the board level. The course develops executive judgement through applied simulations and structured reflection, and provides dedicated time for students to refine and communicate their transformation narrative using evidence from their focal organizations.

Activities:

- **Term 3:** The Stress Test Phase
    - **Scenario Stress Testing:** Use external shock scenarios (market, regulatory, operational, and reputational) to test the limits of the proposed operating model and identify points of fragility.
    - **Crisis Leadership Simulation:** Practice rapid decision making, escalation, and communication under time pressure, with attention to tradeoffs across finance, operations, talent, and customer commitments.
    - **Resilience Design:** Translate lessons from the stress tests into concrete adjustments, including risk controls, contingency plans, and stakeholder communication strategies.
    - **Synthesis Defence 3 (The Crisis Simulation):** A formal defence before a faculty panel where the student must respond to a live scenario and justify the revised plan, assumptions, and tradeoffs.
- **Term 4:** The Stewardship Phase
    - **Governance and Capital Stewardship:** Integrate governance, capital allocation, and performance measurement perspectives to define how the transformation will be sustained and supervised over time.
    - **Legacy and Institutionalization:** Develop a coherent change narrative and implementation roadmap that aligns leadership behaviour, incentives, and organizational routines with the intended future state.
    - **Synthesis Defence 4 (The Board Defence):** A formal defence of the integrated transformation plan, delivered to a faculty panel in a board style format.

Course Outline EMBA 670: Transformational Insight

Description: EMBA 670 is a 1-credit course that serves as the formal "Leadership Audit" of the Executive MBA program. Unlike a traditional workshop, this course functions as a rigorous longitudinal synthesis of the executive's personal evolution. By analyzing the behavioral delta between the start and end of the program, students generate the "Human Capital" evidence required for graduation. This course provides the structured analysis necessary to prove that the student possesses the personal agency to execute the strategies they have designed.

Activities:

- **Longitudinal Data Integration:**
    - **Baseline Analysis:** Revisit the initial 360-degree assessment and psychometric data collected in Term 1 (attached to EMBA 611).
    - **Legacy Analysis:** Analyze the results of the final 360-degree assessment collected in Term 4 (attached to EMBA 640).
    - **Delta Identification:** Identify specific behavioral shifts, skill acquisitions, and remaining blind spots that have emerged over the 15-month journey.
- **The Leadership Narrative:**
    - **Synthesis:** Draft a formal "Leadership Narrative" that connects personal growth to professional outcomes.
    - **Peer Review:** Constructive critique of the narrative with peers and executive coaches to ensure authenticity and depth.
- **The Residential Module (2 Days):**
    - **Integration:** A final intensive workshop to synthesize the longitudinal data into a cohesive vision for future stewardship.
    - **Board Defense Preparation:** The Leadership Narrative produced in this course is submitted as a mandatory artifact for the EMBA 653 Board Defense.

Course Outline EMBA 659: Special Topics in Executive Management

Description: This 3-credit course serves as a flexible academic shell designed to accommodate advanced study in executive management topics beyond the standard core curriculum. It functions as the "Stewardship Track" alternative to the New Venture Creation course (EMBA 635). This project-based course provides a rigorous structure for students to apply Year 2 concepts—specifically Governance, Risk, and Strategy—to specialized domains such as Social Impact, Non-Profit Stewardship, or deep-dive Industry Analysis. It allows students to design a bespoke capstone experience that aligns with their specific professional context or community service mandates.

Graduate Program Regular Curriculum Change - GCS-CME-5951 - VERSION : 3

Summary and Rationale for Changes

We are asking for ENGR 6191 (Fundamentals of Biomedical Engineering) to be added to the electives course list for the Master and PhD programs in the Department of Chemical and Materials Engineering (CME).

The course topic is highly relevant and significant to CME graduate students pursuing research in the biomedical engineering field. This course will cover the history of biomedical engineering, the moral and ethical concerns of this field, human system modeling and healing intervention, instrumentation, tissue engineering, biomechanics, biomaterials, and further biomedical engineering applications/implications in industry.

Furthermore, this course has been developed and is currently instructed by a professor from the Department of Chemical and Materials Engineering. As such, there is a significant overlap of core CME concepts and design principles with those of biomedical engineering.

ENGR 6191 was first offered in Winter 2025 with an enrollment of 11 students (7 from CME and 4 from Mechanical Engineering). In Winter 2026 the course has currently 13 registered students, including 7 from CME, 1 from CIISE and 5 from Mechanical Engineering.

Resource Implications

This is an established course that has been taught by a professor from the Department of Chemical and Materials Engineering since January 2025. No additional costs or resources are required.

Graduate Program Regular Curriculum Change - GCS-CME-5951 - VERSION : 3

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 5 D9). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Program & Development / School of Graduate Studies,
Graduate Studies Committee of The Gina Cody School of Engineering and Computer Science, 13 Apr 2026

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

At its meeting on March 20, 2026, the Council of the Gina Cody School of Engineering and Computer Science approved the curriculum item, with minor editorial changes, from the Department of Chemical and Materials Engineering (CME). Namely, the addition of ENGR 6191 (Introduction to Biomedical Engineering) to the elective courses list for the Master's and PhD programs.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier GCS-CME-5951.

We kindly request that this proposal be placed on the next agenda of the GCC for approval.

Thank you for your consideration of this proposal.

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

For Submission to:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

Approved by:

B. Vermeire, Associate Dean,
Graduate Studies of the Gina Cody School of Engineering and Computer Science, 27 Feb 2026

At its meeting on February 27, 2025, the Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved, as presented, the curriculum changes proposed by the Department of Chemical and Materials Engineering (CME). Namely, the addition of *ENGR 6191- Introduction to Biomedical Engineering* to the electives course list for the Master and PhD programs.

No additional resources are required Details of this proposal are indicated and explained in the dossier GCS-CME-5951.

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

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Brian Vermeire, Associate Dean, Graduate Studies,
Graduate Studies, 30 Jan 2026

Approved by:

Alex De Visscher, Chair,
CME Department Council, 15 Dec 2025

At its meeting on Monday, December 15, 2025, the Chemical and Materials Engineering Department Council unanimously approved this Regular Graduate Program Curriculum Change.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
ENGR 6191 Biomedical Engineering Change										

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Chemical Engineering PhD Courses Change			
Chemical Engineering MASc Electives List Change			

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ENGR 6191 - Electives List

Calendar Section Name: Chemical Engineering PhD Courses
Calendar Section Type: Defined group
Description of Change: Chemical Engineering PhD Courses Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Chemical and Materials Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Aug 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Chemical and Materials Engineering Programs > Doctor/Doctorate > Chemical Engineering PhD > Degree Requirements > Chemical Engineering PhD

Type of Change: Defined Group Change

Present Text calendar	Proposed Text
8 credits Chemical Engineering PhD Courses	**8 credits** Chemical Engineering PhD Courses
CHME 6011 Advanced Transport Phenomena (4)	CHME 6011 Advanced Transport Phenomena (4)
CHME 6021 Advanced Chemical Engineering Thermodynamics (4)	CHME 6021 Advanced Chemical Engineering Thermodynamics (4)
CHME 6031 Chemical Kinetics and Reaction Engineering (4)	CHME 6031 Chemical Kinetics and Reaction Engineering (4)
CHME 6041 Chemical Engineering Process Dynamics and Control (4)	CHME 6041 Chemical Engineering Process Dynamics and Control (4)
CHME 6051 Chemical Process Engineering and Design (4)	CHME 6051 Chemical Process Engineering and Design (4)
CHME 6061 Biochemical Engineering (4)	CHME 6061 Biochemical Engineering (4)
CHME 6071 Materials Science and Engineering (4)	CHME 6071 Materials Science and Engineering (4)
CHME 6081 Advanced Separation Processes (4)	CHME 6081 Advanced Separation Processes (4)
CHME 6091 Statistics for Chemical Engineering (4)	CHME 6091 Statistics for Chemical Engineering (4)
CHME 6101 Advanced Battery Materials and Technologies (4)	CHME 6101 Advanced Battery Materials and Technologies (4)
CHME 6111 Polymer Chemistry and Engineering (4)	CHME 6111 Polymer Chemistry and Engineering (4)
CHME 6121 Nanomaterials Science and Engineering (4)	CHME 6121 Nanomaterials Science and Engineering (4)
CHME 6131 Advanced Colloid and Interface Science and Engineering (4)	CHME 6131 Advanced Colloid and Interface Science and Engineering (4)
CHME 6911 Topics in Chemical Engineering I (4)	CHME 6911 Topics in Chemical Engineering I (4)
CHME 7911 Topics in Chemical Engineering II (4)	CHME 7911 Topics in Chemical Engineering II (4)
ENCS 6021 Engineering Analysis (4)	ENCS 6021 Engineering Analysis (4)
ENCS 6111 Numerical Methods (4)	ENCS 6111 Numerical Methods (4)
ENGR 6201 Fluid Mechanics (4)	ENGR 6191 Fundamentals of Biomedical Engineering (4)
ENGR 6601 Principles of Solar Engineering (4)	ENGR 6201 Fluid Mechanics (4)
ENGR 6971 Project and Report I (4)	

D1

Present Text calendar	Proposed Text
MECH 6131 Conduction and Radiation Heat Transfer (4) MECH 6141 Heat Exchanger Design (4) MECH 6571 Corrosion and Oxidation of Metals (4) MECH 7101 Convection Heat Transfer (4) Students may also choose from the following Topic Areas: E03 - Systems and Control E04 - Fluid Mechanics E07 - Energy Conversion E37 - Environmental Engineering E52 - Thermodynamics and Heat Transfer E57 - Composite Materials E08 - Academic Communication Skills E09 - Professional Leadership Skills CHEM 631 Computational Chemistry (3) Note: Students may only select courses selected from the above Topic Areas that are not included in the Chemical Engineering MASc Core Courses list or the Chemical Engineering MASc Electives List .	ENGR 6601 Principles of Solar Engineering (4) ENGR 6971 Project and Report I (4) MECH 6131 Conduction and Radiation Heat Transfer (4) MECH 6141 Heat Exchanger Design (4) MECH 6571 Corrosion and Oxidation of Metals (4) MECH 7101 Convection Heat Transfer (4) Students may also choose from the following Topic Areas: E03 - Systems and Control E04 - Fluid Mechanics E07 - Energy Conversion E37 - Environmental Engineering E52 - Thermodynamics and Heat Transfer E57 - Composite Materials E08 - Academic Communication Skills E09 - Professional Leadership Skills CHEM 631 Computational Chemistry (3) Note: Students may only select courses selected from the above Topic Areas that are not included in the Chemical Engineering MASc Core Courses list or the Chemical Engineering MASc Electives List .

Rationale:

We are asking for ENGR 6191 (Introduction to Biomedical Engineering) to be added to the electives course list for the Master and PhD programs in the Department of Chemical and Materials Engineering (CME).

The course topic is highly relevant and significant to CME graduate students pursuing research in the biomedical engineering field. This course will cover the history of biomedical engineering, the moral and ethical concerns of this field, human system modeling and healing intervention, instrumentation, tissue engineering, biomechanics, biomaterials, and further biomedical engineering applications/implications in industry.

Furthermore, this course has been developed and is currently instructed by a professor from the Department of Chemical and Materials Engineering. As such, there is a significant overlap of core CME concepts and design principles with those of biomedical engineering.

ENGR 6191 was first offered in Winter 2025 with an enrollment of 11 students (7 from CME and 4 from Mechanical Engineering). In Winter 2026 the course has currently 13 registered students, including 7 from CME, 1 from CIISE and 5 from Mechanical Engineering.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ENGR 6191 - Electives List

Calendar Section Name: Chemical Engineering MASc Electives List
Calendar Section Type: Defined group
Description of Change: Chemical Engineering MASc Electives List Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Chemical and Materials Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Aug 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Chemical and Materials Engineering Programs > Master/Magisteriate > Chemical Engineering MASc > Degree Requirements > Chemical Engineering MASc

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
Chemical Engineering MASc Electives List	**credits**	Chemical Engineering MASc Electives List
CHME 6061 Biochemical Engineering (4)		CHME 6061 Biochemical Engineering (4)
CHME 6091 Statistics for Chemical Engineering (4)		CHME 6091 Statistics for Chemical Engineering (4)
CHME 6101 Advanced Battery Materials and Technologies (4)		CHME 6101 Advanced Battery Materials and Technologies (4)
CHME 6111 Polymer Chemistry and Engineering (4)		CHME 6111 Polymer Chemistry and Engineering (4)
CHME 6131 Advanced Colloid and Interface Science and Engineering (4)		CHME 6131 Advanced Colloid and Interface Science and Engineering (4)
CHME 6911 Topics in Chemical Engineering I (4)		CHME 6911 Topics in Chemical Engineering I (4)
ENCS 6111 Numerical Methods (4)		ENCS 6111 Numerical Methods (4)
ENGR 6201 Fluid Mechanics (4)		ENGR 6191 Fundamentals of Biomedical Engineering (4)
MECH 6131 Conduction and Radiation Heat Transfer (4)		ENGR 6201 Fluid Mechanics (4)
MECH 6141 Heat Exchanger Design (4)		MECH 6131 Conduction and Radiation Heat Transfer (4)
MECH 7101 Convection Heat Transfer (4)		MECH 6141 Heat Exchanger Design (4)
CHME 7911 Topics in Chemical Engineering II (4)		MECH 7101 Convection Heat Transfer (4)
ENGR 6601 Principles of Solar Engineering (4)		CHME 7911 Topics in Chemical Engineering II (4)
ENGR 6971 Project and Report I (4)		ENGR 6601 Principles of Solar Engineering (4)
MECH 6571 Corrosion and Oxidation of Metals (4)		ENGR 6971 Project and Report I (4)
CHEM 631 Computational Chemistry (3)		MECH 6571 Corrosion and Oxidation of Metals (4)
Students may also choose any courses not included in the Chemical Engineering MASc Core Courses from the following Topic Areas:		CHEM 631 Computational Chemistry (3)
		Students may also choose any courses not included in the Chemical Engineering MASc Core Courses from the following Topic Areas:
E03 - Systems and Control		E03 - Systems and Control
E04 - Fluid Mechanics		E04 - Fluid Mechanics

Present Text calendar	Proposed Text
E07 - Energy Conversion	E04 - Fluid Mechanics
E37 - Environmental Engineering	E07 - Energy Conversion
E52 - Thermodynamics and Heat Transfer	E37 - Environmental Engineering
E57 - Composite Materials	E52 - Thermodynamics and Heat Transfer
Any course(s) listed in the following Topic Areas:	E57 - Composite Materials
E08 - Academic Communication Skills	Any course(s) listed in the following Topic Areas:
E09 - Professional Leadership Skills	E08 - Academic Communication Skills
	E09 - Professional Leadership Skills

Rationale:

We are asking for ENGR 6191 (Introduction to Biomedical Engineering) to be added to the electives course list for the Master and PhD programs in the Department of Chemical and Materials Engineering (CME).

The course topic is highly relevant and significant to CME graduate students pursuing research in the biomedical engineering field. This course will cover the history of biomedical engineering, the moral and ethical concerns of this field, human system modeling and healing intervention, instrumentation, tissue engineering, biomechanics, biomaterials, and further biomedical engineering applications/implications in industry.

Furthermore, this course has been developed and is currently instructed by a professor from the Department of Chemical and Materials Engineering. As such, there is a significant overlap of core CME concepts and design principles with those of biomedical engineering.

ENGR 6191 was first offered in Winter 2025 with an enrollment of 11 students (7 from CME and 4 from Mechanical Engineering). In Winter 2026 the course has currently 13 registered students, including 7 from CME, 1 from CIISE and 5 from Mechanical Engineering.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ENGR 6191 - Electives List

Calendar Section Name: ENGR 6191
Calendar Section Type: Course
Description of Change: ENGR 6191 Biomedical Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Chemical and Materials Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Aug 2026

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

Type of Change: Course Change

Present Text calendar	Proposed Text
ENGR 6191 ~~Introduction to~~ Biomedical Engineering (4 credits)	ENGR 6191 Fundamentals of Biomedical Engineering (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
The origin and characteristics of biological potentials: nerve, muscle, heart, brain; the measurement of biological events; instrumentation systems: electrical safety, biomechanics, biomaterials, orthopaedic engineering; biomedical engineering applications/implications in industry. Project on a current topic.	The origin and characteristics of biological potentials: nerve, muscle, heart, brain; the measurement of biological events; instrumentation systems: electrical safety, biomechanics, biomaterials, orthopaedic engineering; biomedical engineering applications/implications in industry. Project on a current topic.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
Removal of the word "Introduction" to align with a graduate-level course title.

Resource Implications:
None.

Impact Report

Programs

Chemical Engineering MASc
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Chemical and Materials Engineering Programs -> Master/Magisteriate -> Chemical Engineering MASc -> Degree Requirements
Source of Impact

- Chemical Engineering MASc Electives List

Chemical Engineering PhD
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Chemical and Materials Engineering Programs -> Doctor/Doctorate -> Chemical Engineering PhD -> Degree Requirements
Source of Impact

- Chemical Engineering PhD Courses

Defined Groups

Chemical Engineering PhD Courses
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Chemical and Materials Engineering Programs -> Doctor/Doctorate -> Chemical Engineering PhD -> Degree Requirements -> Chemical Engineering PhD
Source of Impact

- Chemical Engineering MASc Electives List
- ENGR 6191

E05 - Dynamics and Vibrations of Mechanical and Biomechanical Systems
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> List of Engineering Courses by Topic Areas
Source of Impact

- ENGR 6191

Other Units

Addition of **ENGR 6191** to **Chemical Engineering PhD Courses** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **ENGR 6191** to **Chemical Engineering MASc Electives List** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Graduate Program Regular Curriculum Change - GCS-CIISE-5963 - VERSION : 11

Summary and Rationale for Changes

Over the years the Quality Systems Engineering MEng program has evolved to incorporate more AI systems engineering courses, including those listed in the proposed Topic Area E64.

We are changing the name of the program from Quality Systems Engineering to Artificial Intelligence for Systems Engineering.

We are adding two Industrial Stage courses which will enhance the program's applied learning by enabling students to integrate advanced AI systems engineering knowledge into real professional settings. As employers seek engineers who can translate theory into the deployment of AI-enabled systems, these courses will provide a structured way for students to complete substantial, supervised projects within companies, government agencies, or NGOs. By requiring a full-time engineering role and academic deliverables, the Industrial Stage courses ensure meaningful, practice-oriented experience while maintaining academic rigor, ultimately preparing graduates to contribute effectively to AI systems in industry.

We are revising the program to reflect this strengthened focus and to respond to the growing market demand for expertise in AI systems engineering.

Resource Implications

None.

Graduate Program Regular Curriculum Change - GCS-CIISE-5963 - VERSION : 11

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 16 Feb 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 3 D2). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC), 16 Feb 2026

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 30 Jan 2026

At its meeting on January 30, 2026, the Council of the Gina Cody School of Engineering and Computer Science approved the curriculum item from the Concordia Institute for Information Systems Engineering (CIISE). Namely, the renaming of its *MEng program in Quality Systems Engineering* to the ***MEng program in Artificial Intelligence for Systems Engineering***, revisions to the course title and content of some existing courses, creation of two industrial stage courses, and creation of a new course and a new topic area to consolidate AI systems engineering courses.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier GCS-CIISE-5963.

We kindly request that this proposal be placed on the next agenda of the GCC for approval.

Thank you for your consideration of this proposal.

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

For Submission to:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 30 Jan 2026

Approved by:

B. Vermeire, Associate Dean,
Graduate Studies of the Gina Cody School of Engineering and Computer Science, 12 Dec 2025

At its meeting on December12, 2025, the Graduate Studies of the Gina Cody School of Engineering and Computer Science has reviewed and approved, with minor modifications, the curriculum item from the Concordia Institute for Information Systems Engineering (CIISE). Namely, the renaming of its MEng program in Quality Systems Engineering which is no longer viable and does not meet students' needs to the *MEng program in Artificial Intelligence Systems Engineering*, an update of the course title and content of some existing courses, the creation of two industrial stage courses, as well as the creation of a new course and a new topic area to consolidate AI systems engineering courses.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier GCS-CIISE-5963.

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

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Brian Vermiere, Associate Dean, Gina Cody School of Engineering and Computer Science,
Gina Cody School Graduate Studies Committee, 12 Dec 2025

Approved by:

Dr. Chun Wang, Director, Concordia Institute for Information Systems Engineering,
CIISE Department Council, 13 Nov 2025

The proposed changes reflected in this dossier were discussed and approved by the CIISE Department Council meeting held on November 13, 2025.

I would be grateful if you would add this Dossier to the agenda of the next Gina Cody School Graduate Studies Committee for approval.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
INSE 6210 Process Improvement in AI Systems Engineering Change			✎	✎						
INSE 6220 Advanced Statistics for AI Systems Change			✎	✎						
INSE 6830 Intelligent Task Engineering New	★	★	★	★			★	★	★	
INSE 6991 Industrial Stage and Training I New	★	★	★	★	★	★	★	★	★	
INSE 6992 Industrial Stage and Training II New	★	★	★	★	★	★	★	★	★	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Artificial Intelligence for Systems			✎	✎			

Engineering MEng Change							

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
E64 AI Systems Engineering New	★	★	
E63 - Project, Report And Industrial Training Change		✎	
E68 - Quality Systems Engineering Change		✎	
E70 - Information Systems Engineering Change		✎	

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: Artificial Intelligence for Systems Engineering MEng
Calendar Section Type: Program
Description of Change: Artificial Intelligence for Systems Engineering MEng Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering
Program Name: ~~Quality~~ Systems Engineering MEng
Program Type: Course-based
Degree: MEng

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Concordia Institute for Information Systems Engineering Programs > Master/Magisteriate > Quality Systems Engineering MEng > Degree Requirements

Type of Change: Program Change

	Present Text calendar	Proposed Text
45 credits	~~Quality~~ Systems Engineering MEng	**45 credits** Artificial Intelligence for Systems Engineering MEng
	12 credits of Core Courses: INSE 6210 ~~Total Quality Methodologies~~ in Engineering (4) INSE 6220 Advanced ~~Statistical Approaches to Quality~~ (4) INSE ~~6230 Total Quality Project Management~~ (4)	12 credits of Core Courses: INSE 6210 Process Improvement in AI Systems Engineering (4) INSE 6220 Advanced Statistics for AI Systems (4) INSE 6450 Artificial Intelligence in Systems Engineering (4)
	~~16~~ credits minimum chosen from courses offered by CIISE from the following Topic Areas: E02 - Developments In Engineering ~~E66~~ - Systems Engineering ~~E68~~ - Quality Systems Engineering ~~E70~~ - Information Systems Engineering	8 credits minimum chosen from courses offered by CIISE from the following Topic Area: E64 AI Systems Engineering 8 credits minimum chosen from courses offered by CIISE from the following Topic Areas: E02 - Developments In Engineering E66 - Systems Engineering E68 - Quality Systems Engineering E70 - Information Systems Engineering
	Remaining credits chosen from other courses offered by the Gina Cody School of Engineering and Computer Science. ~~Students shall only~~ take ~~one~~ of the following courses: ~~INSE 6961 Graduate Seminar in Information~~ and ~~Systems Engineering (1)~~ ENGR 6991 Project and Report III (5)	Remaining credits chosen from other courses offered by the Gina Cody School of Engineering and Computer Science. Students may take a maximum of 9 credits from the following courses: ENCS 6921 Industrial Stage and Training (4) ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4) ENGR 6991 Project and Report III (5)

D1

Present Text calendar	Proposed Text
	Students may take a maximum of 16 credits from the following courses: INSE 6991 Industrial Stage and Training I (8) INSE 6992 Industrial Stage and Training II (8) These courses must be completed with a company, governmental organization or a non-governmental organization (NGO). Students are responsible for finding their projects. The course coordinator serves as the academic supervisor. These two courses shall not be taken with the following courses: Other courses in Topic Area E63; ENCS 6921

Rationale:

Over the years the Quality Systems Engineering MEng program has evolved to incorporate more AI systems engineering courses, including those listed in the proposed Topic Area E64.

We are changing the name of the MEng program to Artificial Intelligence for Systems Engineering.

We are adding two Industrial Stage courses which will enhance the program's applied learning by enabling students to integrate advanced AI systems engineering knowledge into real professional settings. As employers seek engineers who can translate theory into the deployment of AI-enabled systems, these courses will provide a structured way for students to complete substantial, supervised projects within companies, government agencies, or NGOs. By requiring a full-time engineering role and academic deliverables, the Industrial Stage courses ensure meaningful, practice-oriented experience while maintaining academic rigor, ultimately preparing graduates to contribute effectively to AI systems in industry.

We are revising the program to reflect this strengthened focus and to respond to the growing market demand for expertise in AI systems engineering.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: E64 AI Systems Engineering
Calendar Section Type: Defined group
Description of Change: E64 AI Systems Engineering New

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

Type of Change: New Defined Group

Present Text calendar		Proposed Text
	credits	E64 AI Systems Engineering
0	~~0~~	INSE 6180 Security and Privacy Implications of Data Mining (4) INSE 6441 Applied Game Theory and Mechanism Design (4) INSE 6450 Artificial Intelligence in Systems Engineering (4) INSE 6690 Fundamentals of Federated Learning (4) INSE 6810 Introduction to Digital Twin Technology for Complex Systems (4)

Rationale:
We are creating a new topic area to consolidate the AI systems engineering courses developed over the years, thereby streamlining the INSE course offering structure. This will also allow us to revise the program's degree requirements by specifying a required number of credits in AI systems engineering courses, reflecting the direction of the revised program.

Resource Implications:
None.

D3

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: E63 - Project, Report And Industrial Training
Calendar Section Type: Defined group
Description of Change: E63 - Project, Report And Industrial Training Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
E63 - Project, Report And Industrial Training	**credits**	E63 - Project, Report And Industrial Training
BCEE 6001 Graduate Seminar in Building and Civil Engineering (1) CIVI 7901 Environmental Engineering Research Project (8) INSE 6961 Graduate Seminar in Information and Systems Engineering (1) ENGR 692 Case Study and Report (1) ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4) ENGR 6991 Project and Report III (5) INDU 6990 Industrial Engineering Capstone (8) INDU 6991 Engineering Management Industrial Stage I (8) INDU 6992 Engineering Management Industrial Stage II (8)		BCEE 6001 Graduate Seminar in Building and Civil Engineering (1) CIVI 7901 Environmental Engineering Research Project (8) ENCS 6201 Ethics and Professionalism (1) ENCS 6921 Industrial Stage and Training (4) INSE 6961 Graduate Seminar in Information and Systems Engineering (1) ENGR 692 Case Study and Report (1) ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4) ENGR 6991 Project and Report III (5) INDU 6990 Industrial Engineering Capstone (8) INDU 6991 Engineering Management Industrial Stage I (8) INDU 6992 Engineering Management Industrial Stage II (8) INSE 6991 Industrial Stage and Training I (8) INSE 6992 Industrial Stage and Training II (8)

Rationale:

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: E68 - Quality Systems Engineering
Calendar Section Type: Defined group
Description of Change: E68 - Quality Systems Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
E68 - Quality Systems Engineering	**credits**	E68 - Quality Systems Engineering
INSE 6210 ~~Total Quality Methodologies~~ in Engineering (4)		INSE 6210 Process Improvement in AI Systems Engineering (4)
INSE 6220 Advanced ~~Statistical Approaches to Quality~~ (4)		INSE 6220 Advanced Statistics for AI Systems (4)
INSE 6230 Total Quality Project Management (4)		INSE 6230 Total Quality Project Management (4)
INSE 6240 Executive Communication (1)		INSE 6240 Executive Communication (1)
INSE 6250 Quality Methodologies for Software (4)		INSE 6250 Quality Methodologies for Software (4)
INSE 6260 Software Quality Assurance (4)		INSE 6260 Software Quality Assurance (4)
INSE 6270 Quality-Based Systems Engineering (4)		INSE 6270 Quality-Based Systems Engineering (4)
INSE 6280 Quality Assurance for Systems Engineering (4)		INSE 6280 Quality Assurance for Systems Engineering (4)
INSE 6290 Quality in Supply Chain Design (4)		INSE 6290 Quality in Supply Chain Design (4)
INSE 6300 Quality Assurance in Supply Chain Management (4)		INSE 6300 Quality Assurance in Supply Chain Management (4)
INSE 6310 Systems Engineering Maintenance Management (4)		INSE 6310 Systems Engineering Maintenance Management (4)
INSE 6330 Discrete Choice Experiments in Product and Service Design (4)		INSE 6330 Discrete Choice Experiments in Product and Service Design (4)
INSE 6350 Computational Geoprocessing in Systems Engineering (4)		INSE 6350 Computational Geoprocessing in Systems Engineering (4)

Rationale:

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: E70 - Information Systems Engineering
Calendar Section Type: Defined group
Description of Change: E70 - Information Systems Engineering
Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
E70 - Information Systems Engineering	**credits**	E70 - Information Systems Engineering
INSE 6100 Advanced Java Platforms (4) INSE ~~6180 Security and Privacy Implications of Data Mining (4)~~ ~~INSE~~ 6320 Risk Analysis for Information and Systems Engineering ~~(4)~~ ~~INSE 6441 Applied Game Theory and Mechanism Design (4)~~ ~~INSE 6450 Artificial Intelligence in Systems Engineering (4)~~ ~~INSE 6690 Fundamentals of Federated Learning (4)~~ ~~INSE 6810 Introduction to Digital Twin Technology for Complex Systems~~ (4) INSE 7110 Value Added Service Engineering in Next Generation Networks (4) INSE 7120 Advanced Network Management (4)		INSE 6100 Advanced Java Platforms (4) INSE 6320 Risk Analysis for Information and Systems Engineering (4) INSE 7110 Value Added Service Engineering in Next Generation Networks (4) INSE 7120 Advanced Network Management (4)

Rationale:
These changes are made to reflect the movement of courses to a newly created topic area.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: INSE 6210
Calendar Section Type: Course
Description of Change: INSE 6210 Process Improvement in AI Systems Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: Course Change

Present Text calendar	Proposed Text
INSE 6210 ~~Total Quality Methodologies~~ in Engineering (4 credits)	INSE 6210 Process Improvement in AI Systems Engineering (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~Methodologies~~ for ~~quality engineering: six sigma, ACE (Achieving Competitive Excellence), Lean engineering, ISO9000 series; comparative study, quality clinic~~ process ~~charts, relentless root cause analysis, mistake proofing, market feedback analysis,~~ process improvement and ~~waste elimination, visual control, standard work and~~ process ~~management, process certification, setup reduction, total productive maintenance, DMAIC~~ and ~~DMADV processes, define phase, project charter, project scoping~~ and ~~planning, measure phase, critical to quality requirements,~~ quality ~~functional deployment, analyze phase, functional and~~ process ~~requirements, design requirements, design concepts, high level design capability elaboration and evaluation, design phase, detailed design capability elaboration and evaluation, failure mode and effects analysis, control and verification plans, verify phase, pilot scale processes, pilot testing and evaluation, implementation planning, full scale processes, start up and testing, performance evaluation, turnover~~ to ~~operations~~ and ~~maintenance, transition~~ to process ~~management, project closure.~~ A project is ~~required.~~	This course examines process improvement approaches and methodologies in cluding the integration of AI for systems engineering. It builds on process improvement approaches and examines how AI can both transform traditional process improvement methodologies and enable data-driven improvement across the systems lifecycle. The course is structured around established process improvement frameworks such as Six Sigma, Lean Six Sigma, and Design for Six Sigma . It examines how these approaches extend beyond traditional systems engineering to AI-intensive systems and how they must be adapted for modern, intelligent systems. Historical precursors, theoretical foundations, and core quality principles underlying modern process improvement are reviewed to provide systems-level understanding . Finally, the course explores the use of AI and advanced analytics to support process monitoring, optimization, and continuous improvement in complex systems. A project is required .
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:

The course name and description is being revised to align with current instructional content, incorporating up-to-date technical terminology.

The course involves a semester-long group applied process improvement project.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: INSE 6220
Calendar Section Type: Course
Description of Change: INSE 6220 Advanced Statistics for AI Systems Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: Course Change

Present Text calendar	Proposed Text
INSE 6220 Advanced ~~Statistical Approaches to Quality~~ (4 credits)	INSE 6220 Advanced Statistics for AI Systems (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~Introduction to quality control and total quality,~~ statistical ~~concepts and~~ techniques in ~~quality control, graphical methods~~ for data ~~presentation~~ and ~~quality improvement,~~ statistical ~~basis~~ for ~~control charts, pattern analysis in control charts, control charts~~ for ~~variables, control charts for individual measurements, control charts for attributes, process capability analysis, CUSUM charts and EWMA charts, acceptance sampling by attributes, acceptance plans by variables, reliability models, reliability~~ and ~~life testing plans, multivariate quality control, multivariate methods, aspects of multivariate~~ analysis, ~~multivariate normal distribution, multivariate tests of hypotheses, multivariate~~ analysis of variance, principal ~~components~~ analysis, ~~factor analysis, discrimination~~ and ~~classification, multivariate quality control, multivariate linear regression, design of experiments (DOE), Taguchi method, completely randomized design (CRD), randomized complete block design (RCBD), incomplete block designs, latin square designs, graeco-latin square designs, factorial designs, fractional factorial designs, split plot designs,~~ and ~~nested designs (compared to cross-over designs), quality in the service sector, service industries and their characteristics,~~ model ~~for service quality~~ and ~~applications.~~ A project is required.	This course introduces advanced statistical techniques for AI systems engineering. Key statistical topics in AI systems include descriptive statistics for summarizing and describing data sets, random variables, discrete and continuous statistical distributions for dealing with uncertainty and making predictions, inferential statistics for drawing conclusions about a population based on a sample, confidence intervals, and hypothesis testing. Core AI topics include regression analysis, regression diagnostics, analysis of variance, logistic regression, principal component analysis, non-linear dimensionality reduction, statistical machine learning models for classification and clustering, model training and evaluation, model interpretation and interactive dashboard generation. A project is required.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:

D10

The course description is being revised to align with current instructional content, incorporating up-to-date technical terminology.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: INSE 6830
Calendar Section Type: Course
Description of Change: INSE 6830 Intelligent Task Engineering New

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	INSE 6830 Intelligent Task Engineering (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course trains students to implement intelligent tasks that combine human and AI capabilities to improve engineering performance, decision support, and knowledge work. Focusing on task-level implementation, the course covers how to design, prototype, and evaluate intelligent components using prompt engineering, retrieval grounding, and function integration. Students learn how to translate engineering problems into implementable task definitions, select appropriate AI models and tools, design effective human–AI interactions, and ensure measurable quality, safety, and reliability. Through hands-on labs, each participant will implement and test AI-augmented tasks in simulation or prototype environments. By the end of the course, students produce an implemented intelligent task module supported by design documentation, evaluation metrics, and reproducible results. A project is required.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:

This course is being developed as an addition to the suite of courses offered within our new Industrial Training Program.

Resource Implications:

This course would be part of a faculty member’s teaching load. Existing software shall suffice. No other resource implications.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: INSE 6991
Calendar Section Type: Course
Description of Change: INSE 6991 Industrial Stage and Training I
New

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	INSE 6991 Industrial Stage and Training I (8 credits)
Prerequisites:	*Prerequisites:* Students must have completed a minimum of 16 credits in the program prior to enrolling. Permission of the Department is required .
Description :	*Description :* This course is designed to provide students with the opportunity to complete an AI systems engineering project in a company, governmental organization, or non-governmental organization (NGO), under the supervision of an organization partner and a faculty member. Students are required to provide a written report and give a seminar . The course will be graded based on the student's performance during the term and the submission of a detailed technical report.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the Internationals Student Office regarding the processing of any required work permits or visas. Students are responsible for finding their projects. The course coordinator serves as the academic supervisor.

Rationale:

This course is being developed as an addition to the suite of courses offered within our new Industrial Training Program.

This course will enhance the program’s applied learning by enabling students to integrate advanced AI systems engineering knowledge into real professional settings. As employers seek engineers who can translate theory into the deployment of AI-enabled systems, this course will provide a structured way for students to complete substantial, supervised projects within companies, government agencies, or NGOs. By

requiring a full-time engineering role and academic deliverables, this course will ensure meaningful, practice-oriented experience while maintaining academic rigor, ultimately preparing graduates to contribute effectively to AI systems in industry.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: QSE Overhaul to AISE

Calendar Section Name: INSE 6992
Calendar Section Type: Course
Description of Change: INSE 6992 Industrial Stage and Training II
New

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	INSE 6992 Industrial Stage and Training II (8 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: INSE 6991 . Permission of the Department is required .
Description :	*Description :* This course is designed to provide students with the additional opportunity to complete the second AI systems engineering project in a company, governmental organization, or an non-governmental organization, under the supervision of an organization partner and a faculty member. Students are required to provide a written report and give a seminar . The course will be graded based on the student's performance during the term and the submission of a detailed technical report.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the Internationals Student Office regarding the processing of any required work permits or visas. Students are responsible for finding their projects. The course coordinator serves as the academic supervisor.

Rationale:

This course is being developed as an addition to the suite of courses offered within our new Industrial Training Program.

This course will enhance the program's applied learning by enabling students to integrate advanced AI systems engineering knowledge into real professional settings. As employers seek engineers who can translate theory into the deployment of AI-enabled systems, this course will

provide a structured way for students to complete substantial, supervised projects within companies, government agencies, or NGOs. By requiring a full-time engineering role and academic deliverables, this course will ensure meaningful, practice-oriented experience while maintaining academic rigor, ultimately preparing graduates to contribute effectively to AI systems in industry.

Resource Implications:

None.

Impact Report

Programs

Information Systems Security MEng
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Concordia Institute for Information Systems Engineering Programs -> Master/Magisteriate -> Information Systems Security MEng -> Degree Requirements
Source of Impact

- E63 - Project, Report And Industrial Training
- E70 - Information Systems Engineering

Quality Systems Engineering MASc
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Concordia Institute for Information Systems Engineering Programs -> Master/Magisteriate -> Quality Systems Engineering MASc -> Degree Requirements
Source of Impact

- E68 - Quality Systems Engineering
- E70 - Information Systems Engineering

Quality Systems Engineering MEng
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Concordia Institute for Information Systems Engineering Programs -> Master/Magisteriate -> Quality Systems Engineering MEng -> Degree Requirements
Source of Impact

- E68 - Quality Systems Engineering
- E70 - Information Systems Engineering
- INSE 6210
- INSE 6220

Defined Groups

C16 - Cognate Disciplines
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> List of Computer Science Courses by Topic Areas
Source of Impact

- E68 - Quality Systems Engineering
- E70 - Information Systems Engineering

E64 AI Systems Engineering New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> List of Engineering Courses by Topic Areas
Source of Impact

E68 - Quality Systems Engineering
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> List of Engineering Courses by Topic Areas
Source of Impact

- INSE 6210

- INSE 6220

Courses

INSE 6991 Industrial Stage and Training I New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Information Systems Engineering Courses
Source of Impact

INSE 6992 Industrial Stage and Training II New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Information Systems Engineering Courses
Source of Impact

Other Units

Addition of **ENGR 6971** to **Quality Systems Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **ENGR 6981** to **Quality Systems Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **ENCS 6921** to **Quality Systems Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **INSE 6450** to **Quality Systems Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **INSE 6991** to **Quality Systems Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **INSE 6992** to **Quality Systems Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **E64 AI Systems Engineering** to **Quality Systems Engineering MEng** requirement
Source of other unit Impact

- Defined group is housed in Engineering Courses

Course Outline

INSE 6830 Intelligent Task Engineering

Course Description

This course trains students to implement intelligent tasks that combine human and AI capabilities to improve engineering performance, decision support, and knowledge work. Focusing on task-level implementation, the course covers how to design, prototype, and evaluate intelligent components using prompt engineering, retrieval grounding, and function integration.

Students will learn how to:

- translate engineering problems into implementable task definitions,
- select appropriate AI models and tools,
- design effective human–AI interactions,
- and ensure measurable quality, safety, and reliability.

Through hands-on labs, each participant will implement and test AI-augmented tasks in simulation or prototype environments. By the end of the course, students will produce an implemented intelligent task module supported by design documentation, evaluation metrics, and reproducible results.

Learning Outcomes

Students completing this course will be able to:

1. Analyze and scope engineering tasks along the automation–augmentation spectrum.
2. Design and optimize prompt-based AI solutions for complex engineering tasks.
3. Match task characteristics to appropriate AI models, methods, and roles.
4. Integrate human oversight, quality guardrails, and ethical considerations.
5. Develop and evaluate metrics for performance, reliability, and adoption.
6. Communicate intelligent task designs in both technical and executive formats.

Session Themes (12 weeks)

Session	Topic	Focus & Deliverable
1	**Automation to Augmentation**	Map engineering tasks across the automation–augmentation spectrum. Deliverable: Spectrum map & shortlist.
2	**Task Lenses**	Classify tasks by complexity, decision level, and AI interaction mode. Deliverable: Task lens grid.
3	**Task–Method Fit Lab**	Select AI methods for different task types. Deliverable: Fit matrix and decomposition.

Session	Topic	Focus & Deliverable
4	**People & Capability Mapping**	Identify roles, skills, and adoption risks. Deliverable: Capability map & enablement plan.
5	**Context & Lifecycle Canvas**	Model environmental and temporal dependencies. Deliverable: Context map.
6	**Barrier Audit**	Diagnose resistance and gaps (Confidence, Clarity, Capability, Capacity). Deliverable: Barrier report.
7	**Orchestration & Guardrails**	Design human–AI collaboration and escalation paths. Deliverable: Orchestration diagram.
8	**Prompt Engineering I**	Learn structured prompting, grounding, and tool integration. Deliverable: Working prompt flow.
9	**Prompt Engineering II**	Agent use, evaluation, and iterative adaptation. Deliverable: Evaluation plan & agent diagram.
10	**Metrics & Quality**	Define key performance indicators for task outcomes. Deliverable: Measurement dashboard.
11	**Packaging & Change Management**	Translate technical outcomes into business value. Deliverable: Business case & rollout plan.
12	**Capstone: Intelligent Task Design**	Present a pilot-ready intelligent task system. Deliverable: Task Engineering Dossier & exec summary.

INSE 6991 Industrial Stage and Training I

Course Description:
Industrial Stage and Training I is designed to provide students with the opportunity to complete an industrial project while working at a company, governmental organization, or NGO under the supervision of an organization partner and a faculty member. Students are required to provide a written report and give a seminar.

Prerequisite/Corequisite:
Students must have completed a minimum of 16 credits in the program prior to enrolling. Permission of the Department is required.

Course Requirements
Students must already hold a regular full-time engineering position at the time of enrollment. This position cannot be a student placement, such as a co-op work term or internship. Students interested in enrolling in this course must first submit a proposal to the course instructor (who serves as the academic supervisor) and obtain permission prior to registration. Students should complete the industry training at the company by working on a project carried out in parallel with their regular job, within the context of the company's activities. Since the project is conducted as part of the student's regular employment, it is expected that the internship period will be paid by the company. The student must have an industry supervisor at the host company. A minimum of 420 hours (equivalent to approximately 12 weeks) must be completed while working on the project. The academic supervisor, together with the industry supervisor, will define the project and oversee its completion.

Grading Scheme
The internship will be evaluated using the standard letter grading system. The final grade will be based on:

- Company supervisor evaluation: 30%
- Final report evaluation (by the university supervisor): 50%
- Seminar presentation (evaluated by the university supervisor): 20%

INSE 6992 Industrial Stage and Training II

Course Description:
Industrial Stage and Training II is designed to provide students with an additional opportunity to complete an industrial project while working at a company, governmental organization, or NGO under the supervision of an organization partner and a faculty member. Students are required to provide a written report and give a seminar.

Prerequisite/Corequisite:
The following course must be completed previously: INSE 6991. Permission of the Department is required.

Course Requirements
This course provides students with the additional opportunity to complete the second AI systems engineering project. Students must already hold a regular full-time engineering position at the time of enrollment. This position cannot be a student placement, such as a co-op work term or internship. Students interested in enrolling in this course must first submit a proposal to the course instructor (who serves as the academic supervisor) and obtain permission prior to registration. Students should complete the industry training at the company by working on a project carried out in parallel with their regular job, within the context of the company's activities. Since the project is conducted as part of the student's regular employment, it is expected that the internship period will be paid by the company. The student must have an industry supervisor at the host company. A minimum of 420 hours (equivalent to approximately 12 weeks) must be completed while working on the project. The academic supervisor, together with the industry supervisor, will define the project and oversee its completion.

Grading Scheme
The internship will be evaluated using the standard letter grading system. The final grade will be based on:

- Company supervisor evaluation: 30%
- Final report evaluation (by the university supervisor): 50%
- Seminar presentation (evaluated by the university supervisor): 20%

Graduate Program Regular Curriculum Change - GCS-CIISE-6017 - VERSION : 7

Summary and Rationale for Changes

The changes herein aim to align with the current workforce demand by the industry and the ongoing introduction of new courses by the department.

The new name, *Cybersecurity Engineering*, more accurately reflects the contemporary scope, focus, and societal relevance of the discipline known before as Information Systems Security.

Internship and project experience are increasingly valued by the industry, for which credits are also increasingly recognized in graduate programs to encourage student participation and enrollment.

The rearrangement of related courses under the more specialized topic area in cyber-physical systems security allows students to better develop and demonstrate their cybersecurity skillsets to potential employers in critical infrastructures, operational technologies, and cyber-physical systems.

The changes thus enhance clarity, relevance, and global visibility, while accurately representing its academic and practical emphasis on today's workforce expectations, research directions, and professional pathways.

Resource Implications

None.

Graduate Program Regular Curriculum Change - GCS-CIISE-6017 - VERSION : 7

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes in their final form (GCC 2526 5 D8). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC), 13 Apr 2026

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

At its meeting on March 20, 2026, the Council of the Gina Cody School of Engineering and Computer Science reviewed and approved, as presented, the curriculum item from the Concordia Institute for Information Systems Engineering (CIISE). Namely, the renaming of the following programs from "*MASc/MEng in Information Systems Security* " to "*MASc/MEng Cybersecurity Engineering*" , the topic areas from "3*D Graphics and Intelligent Systems*" to "*Network Security*", and the two new internship courses (see in dossier GCS-CIISE-5963), as well as the introduction of a new course *INSE 6700 Artificial Intelligence in Cybersecurity*.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier GCS-CIISE-6017.

We kindly request that this proposal be placed on the next agenda of the GCC for approval.

Thank you for your consideration of this proposal.

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

For Submission to:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

Approved by:

B. Vermeire, Associate Dean,
Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science, 27 Feb 2026

At its meeting on February 27, 2025, the Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved, with some changes, the curriculum item from the Concordia Institute for Information Systems Engineering (CIISE). Mainly, the renaming of the following programs from “Information Systems Security “ to “Cybersecurity Engineering” for both MASc and MEng degrees, the topic areas from “3D Graphics and Intelligent Systems” to “Network Security”, and the introduction of a new course INSE 6700 Artificial Intelligence in Cybersecurity.

No additional resources are required.

Details of this proposal are indicated and explained in the dossier GCS-CIISE-6017.

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

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Brian Vermeire, Associate Dean, GCS,
Graduate Studies Committee, 27 Feb 2026

Approved by:

Dr. Chun Wang, Director, CIISE,
CIISE Department Council, 12 Feb 2026

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
INSE 6510 Video Game Technology and Development Delete	✖	✖	✖	✖	✖		✖	✖	✖	
INSE 6530 3D Graphics and Computer Animation for Game Design Delete	✖	✖	✖	✖	✖		✖	✖	✖	
INSE 6630 Recent Developments in Cybersecurity Engineering Change			✎							
INSE 6700 Artificial Intelligence in Cybersecurity New	★	★	★	★		★	★	★	★	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Cybersecurity Engineering MASc Change			✎	✎			
Cybersecurity Engineering MEng Change			✎	✎			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
E65 - Cyber-Physical Systems Security Engineering Change			
E67 - Network Security Change			
E69 - Cybersecurity Engineering Change			

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: Cybersecurity Engineering MASc
Calendar Section Type: Program
Description of Change: Cybersecurity Engineering MASc Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering
Program Name: ~~Information Systems Security~~ MASc
Program Type: Thesis
Degree: MASc

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Concordia Institute for Information Systems Engineering Programs > Master/Magisteriate > Information Systems Security MASc > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
45 credits	~~Information Systems Security~~ MASc	**45 credits**	Cybersecurity Engineering MASc
	12 credits of Core Courses: INSE 6110 Foundations of Cryptography (4) INSE 6120 Crypto-Protocol and Network Security (4) INSE 6130 Operating Systems Security (4)		12 credits of Core Courses: INSE 6110 Foundations of Cryptography (4) INSE 6120 Crypto-Protocol and Network Security (4) INSE 6130 Operating Systems Security (4)
	4 credits chosen from courses approved by the student's supervisor(s), and either the Graduate Program Director of the Director of the Institute.		4 credits chosen from courses approved by the student's supervisor(s), and either the Graduate Program Director of the Director of the Institute.
	credits: INSE 8901 Master of Applied Science Research and Thesis (29)		credits: INSE 8901 Master of Applied Science Research and Thesis (29)
	In order to graduate, students must have a CGPA of at least 2.70.		In order to graduate, students must have a CGPA of at least 2.70.

Rationale:
The changes aim to align with the current workforce demand by the industry and the ongoing introduction of new courses by the department. The new name, Cybersecurity Engineering, more accurately reflects the contemporary scope, focus, and societal relevance of the discipline known before as Information Systems Security.

Resource Implications:
None.

D1

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: Cybersecurity Engineering MEng
Calendar Section Type: Program
Description of Change: Cybersecurity Engineering MEng Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering
Program Name: ~~Information Systems Security~~ MEng
Program Type: Course-based
Degree: MEng

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Concordia Institute for Information Systems Engineering Programs > Master/Magisteriate > Information Systems Security MEng > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
45 credits	~~Information Systems Security~~ MEng	**45 credits**	Cybersecurity Engineering MEng
	12 credits of Core Courses: INSE 6110 Foundations of Cryptography (4) INSE 6120 Crypto-Protocol and Network Security (4) INSE 6130 Operating Systems Security (4)		12 credits of Core Courses: INSE 6110 Foundations of Cryptography (4) INSE 6120 Crypto-Protocol and Network Security (4) INSE 6130 Operating Systems Security (4)
	~~16~~ credits minimum chosen from courses offered by CIISE from topic areas: E02 - Developments In Engineering E65 - Cyber-Physical Systems Security Engineering E69 - ~~Information Systems Security~~ E70 - Information Systems Engineering		8 credits minimum chosen from courses offered by CIISE from topic areas: E02 - Developments In Engineering E63 - Project, Report And Industrial Training E65 - Cyber-Physical Systems Security Engineering E69 - Cybersecurity Engineering E70 - Information Systems Engineering
	Remaining credits chosen from other courses offered by the Gina Cody School of Engineering and Computer Science. Students shall only take one of the following courses: ~~INSE~~ 6961 Graduate Seminar in Information and Systems Engineering (1) ENGR 6991 Project and Report III (5)		Remaining credits chosen from other courses offered by the Gina Cody School of Engineering and Computer Science. Students shall only take one of the following courses: INSE 6961 Graduate Seminar in Information and Systems Engineering (1) ENGR 6991 Project and Report III (5)
			Students may take a maximum of 9 credits from the following courses: ENCS 6921 Industrial Stage and Training (4) ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4)

Present Text calendar	Proposed Text
	ENGR 6991 Project and Report III (5) INSE 6991 and INSE 6992 shall not be taken with other courses in Topic Area E63. These two courses must be completed as industrial training under the supervision of either (i) an experienced professional at a participating company, governmental organization or a non-government organization (NGO); or (ii) a faculty member at Concordia. Students are responsible for finding their projects and must obtain the course coordinators approval prior to the start of the training. The topic should be decided by mutual agreement among the student, the supervisor, and the course coordinator.

Rationale:

The changes aim to align with the current workforce demand by the industry and the ongoing introduction of new courses by the department.

1. The new name, *Cybersecurity Engineering*, more accurately reflects the contemporary scope, focus, and societal relevance of the discipline known before as Information Systems Security.

2. Internship and project experience are increasingly valued by the industry, for which credits are also increasingly recognized in graduate programs to encourage student participation and enrollment.

3. The rearrangement of related courses under the more specialized topic area in cyber-physical systems security allows students to better develop and demonstrate their cybersecurity skillsets to potential employers in critical infrastructures, operational technologies, and cyber-physical systems.

The changes thus enhance clarity, relevance, and global visibility, while accurately representing its academic and practical emphasis on today's workforce expectations, research directions, and professional pathways.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: E65 - Cyber-Physical Systems Security Engineering
Calendar Section Type: Defined group
Description of Change: E65 - Cyber-Physical Systems Security Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
E65 - Cyber-Physical Systems Security Engineering	**credits**	E65 - Cyber-Physical Systems Security Engineering
INSE 6710 Fundamentals and Applications of Cyber-Physical Systems (4)		INSE 6640 Smart Grids and Control System Security (4) INSE 6670 Embedded Systems Security (4) INSE 6680 Systems Physical Security (4) INSE 6710 Fundamentals and Applications of Cyber-Physical Systems (4)

Rationale:
Moving the courses INSE 6640, INSE 6670 and INSE 6680 from Topic Area E69 TO Topic Area E65.

Resource Implications:

D5

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: E67 - Network Security
Calendar Section Type: Defined group
Description of Change: E67 - Network Security Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
E67 - ~~3D Graphics and Intelligent Systems~~	**credits**	E67 - Network Security
INSE ~~6510 Video Game Technology~~ and ~~Development~~ (4) INSE ~~6530 3D Graphics~~ and ~~Computer Animation for Game Design~~ (4)		INSE 6170 Network Security Architecture and Management (4) INSE 6190 Wireless Network Security (4) INSE 6540 Internet of Things Security (4) INSE 6620 Cloud Computing Security and Privacy (4)

Rationale:

The changes aim to align with the current workforce demand by the industry and the ongoing introduction of new courses by the department.

The rearrangement of related courses under the more specialized topic area in network security allows students to better develop and demonstrate their cybersecurity skillsets to potential employers in critical infrastructures, operational technologies, and cyber-physical systems.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: E69 - Cybersecurity Engineering
Calendar Section Type: Defined group
Description of Change: E69 - Cybersecurity Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > List of Engineering Courses by Topic Areas

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
E69 - ~~Information Systems Security~~	**credits**	E69 - Cybersecurity Engineering
INSE 6110 Foundations of Cryptography (4)		INSE 6110 Foundations of Cryptography (4)
INSE 6120 Crypto-Protocol and Network Security (4)		INSE 6120 Crypto-Protocol and Network Security (4)
INSE 6130 Operating Systems Security (4)		INSE 6130 Operating Systems Security (4)
INSE 6140 Malware Defenses and Application Security (4)		INSE 6140 Malware Defenses and Application Security (4)
INSE 6150 Security Evaluation Methodologies (4)		INSE 6150 Security Evaluation Methodologies (4)
INSE 6160 Database Security and Privacy (4)		INSE 6160 Database Security and Privacy (4)
INSE ~~6170 Network Security Architecture and Management (4)~~		INSE 6610 Cybercrime Investigations (4)
~~INSE 6190 Wireless Network Security (4)~~		INSE 6615 Blockchain Technology (4)
~~INSE 6540 Internet of Things Security (4)~~		INSE 6630 Recent Developments in Cybersecurity Engineering (4)
~~INSE~~ 6610 Cybercrime Investigations (4)		INSE 6650 Trusted Computing (4)
INSE 6615 Blockchain Technology (4)		INSE 6660 Secure Programming (4)
INSE ~~6620 Cloud Computing Security and Privacy (4)~~		INSE 6680 Systems Physical Security (4)
~~INSE~~ 6630 Recent Developments in ~~Information Systems Security (4)~~		INSE 6700 Artificial Intelligence in Cybersecurity (4)
~~INSE 6640 Smart Grids and Control System Security~~ (4)		INSE 7100 Design and Analysis of Security Protocols (4)
INSE 6650 Trusted Computing (4)		
INSE 6660 Secure Programming (4)		
INSE ~~6670 Embedded~~ Systems Security (4)		
INSE ~~6680 Systems Physical Security~~ (4)		
INSE 7100 Design and Analysis of Security Protocols (4)		

Rationale:

The changes aim to align with the current workforce demand by the industry and the ongoing introduction of new courses by the department.

The rearrangement of related courses under the more specialized topic area in cyber-physical systems security allows students to better develop and demonstrate their cybersecurity skillsets to potential employers in critical infrastructures, operational technologies, and cyber-physical systems.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: INSE 6510
Calendar Section Type: Course
Description of Change: INSE 6510 Video Game Technology and Development Delete

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~INSE 6510 Video Game Technology and Development~~ (~~4~~ credits)	
Prerequisites:	*Prerequisites:*
~~The following course must be completed previously or concurrently: COMP 5511 or equivalent.~~	
Description :	*Description :*
~~This course is part development and part technology, and will cover the process of commercial video game development, and software design patterns used for game design. The course provides an in-depth understanding of how the game design process works. Students work with a game engine software framework to design and implement several kinds of games. Video game history. Basic Building blocks of a game. Elements of game design. Game Maker: objects, sprites, events. Space Shooter. Developing games with Games Factory. Real Time Strategy game development. A project is required.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*

Rationale:
This course has not been offered in over ten years.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: INSE 6530
Calendar Section Type: Course
Description of Change: INSE 6530 3D Graphics and Computer Animation for Game Design Delete

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: Course Deletion

Present Text calendar	Proposed Text
~~INSE 6530 3D Graphics and Computer Animation for Game Design~~ (~~4~~ credits)	
Prerequisites:	*Prerequisites:*
~~The following course must be completed previously or concurrently: COMP 6761 or equivalent.~~	
Description :	*Description :*
~~Application of 3D graphics and animation topics to non real-time rendered media. Current research topics in computer animation such as dynamic simulation of flexible and rigid objects, automatically-generated control systems, and evolution of behaviours. History of Animation. Animation Basics. Keyframe Animation. Path Animation. Non-Linear Animation. Modelling Concerns for Animation. Rigging for Forward and Inverse Kinematics. Morphing. Expressions. Particle Systems. Dynamics. A project is required.~~	
Component(s):	*Component(s):*
~~Lecture~~	
Notes :	*Notes :*

Rationale:
This course has not been offered in over ten years.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: INSE 6630
Calendar Section Type: Course
Description of Change: INSE 6630 Recent Developments in Cybersecurity Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: Course Change

Present Text calendar	Proposed Text
INSE 6630 Recent Developments in ~~Information Systems Security~~ (4 credits)	INSE 6630 Recent Developments in Cybersecurity Engineering (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
The following topics are covered: security and privacy legislations; new security threats and solution on personal computers, enterprise computers, personal information, confidential information, identity fraud, financial fraud, and social networking; recent developments in trusted computing for critical cyber infrastructure, privacy-aware information sharing, cybercrime, and cyber forensics techniques; cyber espionage, cyber terrorism, and cyber war. A project is required.	The following topics are covered: security and privacy legislations; new security threats and solution on personal computers, enterprise computers, personal information, confidential information, identity fraud, financial fraud, and social networking; recent developments in trusted computing for critical cyber infrastructure, privacy-aware information sharing, cybercrime, and cyber forensics techniques; cyber espionage, cyber terrorism, and cyber war. A project is required.
Component(s):	*Component(s):*
Lecture	Lecture
Notes :	*Notes :*

Rationale:
The changes aim to align with the current workforce demand by the industry and the ongoing introduction of new courses by the department. By adding Cybersecurity Engineering, we more accurately reflect the contemporary scope, focus, and societal relevance of the discipline known before as Information Systems Security.

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: ISS Overhaul to Cybersecurity Engineering

Calendar Section Name: INSE 6700
Calendar Section Type: Course
Description of Change: INSE 6700 Artificial Intelligence in Cybersecurity New

Proposed: Graduate Curriculum Changes

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

Department: Concordia Institute for Information Systems Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	INSE 6700 Artificial Intelligence in Cybersecurity (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course introduces graduate students to the state of the art in AI as a tool, a target, and a threat in cybersecurity. Topics include basic concepts and the latest AI models in cybersecurity; security monitoring, threat hunting, incident response, and security automation with AI technologies; risk assessment and mitigation for AI systems against potential adversaries; adversarial AI and defence against AI-powered threats. A project is required.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Anti-requisite Courses :	**Anti-requisite Courses :** Students who have received credit for INSE 6630 may not take this course for credit.

Rationale:
This graduate course will cover AI as a tool, a target, and a threat in cybersecurity, a timely and high-demand topic in both research and industry. The content was first developed by the proposing faculty member (Jun Yan, CURC in AI in Cyber Security and Resilience) in 2021 under *INSE 6630: Recent Developments in Information Systems Security*. It has been offered three times since then, with attendance exceeding 110 in both 2022 and 2023.

Resource Implications:
None.

Impact Report

Programs

3D Graphics and Game Development Graduate Certificate
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Concordia Institute for Information Systems Engineering Programs -> Graduate Certificate -> 3D Graphics and Game Development Graduate Certificate -> Degree Requirements
Source of Impact

- INSE 6510
- INSE 6530

Information Systems Security MEng
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Concordia Institute for Information Systems Engineering Programs -> Master/Magisteriate -> Information Systems Security MEng -> Degree Requirements
Source of Impact

- E65 - Cyber-Physical Systems Security Engineering
- E69 - Information Systems Security

Quality Systems Engineering MASc
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Concordia Institute for Information Systems Engineering Programs -> Master/Magisteriate -> Quality Systems Engineering MASc -> Degree Requirements
Source of Impact

- E67 - 3D Graphics and Intelligent Systems

Defined Groups

E67 - 3D Graphics and Intelligent Systems
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> List of Engineering Courses by Topic Areas
Source of Impact

- INSE 6510
- INSE 6530

E69 - Information Systems Security
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> List of Engineering Courses by Topic Areas
Source of Impact

- INSE 6630

Courses

INSE 6700 Artificial Intelligence in Cybersecurity New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Information Systems Engineering Courses
Source of Impact

- INSE 6630

Other Units

Addition of **E63 - Project, Report And Industrial Training** to **Information Systems Security MEng** requirement
Source of other unit Impact

- Defined group is housed in Engineering Courses

INSE 6700: Artificial Intelligence in Cybersecurity

Concordia Institute for Information Systems Engineering

Gina Cody School of Engineering and Computer Science

Course developer: Jun Yan, CIISE

1. GENERAL INFORMATION

- Lectures: TBD
- Instructor: TBD
- Office: TBD
- E-mail: TBD
- Office Hours: TBD
- Course Website: Moodle

2. COURSE DESCRIPTION

This course introduces graduate students to the state of the art in artificial intelligence (AI) as a tool, a target, and a threat in cybersecurity. Topics include basic concepts and the latest AI models in cybersecurity; security monitoring, threat hunting, incident response, and security automation with AI technologies; risk assessment and mitigation for AI systems against potential adversaries; adversarial AI and defence against AI-powered threats. A project is required.

3. GRADING SCHEME

- Assignments: 25%
- Midterm Report: 15%
- Case Studies: 20%
- Final Project: 40%

4. COURSE TOPICS

This course will explore the applications, vulnerabilities, and threats of the latest artificial intelligence (AI) and machine learning (ML) algorithms in various cybersecurity contexts. Topics to be covered by the course include:

- ✓ Introduction to basic concepts of ML/AI and its applications in cybersecurity
- ✓ ML/AI as a tool for cybersecurity
- ✓ ML/AI as a target in cybersecurity
- ✓ ML/AI as a threat to cybersecurity
- ✓ Challenges and opportunities for future development of ML/AI in cybersecurity
- ✓ Case studies and invited talks on related topics
- ✓ Student presentations and reports of projects on related topics

Important Note: The course will require (and provide both resources and guidelines for) basic critical thinking, in-class discussion, literature reading, programming, PowerPoint presentation, and scientific writing skills. You may also expect more open-ended questions and discussions than in the textbook content and homework solutions.

5. TENTATIVE SCHEDULE

Lectures: TBD **Office hours: TBD**

1. Course overview
2. Introduction to AI basics in cybersecurity
3. Introduction to deep learning and foundational models in cybersecurity
4. AI as a tool in cybersecurity: Security monitoring and threat hunting
5. AI as a tool in cybersecurity: Incident response and security automation
6. Case studies/invited talk on topics in Week 2-5
7. AI as a target in cybersecurity: Vulnerabilities of AI in cybersecurity-critical applications
8. AI as a target in cybersecurity: Protecting AI systems against potential adversaries
9. AI as a threat in cybersecurity: Risks from Deepfake and other adversarial ML
10. AI as a threat in cybersecurity: Courtermeasures to AI-powered adversaries
11. Case studies/invited talk on topics in Week 7-10
12. Discussions: Challenges & opportunities for AI in cybersecurity
13. Final presentation & reports

5. LEARNING OUTCOMES

Students can expect to achieve the following learning outcomes at the end of the course:

- Establish a systematic knowledge base of artificial intelligence (AI) and machine learning (ML) techniques as well as their implications in cybersecurity;
- Follow with common paradigms and practices of AI in security applications;
- Understand practical values, challenges, and limitations of AI in real-world use cases;
- Understand risks from AI in security-sensitive applications and corresponding risk-control frameworks;
- Understand potential threats from adversaries empowered by AI techniques;
- Be able to engage in research, development, and operation of AI techniques in cybersecurity applications;
- Develop a critical view and ways of thinking for AI and other emerging technologies to maximize their utility with controllable risks in cybersecurity applications;
- Develop critical thinking and technical skills to work as security professionals for the industry, government, and/or academia.

6. COURSE MATERIALS

There is no required textbook for this course. Papers and electronic references will be made available on the course website. Examples of recommended textbooks and papers include:

[1] Lecture notes and reading materials, to be posted on Moodle.

[2] Chen, X., Susilo, W. and Bertino, E. (ed), 2021. *Cyber security meets machine learning*. Singapore: Springer.
[3] Joseph, A.D., Nelson, B., Rubinstein, B.I. and Tygar, J.D., 2018. *Adversarial machine learning*. Cambridge University Press.
[4] Dua, S., & Du, X., 2016. *Data mining and machine learning in cybersecurity*. CRC Press.
[5] Kolter, Z. & Madry, A., 2018. *Adversarial Robustness - Theory & Practice*: https://adversarial-ml-tutorial.org/

7. ACADEMIC CODE OF CONDUCT

Any form of cheating, plagiarism, personation, and falsification of a document as well as any other form of dishonest behaviour related to the obtention of academic gain or the avoidance of evaluative exercises committed by a student is an academic offence under the Academic Code of Conduct and may lead to severe penalties up to and including suspension and expulsion.

As examples only, you are not permitted to:

- Copy from anywhere without indicating where it came from
- Let another student copy your work and then submit it as his/her own
- Hand in the same assignment in more than one class
- Have unauthorized material or devices in an exam. Note that you do not have to be caught using them – just having them is an offence
- Copy from someone's else exam
- Communicate with another student during an exam
- Add or remove pages from an examination booklet or take the booklet out of an exam room
- Acquire exam or assignment answers or questions
- Write an exam for someone else or have someone write an exam for you
- Submit false documents such as medical notes or student records
- Falsify data or research results

You are subject to the Academic Code of Conduct. Take the time to learn more at
http://provost.concordia.ca/academicintegrity/

8. STUDENT'S RESPONSIBILITIES

• Students are expected to attend every class. Some material may only be covered in class and not made available on the course website. Students are expected to read the assigned material and to actively participate in class discussions.

• Students are expected to be respectful of other people's opinions and to express their own views in a calm and reasonable way. Disruptive behaviour will not be tolerated.

• Students are expected to be familiar with the Code of Rights and Responsibilities:
http://rights.concordia.ca

9. STUDENT RESOURCES AND SERVICES

• Concordia Counselling & Development offers career services, psychological services, student learning services, etc.:
http://cdev.concordia.ca

• The Concordia Library Citation and Cycle Guides:

http://library.concordia.ca/help/howto/citations.html

• Advocacy and Support Services:
http://supportservices.concordia.ca

• Student Transition Centre:
http://stc.concordia.ca

• New Student Program:
http://newstudent.concordia.ca

• Office for Students with Disabilities:
http://supportservices.concordia.ca/disabilities

• The Academic Integrity Website:
http://provost.concordia.ca/academicintegrity

10. DISCLAIMER

In the event of extraordinary circumstances and pursuant to the Academic Regulations the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

Graduate Program Regular Curriculum Change - GCS-ELEC-6008 - VERSION : 15

Summary and Rationale for Changes

To rejuvenate the ECE MEng program, two high-level changes are proposed: The first is an updating of two of our concentrations to include and highlight Artificial Intelligence (with new course offerings added as well in that area) and Robotics, respectively, which are current cutting-edge fields that can interest and attract prospective students. The second change is making 8 credits of practical experience a mandatory aspect of the program; these credits take the form of either a work term or a pair of project courses.

Resource Implications

ENGR 6971 and 6981 will now both be offered each academic year to accommodate the newly mandatory credits. MEng GPD will need to review Stage proposals and reports. All other AI-area courses will be taught as part of existing professors' load.

Graduate Program Regular Curriculum Change - GCS-ELEC-6008 - VERSION : 15

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 5 D11). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC), 13 Apr 2026

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

At its meeting on March 20, 2026, the Council of the Gina Cody School of Engineering and Computer Science approved, as presented, the curriculum item from the Department of Electrical and Computer Engineering (ECE). Namely, changes to the MEng requirements in Electrical and Computer Engineering program to reflect the introduction of AI courses in some concentration options and two new 8-credit industrial training courses. The students will have the option of taking either one these industrial training courses or two research courses.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier GCS-ELEC-6008.

We kindly request that this proposal be placed on the next agenda of the GCC for approval.

Thank you for your consideration of this proposal.

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

For Submission to:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

Approved by:

B. Vermeire, Associate Dean,
Graduate Studies of the Gina Cody School of Engineering and Computer Science, 27 Feb 2026

At its meeting on February 27, 2025, the Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved, with some changes, the curriculum item from the Department of Electrical and Computer Engineering. Namely, changes to the MEng requirements in Electrical and Computer Engineering program to reflect the introduction of AI courses in some concentration options and two new 8-credit industrial training courses. The students will have the option of taking either one these industrial training courses or two research courses.

No additional resources are required.

Details of this proposal are indicated and explained in the dossier GCS-ELEC-6008.

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

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

W. Hamou-Lhadj, Professor and Chair,
Department Council, 23 Feb 2026

Approved by:

Dr. S. Le Beux, DSC Committee Chair and UGPD Curriculum,
Studies Committee Meeting, 13 Feb 2026

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
COEN 6314 Applied Machine Learning for Electrical and Computer Engineering New	★	★	★	★		★	★	★	★	
COEN 6315 AI Hardware Accelerators New	★	★	★	★		★	★	★	★	
COEN 6316 Edge AI New	★	★	★	★		★	★	★	★	
COEN 6317 Cloud Vector Database Systems for AI New	★	★	★	★		★	★	★	★	
COEN 6322 AI for Wearable Health Applications New	★	★	★	★		★	★	★	★	
COEN 6991 Computer Engineering Industrial Stage/Training New	★	★	★	★	★	★	★	★	★	
ELEC 6991 Electrical Engineering Industrial Stage/Training New	★	★	★	★	★	★	★	★	★	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Electrical and Computer Engineering MEng Change							

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Concentrations for the Electrical and Computer Engineering MEng Change			
Topic Areas for the Electrical and Computer Engineering MEng Change			

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: Electrical and Computer Engineering MEng
Calendar Section Type: Program
Description of Change: Electrical and Computer Engineering MEng Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering
Program Name: Electrical and Computer Engineering MEng
Program Type: Course-based
Degree: MEng

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Electrical and Computer Engineering Programs > Master/Magisteriate > Electrical and Computer Engineering MEng > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
45 credits	Electrical and Computer Engineering MEng	**45 credits**	Electrical and Computer Engineering MEng
	5 credits from the Topic Area E09 - Professional Leadership Skills		5 credits from the Topic Area E09 - Professional Leadership Skills
	20 credits selected from the Concentrations for the Electrical and Computer Engineering MEng list		20 credits selected from the Concentrations for the Electrical and Computer Engineering MEng list
	~~20~~ credits chosen from the Topic Areas for the Electrical and Computer Engineering MEng		12 credits chosen from the Topic Areas for the Electrical and Computer Engineering MEng
			8 credits chosen from: ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4) ELEC 6991 Electrical Engineering Industrial Stage /Training (8 .00) COEN 6991 Computer Engineering Industrial Stage/Training (8.00)

Rationale:
8 credits of practical experience (work term or project) are made mandatory to make the program more attractive to working professionals and those looking to enhance their CV.

Resource Implications:

ENGR 6971 and 6981 will now both be offered each academic year to accommodate the newly mandatory credits. MEng GPD will need to review Stage proposals and reports.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: Concentrations for the Electrical and Computer Engineering MEng
Calendar Section Type: Defined group
Description of Change: Concentrations for the Electrical and Computer Engineering MEng Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Electrical and Computer Engineering Programs > Master/Magisteriate > Electrical and Computer Engineering MEng > Degree Requirements > Electrical and Computer Engineering MEng

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
20 credits	Concentrations for the Electrical and Computer Engineering MEng	**20 credits**	Concentrations for the Electrical and Computer Engineering MEng
	~~Students~~ must ~~select~~ one of the concentrations listed below which are composed of one, two or three topic areas for Electrical and Computer Engineering.		20 credits must be selected from one of the concentrations listed below which are composed of one, two or three topic areas for Electrical and Computer Engineering.
	Concentration A: ~~Hardware and Software~~ Computing Systems		Concentration A: Computing Systems and Artificial Intelligence
	E48 - Computing Systems		E48 - Computing Systems
	Concentration B: Control ~~Systems~~ and Power Engineering		Concentration B: Control Systems, Robotics, and Power Engineering
	E03 - Systems and Control		E03 - Systems and Control
	~~E45~~ - Electrical Power Engineering		E45 - Electrical Power Engineering
	~~E45 - Electrical Power Engineering~~		E10 - Robotics
	~~Concentration~~ C: Communications and Signal Processing		Concentration C: Communications and Signal Processing
	E42 - Communication Systems and Networks		E42 - Communication Systems and Networks
	E47 - Signal Processing		E47 - Signal Processing
	Concentration D: Devices, Microelectronics and Electromagnetics		Concentration D: Devices, Microelectronics and Electromagnetics
			E43 - Micro-Devices and Fabrication Processes

Present Text calendar	Proposed Text
E43 - Micro-Devices and Fabrication Processes	E44 - Fields, Waves and Optoelectronics
E44 - Fields, Waves and Optoelectronics	F03 - Microelectronic Systems
F03 - Microelectronic Systems	

Rationale:

Updating the names and content of Concentrations to reflect evolving cutting edge topic areas.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: Topic Areas for the Electrical and Computer Engineering MEng
Calendar Section Type: Defined group
Description of Change: Topic Areas for the Electrical and Computer Engineering MEng Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Electrical and Computer Engineering Programs > Master/Magisteriate > Electrical and Computer Engineering MEng > Degree Requirements > Electrical and Computer Engineering MEng

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
~~20~~ **credits**	Topic Areas for the Electrical and Computer Engineering MEng	**12 credits**	Topic Areas for the Electrical and Computer Engineering MEng
	~~20~~ credits chosen from the following Topic Areas:		12 credits chosen from the following Topic Areas:
	E01 - Mathematical Methods		E01 - Mathematical Methods
	E03 - Systems and Control		E03 - Systems and Control
	E10 - Robotics		E10 - Robotics
	E42 - Communication Systems and Networks		E42 - Communication Systems and Networks
	E43 - Micro-Devices and Fabrication Processes		E43 - Micro-Devices and Fabrication Processes
	E44 - Fields, Waves and Optoelectronics		E44 - Fields, Waves and Optoelectronics
	E45 - Electrical Power Engineering		E45 - Electrical Power Engineering
	E47 - Signal Processing		E47 - Signal Processing
	E48 - Computing Systems		E48 - Computing Systems
	F03 - Microelectronic Systems		F03 - Microelectronic Systems
	ELEC/COEN courses in E02 - Developments In Engineering ~~E02 - Developments In Engineering~~ ~~Students may take a maximum of 8 credits from the following courses:~~		ELEC/COEN courses in E02 - Developments In Engineering

Present Text calendar	Proposed Text
~~ENGR 6971 Project and Report I (4)~~ ~~ENGR 6981 Project and Report II (4)~~ ~~ENGS 6921 Industrial Stage and Training (4)~~	

Rationale:

8 fewer credits (now 12) are available for Topic Area courses. Project and Stage courses are now mandatory, and thus no longer part of the Topic Area courses.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: COEN 6314
Calendar Section Type: Course
Description of Change: COEN 6314 Applied Machine Learning for Electrical and Computer Engineering New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	COEN 6314 Applied Machine Learning for Electrical and Computer Engineering (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course provides a foundation in the principles, algorithms, and applications of machine learning. Concepts are introduced through hands-on examples drawn from electrical and computer engineering applications such as signals and systems, digital communications, and robotics. The course covers supervised learning methods such as regression, k-Nearest Neighbors, Support Vector Machines, decision trees, and random forests. The course also covers unsupervised learning models, focusing on various clustering algorithms. Students are also introduced to Machine Learning Operations. The course also addresses key ethical considerations in machine learning. A project is required.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for this topic under COEN 691 (Applied Machine Learning) may not take this course for credit.

Rationale:

This is a new course that covers applied machine learning algorithms, which are needed for many electrical and computer engineering areas.

This course was also offered as a slot course in Fall 2025 with 34 students registered.

The course will be listed under topic area E48, pending of final approval.

Resource Implications:

The course uses open-source tools and libraries.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: COEN 6315
Calendar Section Type: Course
Description of Change: COEN 6315 AI Hardware Accelerators New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	COEN 6315 AI Hardware Accelerators (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course provides an in-depth study of hardware architectures and systems designed to efficiently accelerate Deep Neural Networks (DNNs) and modern AI workloads. Students will examine the computational, memory, and energy challenges posed by large-scale models, including data movement bottlenecks and the memory wall. Topics include accelerator architectures and dataflow optimizations, hardware-aware model compression techniques (quantization, pruning, sparsity), and case studies of industrial platforms such as Tensor Processing Units (TPUs), Deep Learning Accelerators (DLAs), and emerging AI accelerators. The course also covers distributed machine learning systems and hardware–software co-design approaches that reduce computation and communication costs. A project is required.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Anti-requisite Courses :	**Anti-requisite Courses :** This course is cross-listed with COEN 450 . Students who have received credit for COEN 450 may not take this course for credit.

Rationale:

This course is essential as modern AI systems are increasingly constrained by hardware limits, data movement costs, and energy efficiency, making AI hardware-aware design a core competency for computer engineering students.

The course will be listed under topic area E48, pending of final approval.

Resource Implications:
The course uses open-source tools and libraries.

D9

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: COEN 6316
Calendar Section Type: Course
Description of Change: COEN 6316 Edge AI New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	COEN 6316 Edge AI (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course provides a comprehensive study of deploying AI and Machine Learning (ML) models on resource constrained embedded systems and edge devices. It examines the challenges imposed by tight power, memory, and computational budgets, and introduces key model optimization techniques such as weight clustering, low-rank adaptation, and pruning. The course also covers efficient neural network architectures for edge inference and deployment frameworks for both microcontroller-based and Graphical Processing Unit (GPU) based edge platforms. Through a combination of foundational TinyML concepts and broader system-level perspectives from modern Edge AI concepts, students gain hands-on experience deploying and evaluating AI models on industry-standard platforms. A project is required.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Anti-requisite Courses :	**Anti-requisite Courses :** This course is cross-listed with COEN 453 . Students who have received credit for COEN 453 may not take this course for credit.

Rationale:

This course is essential as AI is increasingly deployed on resource-constrained edge devices, where power, memory, and latency constraints fundamentally shape system design. Mastering Edge AI optimization and deployment techniques is therefore a core competency for computer engineering students developing real-time, energy-efficient intelligent systems.

The course will be listed under topic area E48, pending of final approval.

Resource Implications:

The course uses open-source tools and libraries.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: COEN 6317
Calendar Section Type: Course
Description of Change: COEN 6317 Cloud Vector Database Systems for AI New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	COEN 6317 Cloud Vector Database Systems for AI (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course presents a system-level and practical study of vector databases (VDB), covering embedding models and vector representations, similarity metrics, exact and approximate nearest neighbor search (ANNS), and vector query processing. Core indexing and retrieval techniques include inverted file indexing (IVF), graph based ANNS: hierarchical navigable small world (HNSW), product quantization (PQ), and hybrid approaches such as IVF-PQ and HNSW-PQ. The course also examines cloud and distributed vector databases (VDBs) architectures and the integration of VDBs with large language models (LLMs) through Retrieval-Augmented Generation (RAG). A project is required.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Anti-requisite Courses :	**Anti-requisite Courses :** This course is cross-listed with COEN 458 . Students who have received credit for COEN 458 may not take this course for credit.

Rationale:

Vector databases (VDBs) have become a foundational component of modern AI systems, driven by the widespread adoption of large language models and embedding-based retrieval. Unlike traditional databases, VDBs are optimized for high-dimensional similarity search and approximate query processing, prioritizing retrieval efficiency over strict transactional guarantees. As AI systems increasingly rely on large-scale retrieval, retrieval-augmented generation, and cloud-native deployment, understanding vector database design is becoming essential for future computer systems engineers. This course is therefore timely and forward-looking, preparing students with the system-level knowledge and algorithmic foundations needed to design and build the next generation of AI infrastructure.

The course will be listed under topic area E48, pending of final approval.

Resource Implications:

The course uses open-source libraries

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: COEN 6322
Calendar Section Type: Course
Description of Change: COEN 6322 AI for Wearable Health Applications New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	COEN 6322 AI for Wearable Health Applications (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* This course introduces students to the design, development, and evaluation of AI systems for health applications using wearable and large-scale sensor data. The course covers data acquisition, signal processing, feature engineering, machine learning, deep learning, large language models (LLMs), and multimodal systems, with emphasis on clinical validation, ethical deployment, and personalized health monitoring. A project is required.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for this topic under COEN 691 (Pervasive Computing for Healthcare) may not take this course for credit.
Anti-requisite Courses :	**Anti-requisite Courses :** This course is cross-listed with COEN 459 . Students who have received credit for COEN 459 may not take this course for credit.

Rationale:

This course is essential as healthcare is becoming a major application domain for AI, requiring robust handling of wearable and large-scale sensor data, multimodal learning, and clinically validated deployment. Training engineers to develop reliable, ethical, and personalized AI health systems is therefore a strategic priority.

This course was offered as slot course under the title of Pervasive Computing for Healthcare with Pervasive Computing for Healthcare in winter 2024 with 41 students enrolled, in winter 2025 with 23 students and in winter 2026 with 24 students.

The course will be listed under topic area E48, pending of final approval.

Resource Implications:

The course uses open-source tools and libraries.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: COEN 6991
Calendar Section Type: Course
Description of Change: COEN 6991 Computer Engineering Industrial Stage/Training New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	COEN 6991 Computer Engineering Industrial Stage/Training (8 credits)
Prerequisites:	*Prerequisites:* Students must have completed at least nine credits in the Electrical and Computer Engineering MEng program. If prerequisites are not satisfied, permission of the program director is required.
Description :	*Description :* This is one option for the practical component of the Electrical and Computer Engineering MEng program that is to be completed under the supervision of an experienced engineer in the facilities of a participating company identified by the student . The topic is to be decided by a mutual agreement between the student, the participating company and the program director. The course will be graded based on the student's performance during the term as well as a detailed technical final report.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** International students must hold a valid Co-op Work permit and should consult the International Student Office regarding the processing of any required work permits or visas.

Rationale:

As part of the ECE MEng rejuvenation process, it was decided to make 8 credits of industrial stage/training (or, alternately, of project courses at the university) an integral/required component of the program. This course code is being created for the administration of this new program element.

The course will be listed under topic area E63 topic area, pending of final approval.

Resource Implications:

The MEng GPD will be required to approve each stage/internship and review the final report.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Electrical and Computer Engineering MEng Program Change

Calendar Section Name: ELEC 6991
Calendar Section Type: Course
Description of Change: ELEC 6991 Electrical Engineering Industrial Stage/Training New

Proposed: Graduate Curriculum Changes

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

Department: Department of Electrical and Computer Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

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

Type of Change: New Course

Present Text calendar	Proposed Text
	ELEC 6991 Electrical Engineering Industrial Stage/Training (8 credits)
Prerequisites:	*Prerequisites:* Students must have completed at least nine credits in the Electrical and Computer Engineering MEng program. If prerequisites are not satisfied, permission of the program director is required.
Description :	*Description :* This is one option for the practical component of the Electrical and Computer Engineering MEng program that is to be completed under the supervision of an experienced engineer in the facilities of a participating company identified by the student. The topic is to be decided by a mutual agreement between the student, the participating company and the program director. The course will be graded based on the student's performance during the term as well as a detailed technical final report .
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** International students must hold a valid Co-op Work permit and should consult the International Student Office regarding the processing of any required work permits or visas.

Rationale:

As part of the ECE MEng rejuvenation process, it was decided to make 8 credits of industrial stage/training (or, alternately, of project courses at the university) an integral/required component of the program. This course code is being created for the administration of this new program element.

The course will be listed under topic area E63, pending of final approval.

Resource Implications:
The MEng GPD will be required to approve each stage/internship and review the final report.

Impact Report

Programs

Electrical and Computer Engineering MEng
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Electrical and Computer Engineering Programs -> Master/Magisteriate -> Electrical and Computer Engineering MEng -> Degree Requirements
Source of Impact

- Concentrations for the Electrical and Computer Engineering MEng
- Topic Areas for the Electrical and Computer Engineering MEng

Courses

COEN 6316 Edge AI New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Electrical and Computer Engineering Courses
Source of Impact

COEN 6322 AI for Wearable Health Applications New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Electrical and Computer Engineering Courses
Source of Impact

COEN 6991 Computer Engineering Industrial Stage/Training New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Electrical and Computer Engineering Courses
Source of Impact

ELEC 6991 Electrical Engineering Industrial Stage/Training New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Electrical and Computer Engineering Courses
Source of Impact

Other Units

Addition of **ENGR 6981** to **Electrical and Computer Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **COEN 450** to **COEN 6315** requirement
Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **COEN 453** to **COEN 6316** requirement
Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **COEN 458** to **COEN 6317** requirement
Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **COEN 459** to **COEN 6322** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

COEN452 (ARTI 401) (3 Credits) / COEN6316 (4 Credits)

Edge AI

Course Outline

Course Instructors: Dr. A. Bali, Dr. O. Ait Mohamed, Dr. S. Le Beux

Office Hours: TBD

Course Calendar Description:
This course provides a comprehensive study of deploying Artificial Intelligence (AI) and Machine Learning (ML) models on resource-constrained embedded systems and edge devices. It examines the challenges imposed by tight power, memory, and computational budgets, and introduces key model optimization techniques such as weight clustering, low-rank adaptation, and pruning. The course also covers efficient neural network architectures for edge inference and deployment frameworks for both microcontroller-based and GPU-based edge platforms. Through a combination of foundational TinyML concepts and broader system-level perspectives from modern Edge AI concepts, students gain hands-on experience deploying and evaluating AI models on industry-standard platforms such as ARM Cortex-M microcontrollers or NVIDIA Jetson devices. A project is required. Lectures: three hours per week.

Prerequisites: *Graduate: None*
Undergraduate: COEN317 and COEN 330

Co-requisites: *N/A*

Specific Knowledge and Skills Needed for this Course:

Students taking this course are expected to have sufficient knowledge of the following topics:

- **Embedded Systems Fundamentals:** Understanding of microcontroller architectures, memory-mapped I/O, interrupts, and real-time constraints.
- **Machine Learning Basics:** Understanding of supervised learning, neural network fundamentals (CNNs, RNNs), loss functions, and training procedures.
- **Programming Skills:** Basic proficiency in Python and C/C++.

Course materials

1. **Required Textbook:** Warden, P., & Situnayake, D., *TinyML: Machine Learning with TensorFlow Lite on Microcontrollers*. O'Reilly Media, 2019

2. **Recommended References:**
   - Huyen, C. *Designing Machine Learning Systems: An Iterative Process for Production-Ready Applications*. O'Reilly Media, 2022.
   - Daniel Situnayake & Jenny Plunkett. *AI at the Edge*. O'Reilly Media, 2023.

3. **Additional Course Materials:** In addition to the textbooks, students will be provided with curated research papers, technical documentation, and software tutorials to cover advanced topics such as GPU-based edge platforms, neural architecture search, and federated learning.

Lecture Slides: Will be posted weekly on the course website (Moodle).

Grading Scheme

The final grade for the course will be determined based on the following assessment tools and weights.

Assessment Tool	**Weight (UG)**	**Weight (G)**
Midterm Exam	20%	20%
Final Exam	45%	35%
Design Project	35%	45%
Total	**100%**	**100%**

Tentative Course Schedule

Week	**Topic**	**Description & Key Concepts**
1	Introduction to Edge AI and Deployment Platforms	Cloud vs. Edge AI; motivations (latency, privacy, bandwidth); overview of edge platforms and use cases; introduction to deployment targets such as ARM Cortex-M microcontrollers and NVIDIA Jetson; overview of Edge AI toolchains and the overall deployment process.
2	Edge Platforms and Embedded Constraints	Microcontroller architectures (ARM Cortex-M); memory and power constraints; real-time considerations; characterization of edge workloads on target hardware; measurement of memory footprint, latency, and power consumption.
3	DNN Fundamentals for Edge I	Review of neural networks for edge inference (CNNs, RNNs, and Transformers); computational and memory requirements; analysis of model components that dominate computation and memory usage.
4	DNN Fundamentals for Edge II	Data representation; fixed-point and integer formats; model representation and parameter storage; encoding mechanisms (e.g., weight sharing and Huffman coding); impact on memory footprint and inference efficiency.
5	Model Quantization and Weight Clustering	Post-training quantization; quantization-aware training; INT8, INT4, and mixed-precision inference; accuracy–performance trade-offs.
6	Pruning and Sparsity	Structured and unstructured pruning; sparsity patterns; Magnitude-based and gradient-based methods; Hardware support for sparse inference.
7	Knowledge Distillation Midterm Exam	Teacher-student frameworks; soft labels and temperature; feature-based and attention-based distillation; trade-offs between accuracy and model size.

8	Efficient Architectures I	Depthwise separable convolutions; MobileNet V1/V2/V3; ShuffleNet; Inverted residuals.
9	Efficient Architectures II	EfficientNet and compound scaling; SqueezeNet; Neural Architecture Search (NAS) for edge devices.
10	Deployment Frameworks	TensorFlow Lite; ONNX Runtime; PyTorch Mobile; Model conversion and deployment pipelines.
11	GPU-Based Edge Platforms	NVIDIA Jetson family; TensorRT optimization; CUDA basics for edge; Performance benchmarking.
12	Applications & Future Trends	Edge AI applications (vision, audio, sensors); Federated learning; On-device training; Emerging hardware.

Project Details
The project component of this course provides hands-on experience with Edge AI systems through a progressive approach. Students begin by deploying a pre-built reference neural network on a real edge platform to become familiar with the hardware, software toolchain, and execution workflow. Once the deployment environment is mastered, students progressively analyze, modify, optimize, and redeploy the model by applying concepts introduced throughout the course, including model compression and efficient architecture techniques.

Project Expectations:
The project is expected to address the following phases:

- **Initial Deployment and Platform Familiarization**: Deployment of a provided, pre-built neural network model on an edge platform (ARM Cortex-M microcontroller or NVIDIA Jetson). Familiarization with the toolchain, runtime environment, and deployment workflow.
- **Model Characterization**: Measurement and analysis of memory footprint, latency, and (when applicable) power consumption of the deployed model on target hardware.
- **Model Analysis**: Profiling the original, uncompressed model to analyze computational complexity, memory footprint, and inference performance.
- **Model Optimization**: Progressive application of optimization techniques such as pruning, quantization, encoding, and/or architectural modifications.
- **Redeployment and Evaluation:** Deployment of the optimized model on the target platform and evaluation of improvements relative to the initial deployment.

Project Documentation and Instructions:

- Project guidelines and setup instructions for the required tools and hardware platforms will be available on the course Moodle site to support the deployment-first project workflow.

Engineering Tools
Students will be introduced to and utilize the following industry-standard engineering tools throughout the course:

- **TensorFlow Lite:** Framework for deploying machine learning models on mobile, microcontrollers, and edge devices.
- **ONNX Runtime:** Cross-platform inference engine for deploying models in ONNX format.
- **PyTorch/TensorFlow:** Primary frameworks for model design, training, and optimization experimentation.
- **Edge Impulse Studio:** End-to-end platform for developing embedded ML applications.
- **NVIDIA TensorRT:** SDK for high-performance deep learning inference on NVIDIA GPUs.
- **ARM CMSIS-NN:** Optimized neural network kernels for ARM Cortex-M processors.
- **Profiling Tools:** Power monitors, memory analyzers, and latency profilers for embedded systems.

Course Learning Outcomes (CLOs):
By the end of this semester, students are expected to master the following concepts:

Course Learning Outcomes (CLOs)
CLO 1: Evaluate edge AI platforms and their constraints for specific AI workloads.
CLO 2: Implement efficient DNN models using compression techniques such as weight clustering, low-rank, and pruning.
CLO 3: Compare and select edge-optimized neural network architectures.
CLO 4: Deploy and benchmark AI models using TensorFlow Lite, ONNX Runtime, or PyTorch Mobile.
CLO 5: Explore emerging Edge AI applications and on-device learning techniques.

Health and Safety Guidelines
All health and safety rules specific to this course can be found in the lab manual. General health and safety instructions and available health and safety trainings can be found at:
Safety Programs - Concordia University (https://www.concordia.ca/campus-life/safety/general-safety.html)

On Campus Resources
Please visit Student services at Concordia University for the services available Gina Cody School students.

COEN 459 (ARTI 412) (3 Credits) / COEN 6322 (4 Credits)
AI for Wearable Health Applications

Course Outline

Course Instructor:
Paula Lago
paula.lago@concordia.ca

Office Hours:
TBD

Course Calendar Description:
This course introduces students to the design, development, and evaluation of artificial intelligence systems for health applications using wearable and large-scale sensor data. The course covers data acquisition, signal processing, feature engineering, machine learning, deep learning, large language models, and multimodal systems, with emphasis on clinical validation, ethical deployment, and personalized health monitoring. Lectures: three hours per week.

Prerequisites:

Graduate: None
Undergraduate: *ELEC 242, COEN 330*

Specific Knowledge and Skills Needed for this Course:
Students taking this course are expected to have sufficient knowledge of the following topics. Should you have difficulties in any of these topics, you are strongly encouraged to review them before the DNE deadline.

- **Basic concepts of machine learning:** Students should be familiar with classical machine learning concepts and models, specially supervised machine learning. Recommended resource: https://www.kaggle.com/learn/intro-to-machine-learning
- **Signal processing:** Students should understand basic signal processing concepts including frequency domain analysis, sampling, and filters. Recommended resource: https://matlabacademy.mathworks.com/details/signal-processing-onramp/signalprocessing
- **Programming:** Students should be proficient in programming, ideally with Python. Recommended resources:
  - Intro to Python: https://colab.research.google.com/github/cs231n/cs231n.github.io/blob/master/python-colab.ipynb
  - Advanced Python: https://colab.research.google.com/drive/1gCqFEquqNvEoTDX3SNhR2PZkXWPHKXnc?usp=sharing
  - Working with Time Series:

https://colab.research.google.com/github/jakevdp/PythonDataScienceHandbook/blob/master/notebooks/03.11-Working-with-Time-Series.ipynb

Course materials
Required Textbook:
Clifton, D. A. (2017). *Machine learning for healthcare technologies*. The Institution of Engineering and Technology. Available online via Concordia Library https://concordiauniversity.on.worldcat.org/oclc/962412218

Other suggested textbooks

Najarian, K., & Splinter, R. (2012). *Biomedical Signal and Image Processing*. CRC Press. Available online via Concordia Library https://concordiauniversity.on.worldcat.org/oclc/1030993403

Labrador, M. A., & Lara Yejas, O. D. (2014). *Human activity recognition : using wearable sensors and smartphones*. CRC Press. https://concordiauniversity.on.worldcat.org/oclc/869311332

de Vries, G., Blachman, J., O'Reilly for Higher Education (Firm), & Safari, an O'Reilly Media Company. (2020). *The Patient Equation* (1st edition). Wiley. https://concordiauniversity.on.worldcat.org/oclc/1266265767

Supplementary notes will also be provided.

Grading Scheme

Assessment Tool	**Weight (UG)**	**Weight (G)**
Participation, quizzes. tutorials	10%	10%
Midterm Exam	30%	30%
Final Exam	30%	30%
Project	-	30%
Assignments	30%	-
Total	**100%**	**100%**

Tentative Course Schedule

Week	**Topics / Activities**
Week 1	Introduction to AI healthcare and digital health. The role of wearables in digital health. Sense–Think–Act paradigm. Types of applications. Digital biomarkers.
Week 2	Sensors and embedded data acquisition: Accelerometers and gyroscopes. ADCs, sampling, power constraints. Signal conditioning and filtering. Case study: Step detection.

Week 3	Classical Machine Learning with Engineered Features. Windowing. Time/frequency feature extraction. Feature selection. Traditional classifiers. Case study: Activity recognition.
Week 4	Deep Learning for Wearable Time-Series Data. CNNs, RNNs, and temporal convolutions. End-to-end learning. Case study: Activity classification.
Week 5	Actuators and closed-loop health systems. Haptic, audio, and visual feedback. Control strategies. AI-driven interventions. Case study: Activity coaching system.
Week 6	Large Language Models and context-aware health assistants. Sensor–text fusion. User profiling. Case study: Personalized activity recommendations.
Week 7	Midterm Exam
Week 8	Model evaluation and physiological interpretation. Optical and physiological sensors. PPG sensing principles. Signal quality assessment. Artifact removal. Case study: Heart rate estimation.
Week 9	Representation Learning and Self-Supervised Learning for Health Data. Contrastive learning. Autoencoders. Foundation models for wearables.
Week 10	Multimodal and large-scale health AI systems. Early and late fusion. Cloud–edge architectures. Population-scale modeling. Case study: Stress detection
Week 11	Ethical implications and regulations: privacy, ethics, user control. Understanding the effects on health. PIPEDA and Quebec's Law 25
Week 12	Embedded AI tools for wearables. – Final Review

Engineering Tools
Python
Wearable data acquisition platform (emotibit / max health band)

Details on assessment tools:
Project description

The project component of this course provides hands-on experience in designing, modeling, and evaluating AI for wearable health applications.

Project expectations:
The project will be completed in three phases: proposal, model development, and personal data collection and evaluation. In the proposal phase, students will define a health or behavioral application, review relevant literature and datasets, and clearly describe the sensing, analysis, and action components of their system. In the model development phase, students will use a public dataset to design, train, and evaluate a machine learning model following a standard data processing and validation pipeline. In the final phase, students will collect and annotate personal sensor data using mobile or wearable devices, test their model in realistic conditions, and demonstrate that the system's action or feedback component works. Projects must be feasible within the course timeline.

Other information
Teaching approach
The teaching approach for this course will be dynamic and inclusive, integrating a combination of interactive lecturing, case study discussions, small group activities and discussions, and coding tutorials designed to accommodate students with diverse preferences. During the lectures, there will

be frequent opportunities for students to engage with the content, ask questions, check their knowledge and receive feedback. Tutorials will deepen or expand the concepts being taught during the lectures, often through a case study. This approach aims to create an engaging and supportive learning environment where all students can thrive.

Course Learning Outcomes (CLOs):
By the end of this semester, students are expected to master the following computer engineering concepts.

1. Describe the principles, limitations, and performance trade-offs of sensors and actuators used in wearable and embedded health systems.
2. Implement data acquisition, signal processing, and data engineering pipelines for AI-based analysis of physiological and behavioral data.
3. Develop machine learning, deep learning, and self-supervised learning models for health monitoring and prediction using wearable and multimodal data.
4. Evaluate end-to-end AI-enabled health systems using appropriate experimental design, performance metrics, and validation protocols.
5. Analyze ethical, privacy, regulatory, and societal implications of deploying AI systems in healthcare.

Health and Safety Guidelines
All health and safety rules specific to this course can be found in the lab manual. General health and safety instructions and available health and safety trainings can be found at:
Safety Programs - Concordia University (https://www.concordia.ca/campus-life/safety/general-safety.html)

On Campus Resources
Please visit Student services at Concordia University for the services available Gina Cody School students.

COEN 450 (ARTI 411) (3 Credits) / COEN 6315 (4 Credits)
AI Hardware Accelerators
Course Outline

Course Instructors: Dr. O. Ait Mohamed and Dr. S. Le Beux

Office Hours: TBD

Course Calendar Description:

This course provides an in-depth study of hardware architectures and systems designed to efficiently accelerate Deep Neural Networks (DNNs) and modern AI workloads. Students will examine the computational, memory, and energy challenges posed by large-scale models, including data movement bottlenecks and the memory wall. Topics include accelerator architectures and dataflow optimizations, hardware-aware model compression techniques (quantization, pruning, sparsity), and case studies of industrial platforms such as Google TPU, NVIDIA NVDLA, and emerging AI accelerators. The course also covers distributed machine learning systems and hardware–software co-design approaches that reduce computation and communication costs. A project is required.

Prerequisites: *Graduates: none*
Undergraduates: COEN316, COEN330

Co-requisites: *N/A*

Specific Knowledge and Skills Needed for this Course:

Students taking this course are expected to have sufficient knowledge of the following topics:

- **Digital System Design:** Proficiency in combinational and sequential logic, finite state machines (FSM), and timing analysis.
- **Hardware Description Languages (HDL):** Experience in designing and simulating hardware modules using VHDL/Verilog or SystemVerilog.
- **Computer Architecture:** Understanding of memory hierarchies (caches, buffers, DRAM), pipelining, and ISA (Instruction Set Architecture) fundamentals.
- **Machine Learning Basics:** Understanding of supervised learning, neural network fundamentals, loss functions, and training procedures.

Course materials

1. **Required Textbook:** *Efficient Processing of Deep Neural Networks*
   Author(s): Vivienne Sze, Yu-Hsin Chen, Tien-Ju Yang, and Joel S. Emer,

   Morgan & Claypool Publishers (Springer Nature), 1st Edition, 2020.

2. **Other Course Materials:** In addition to the required textbook, students will be provided with the following materials to support their learning and laboratory work:

    - **Research Papers:** A curated list of seminal papers including the "Eyeriss" architecture, Google TPU (ISCA 2017), and NVIDIA NVDLA documentation.
    - **Software Tools:** * **PyTorch:** For DNN model design and exploration.
    - **Accelergy & Timeloop:** Infrastructure for evaluating the energy and performance of DNN accelerators.
    - **Xilinx Vivado HLS:** For High-Level Synthesis laboratory exercises.
    - **Lecture Slides and Lab Manuals:** Will be posted weekly on the course website (Moodle).

Grading Scheme

The final grade for the course will be determined based on the following assessment tools and weights. Please note the different requirements for Undergraduate (UG) and Graduate (G) students.

Assessment Tool	**Weight (UG)**	**Weight (G)**
Midterm Exam	20%	20%
Final Exam	45%	35%
Design Project	35%	45%
Total	**100%**	**100%**

Tentative Course Schedule

Week	**Topic**	**Description & Key Concepts**
1	**Introduction to AI Hardware Architectures**	Evolution of AI computing; CPUs vs. GPUs vs. Accelerators; Review of DNN layers (CNN, FC), Systolic Arrays basics.
2	**FPGA based AI Hardware Accelerator**	Instruction Set Architecture (ISA); Matrix Multiply Unit design; introduction to hardware-software co-design; Performance analysis.
3	**Model Quantization**	Number formats (INT8, FP16, Bfloat16); Linear/Non-linear quantization; Impact on area and energy.
4	**Stationary Dataflows I**	Analysis of Weight-Stationary (WS) and Output-Stationary (OS) flows; Data reuse strategies.
5	**Stationary Dataflows II**	Row-Stationary (RS) dataflow; Case study of the Eyeriss architecture and hierarchical memory.
6	**Memory Hierarchy Design**	On-chip buffers (Scratchpads); Global buffers; Network-on-Chip (NoC) for data distribution.

7	**Sparsity and Pruning Midterm Exam**	Structured vs. Unstructured pruning; Hardware support for zero-skipping; Compressed storage (CSC/CSR).
8	**Evaluation Metrics**	Accuracy, Latency, Throughput; Energy efficiency (J/op); The "Memory Wall" challenge. Benchmarks.
9	**Case Study: Google TPU**	Instruction Set Architecture (ISA); Matrix Multiply Unit (MXU) design; Performance analysis.
10	**Advanced Industry Designs**	Review of NVIDIA NVDLA (modular SoC) and SCNN (sparse CNN accelerator).
11	**Emerging Paradigms**	Processing-In-Memory (PIM); Neuromorphic computing basics.
12	**Hardware-Aware NAS**	Introduction to Neural Architecture Search; Designing DNNs for specific hardware latency targets.

Project Details
The project component of this course provides hands-on experience in designing, modeling, and evaluating AI hardware accelerators using industry-standard tools.

Project expectations:

- **Inference and DNN Model Design:** Introduction to DNN modeling in Python/PyTorch; analyzing computational complexity and estimating energy costs for various network architectures.
- **Kernel + Tiling Optimization:** Using tools like **Timeloop** and **Accelergy** to explore data reuse strategies and optimize tiling for different memory hierarchies.
- **Hardware Design & Mapping:** Designing a Systolic Array or a Matrix Multiplication Unit using **Verilog/SystemVerilog** or **High-Level Synthesis (HLS)**.
- **Sparse Accelerator Design:** Implementing and evaluating hardware techniques for zero-skipping and exploiting sparsity in weights and activations.

Engineering Tools
Students will be introduced to and utilize the following industry-standard and research-grade engineering tools throughout the course:

- **PyTorch:** Utilized for designing Deep Neural Network (DNN) models and extracting workload characteristics (e.g., weights and activations) for hardware mapping.
- **Timeloop:** A systematic infrastructure for evaluating and exploring the architecture design space of DNN accelerators.
- **Accelergy:** An architecture-level energy estimation framework used in conjunction with Timeloop to quantify energy efficiency.
- **Xilinx Vivado HLS (High-Level Synthesis):** Used for transforming C/C++ specifications into Register Transfer Level (RTL) implementations for FPGA-based acceleration.
- **SystemVerilog/Verilog:** For RTL-level design and functional verification of Processing Elements (PEs) and memory interfaces.
- **Simulators:** Various architectural simulators for analyzing Network-on-Chip (NoC) traffic and memory bandwidth utilization.

Course Learning Outcomes (CLOs):
By the end of this semester, students are expected to master the following concepts:

Course Learning Outcomes (CLOs)
CLO 1: Evaluate and quantify the energy, throughput, and latency trade-offs of various DNN hardware architectures.
CLO 2: Analyze and select optimal dataflow strategies (Row-Stationary, Weight-Stationary) for specific AI workloads.
CLO 3: Implement and assess hardware-aware model compression techniques, including quantization and pruning.
CLO 4: Utilize professional engineering tools (Timeloop, Accelergy, Vivado HLS) to simulate and optimize AI hardware.
CLO 5: Design a modular AI hardware accelerator and document its performance through technical reporting.

Health and Safety Guidelines
All health and safety rules specific to this course can be found in the lab manual. General health and safety instructions and available health and safety trainings can be found at:
Safety Programs - Concordia University (https://www.concordia.ca/campus-life/safety/general-safety.html)

On Campus Resources
Please visit Student services at Concordia University for the services available Gina Cody School students.

Course Number	Course Title	Term
COEN 6991	Computer Engineering Industrial Stage/Training	

Course Instructor	Office	E-Mail	Office Hours

COURSE CALENDAR DESCRIPTION

This is one option for the practical component of the Electrical and Computer Engineering MEng program that is to be completed under the supervision of an experienced engineer in the facilities of a participating company identified by the student. The topic is to be decided by a mutual agreement between the student, the participating company and the program director. The course will be graded based on the student's performance during the term as well as a detailed technical final report.

Notes: Students are responsible for securing an internship position either independently or through the Concordia Co-Op program. Internships must be a 12- to 17-week paid placement at 35 hours per week. Registration in this course is contingent on submission of a Graduate Industrial Stage Application Form and approval by the Graduate Program Director (GPD). International students are responsible for securing appropriate work permits and are required to contact the International Students Office (ISO) prior to starting their internship. The host organization is responsible for the industrial placement. The GPD will provide a final letter grade based on a final project report of approximately 40 pages written by the student including a statement of internship learning outcomes, and an industrial stage supervisor evaluation form provided by the host organization.

GRADING POLICY

Evaluation Tool	Weight
Industrial Stage Report	50%
Industrial Stage Supervisor Evaluation	50%
Total	100%

Letter grade: A+/A/A-/B+/B/B-/C/F

ACADEMIC HONESTY AND CODE OF CONDUCT

Violation of the Academic Code of Conduct in any form will be severely dealt with. This includes copying (even with modifications) of program segments. You must demonstrate independent thought through your work. The Academic Code of Conduct of Concordia University is available at:

http://www.concordia.ca/students/academic-integrity/offences.html

It is expected during class discussions and in written assignments you communicate constructively and respectfully. Sexist, racist, homophobic, ageist, and ablest expressions will not be tolerated.

Students are encouraged to seek out, apply to, and interview for internship opportunities that are relevant to their program of study. Students must have completed at least 1 term of their program before starting a work term.

Roles:
Host organization: Work with the student and ECE department to agree on a topic/task description for the internship/stage. Provide access to host organization facilities and services as required to carry out the assigned task, pay the intern, and provide supervision by an experienced engineer from the host organization. At the end of the work term, provide an assessment of the student's performance to the ECE department.
Concordia ECE MEng GPD: Work with the student and host organization to approve a topic/task description for the internship/stage. Review the student's performance assessment and final report and assign the student a grade.

GRADUATE INDUSTRIAL STAGE APPLICATION FORM

Gina Cody School of Engineering and Computer Science

Students must complete this form and submit it to their Graduate Program Director (GPD) prior to being enrolled in this class. Enrolment is conditional on GPD approval and the industrial stage experience being clearly aligned with the expected learning outcomes of the academic program.

Company Information
Company Name:

Address:

Phone Number:

Supervisor Information
Name:

Role/Position:

Phone:

Email:

Industrial Stage Information
Title of Industrial Stage:

Work Description:

Start Date:

End Date:

Total Hours:

GRADUATE INDUSTRIAL STAGE SUPERVISOR EVALUATION

Gina Cody School of Engineering and Computer Science

This form should be used as more than a vehicle for evaluation of performance. It is also intended to encourage the manager and student to discuss the student's personal development. It is important that the review be completed by the student's immediate manager. To ensure that the student is actively involved in understanding the process; provision is made at the end of the form for the student to comment on the outcome of the discussion.

INTERNSHIP INFORMATION

Student Name:	_____	*Start/End Dates:*	_____
University:	_____	*Student ID:*	_____
Course Number:	_____	*Company:*	_____
Manager Name:	_____	*Department:*	_____
Supervisor Name:	_____	*Department:*	_____

TASK DESCRIPTION

Please provide a description of the student activities and responsibilities:

_____

SUPERVISOR ASSESSMENT

Assess the student in the following areas by checking the box that best describes their performance

INTEREST	*The level of enthusiasm and interest the student shows in the work*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
INITIATIVE	*The level of self-initiative to complete the assigned tasks independently.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
ORGANIZATION	*The level of organization and planning to organize tasks, meetings, etc.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
LEARNING	*How well the student learned new concepts, techniques, and methodologies.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
QUALITY	*The quality of the work produced including technical capability and correctness.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
QUANITITY	*The amount of work completed in relation to previous students.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
JUDGEMENT	*The engineering judgment including making correct choices and methods.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
DEPENDABILITY	*Your level of confidence in their ability to complete assigned tasks correctly.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
TEAMWORK	*Their ability to work well with others in a team environment.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
CREATIVITY	*Their ability to come up with new solutions, methods, processes, etc.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	

COMMUNICATION	*Describe how creative the student communications with others.*				
Written Expression:	☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
Oral Expression:	☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

LEADERSHIP	*Describe how creative the student is at leading others.* ☐ *(N/A)*
☐ Acceptable	☐ *Poor*

ATTENDANCE	*Describe how often they attended the workplace.*
☐ *Regular*	☐ *Irregular*

PUNCTUALITY	*Describe their attendance to scheduled meetings on time.*
☐ *Regular*	☐ *Irregular*

OVERALL	*Describe their overall performance as an intern in your organization)*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

SUPERVISOR:
By signing below, you attest that you have reviewed the final report and statement of internship learning outcomes.

Supervisor comments about student performance and overall program operation:

_____

_____
Sign and Date

STUDENT:

Student comments about the evaluation form, internship experience, and overall program operation:

_____

_____
Sign and Date

GRADUATE INDUSTRIAL STAGE FINAL REPORT

Gina Cody School of Engineering and Computer Science

You must include here a technical report of approximately 40 pages that should clearly describe the context of your internship, the engineering problem or project you worked on, and the specific technical tasks you performed, including the methods, tools, and analyses you used. You should present the results or outcomes of your work and explain your individual contributions to the project. The report should also reflect on the technical and professional skills you developed, such as engineering methods, software tools, teamwork, or project management. Discuss any challenges you encountered, the lessons you learned, and how the experience contributed to your engineering training and the learning objectives of your program. Finally, you must include a completed Internship Learning Outcomes (ILO) summary at the end of this report.

GRADUATE INDUSTRIAL STAGE LEARNING OUTCOMES

Gina Cody School of Engineering and Computer Science

The purpose of this form is to help you clearly identify the skills and knowledge you developed during your internship and how these internship learning outcomes (ILO) relate to the expected learning outcomes of your program and your engineering education. This must be included as an addendum to your final report alongside the industrial stage supervisor evaluation form.

LEARNING OUTCOMES

A KNOWLEDGE BASE FOR ENGINEERING
Describe the competencies you developed during the internship on mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge related to your program:
PROBLEM ANALYSIS
Describe the types of problem analysis and skills you used to identify, formulate, and solve complex engineering problems to reach valid conclusions:
INVESTIGATION
Explain how you conducted investigations of complex problems using appropriate experiments, analysis and interpretation of data, and synthesis of information to reach valid conclusions:
DESIGN
Describe the kinds of complex, open-ended engineering programs you applied design to including systems, components, or processes, that needed to meet specific need, safety requirements, and standards:
USE OF ENGINEERING TOOLS
Explain how you used, created, selected, applied, adapted, and extended appropriate techniques, resources, and modern engineering tools to a rank of activities including their limitations:
INDIVIDUAL AND TEAM WORK
Explain how you work individually and/or as a team member or leader in multidisciplinary settings:

COMMUNICATION SKILLS
Explain how you communicated complex engineering concepts within the workplace such as reading, writing, speaking, and listening such as reports, meetings, and presentations:
PROFESSIONALISM
Explain how you managed your roles and responsibilities as an engineering team member, and how your understanding of the roles of engineers in society and protection of public safety has evolved:
IMPACT ON SOCIETY AND THE ENVIRONMENT
Explain any understanding you have developed on the ability to analyze the social and environmental aspects of engineering activities such as economic, social, health, safety, legal, and cultural implications.
ETHICS AND EQUITY
Discuss any learned knowledge on professional ethics, accountability, and equity:
ECONOMICS AND PROJECT MANAGEMENT
Discuss any learned knowledge on economics and business practices including project, risk, and change management.
LIFELONG LEARNING
Explain how the skills and knowledge learned during your internship will allow you to continue your professional development going forwards.

Course Number	Course Title	Term
ELEC 6991	Electrical Engineering Industrial Stage/Training	

Course Instructor	Office	E-Mail	Office Hours

COURSE CALENDAR DESCRIPTION

This is one option for the practical component of the Electrical and Computer Engineering MEng program that is to be completed under the supervision of an experienced engineer in the facilities of a participating company identified by the student. The topic is to be decided by a mutual agreement between the student, the participating company and the program director. The course will be graded based on the student's performance during the term as well as a detailed technical final report.

Notes: Students are responsible for securing an internship position either independently or through the Concordia Co-Op program. Internships must be a 12- to 17-week paid placement at 35 hours per week. Registration in this course is contingent on submission of a Graduate Industrial Stage Application Form and approval by the Graduate Program Director (GPD). International students are responsible for securing appropriate work permits and are required to contact the International Students Office (ISO) prior to starting their internship. The host organization is responsible for the industrial placement. The GPD will provide a final letter grade based on a final project report of approximately 40 pages written by the student including a statement of internship learning outcomes, and an industrial stage supervisor evaluation form provided by the host organization.

GRADING POLICY

Evaluation Tool	Weight
Industrial Stage Report	50%
Industrial Stage Supervisor Evaluation	50%
Total	100%

Letter grade: A+/A/A-/B+/B/B-/C/F

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It is expected during class discussions and in written assignments you communicate constructively and respectfully. Sexist, racist, homophobic, ageist, and ablest expressions will not be tolerated.

Students are encouraged to seek out, apply to, and interview for internship opportunities that are relevant to their program of study. Students must have completed at least 1 term of their program before starting a work term.

Roles:
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Concordia ECE MEng GPD: Work with the student and host organization to approve a topic/task description for the internship/stage. Review the student's performance assessment and final report and assign the student a grade.

GRADUATE INDUSTRIAL STAGE APPLICATION FORM

Gina Cody School of Engineering and Computer Science

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Company Information
Company Name:

Address:

Phone Number:

Supervisor Information
Name:

Role/Position:

Phone:

Email:

Industrial Stage Information
Title of Industrial Stage:

Work Description:

Start Date:

End Date:

Total Hours:

GRADUATE INDUSTRIAL STAGE SUPERVISOR EVALUATION

Gina Cody School of Engineering and Computer Science

This form should be used as more than a vehicle for evaluation of performance. It is also intended to encourage the manager and student to discuss the student's personal development. It is important that the review be completed by the student's immediate manager. To ensure that the student is actively involved in understanding the process; provision is made at the end of the form for the student to comment on the outcome of the discussion.

INTERNSHIP INFORMATION

Student Name:	_____	*Start/End Dates:*	_____
University:	_____	*Student ID:*	_____
Course Number:	_____	*Company:*	_____
Manager Name:	_____	*Department:*	_____
Supervisor Name:	_____	*Department:*	_____

TASK DESCRIPTION

Please provide a description of the student activities and responsibilities:

_____

SUPERVISOR ASSESSMENT

Assess the student in the following areas by checking the box that best describes their performance

INTEREST	*The level of enthusiasm and interest the student shows in the work*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
INITIATIVE	*The level of self-initiative to complete the assigned tasks independently.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
ORGANIZATION	*The level of organization and planning to organize tasks, meetings, etc.*				☐ *(N/A)*
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LEARNING	*How well the student learned new concepts, techniques, and methodologies.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
QUALITY	*The quality of the work produced including technical capability and correctness.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
QUANITITY	*The amount of work completed in relation to previous students.*				☐ *(N/A)*
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*	
JUDGEMENT	*The engineering judgment including making correct choices and methods.*				☐ *(N/A)*
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DEPENDABILITY	*Your level of confidence in their ability to complete assigned tasks correctly.*				☐ *(N/A)*
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COMMUNICATION	*Describe how creative the student communications with others.*				
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LEADERSHIP	*Describe how creative the student is at leading others.* ☐ *(N/A)*
☐ Acceptable	☐ *Poor*

ATTENDANCE	*Describe how often they attended the workplace.*
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PUNCTUALITY	*Describe their attendance to scheduled meetings on time.*
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OVERALL	*Describe their overall performance as an intern in your organization)*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

SUPERVISOR:
By signing below, you attest that you have reviewed the final report and statement of internship learning outcomes.

Supervisor comments about student performance and overall program operation:

_____

_____
Sign and Date

STUDENT:

Student comments about the evaluation form, internship experience, and overall program operation:

_____

_____
Sign and Date

GRADUATE INDUSTRIAL STAGE FINAL REPORT

Gina Cody School of Engineering and Computer Science

You must include here a technical report of approximately 40 pages that should clearly describe the context of your internship, the engineering problem or project you worked on, and the specific technical tasks you performed, including the methods, tools, and analyses you used. You should present the results or outcomes of your work and explain your individual contributions to the project. The report should also reflect on the technical and professional skills you developed, such as engineering methods, software tools, teamwork, or project management. Discuss any challenges you encountered, the lessons you learned, and how the experience contributed to your engineering training and the learning objectives of your program. Finally, you must include a completed Internship Learning Outcomes (ILO) summary at the end of this report.

GRADUATE INDUSTRIAL STAGE LEARNING OUTCOMES

Gina Cody School of Engineering and Computer Science

The purpose of this form is to help you clearly identify the skills and knowledge you developed during your internship and how these internship learning outcomes (ILO) relate to the expected learning outcomes of your program and your engineering education. This must be included as an addendum to your final report alongside the industrial stage supervisor evaluation form.

LEARNING OUTCOMES

A KNOWLEDGE BASE FOR ENGINEERING
Describe the competencies you developed during the internship on mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge related to your program:
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INVESTIGATION
Explain how you conducted investigations of complex problems using appropriate experiments, analysis and interpretation of data, and synthesis of information to reach valid conclusions:
DESIGN
Describe the kinds of complex, open-ended engineering programs you applied design to including systems, components, or processes, that needed to meet specific need, safety requirements, and standards:
USE OF ENGINEERING TOOLS
Explain how you used, created, selected, applied, adapted, and extended appropriate techniques, resources, and modern engineering tools to a rank of activities including their limitations:
INDIVIDUAL AND TEAM WORK
Explain how you work individually and/or as a team member or leader in multidisciplinary settings:

COMMUNICATION SKILLS
Explain how you communicated complex engineering concepts within the workplace such as reading, writing, speaking, and listening such as reports, meetings, and presentations:
PROFESSIONALISM
Explain how you managed your roles and responsibilities as an engineering team member, and how your understanding of the roles of engineers in society and protection of public safety has evolved:
IMPACT ON SOCIETY AND THE ENVIRONMENT
Explain any understanding you have developed on the ability to analyze the social and environmental aspects of engineering activities such as economic, social, health, safety, legal, and cultural implications.
ETHICS AND EQUITY
Discuss any learned knowledge on professional ethics, accountability, and equity:
ECONOMICS AND PROJECT MANAGEMENT
Discuss any learned knowledge on economics and business practices including project, risk, and change management.
LIFELONG LEARNING
Explain how the skills and knowledge learned during your internship will allow you to continue your professional development going forwards.

COEN 6314 - Applied Machine Learning for Electrical and Computer Engineering (4 credits)

Course Outline

1. Course Instructors:

Dr. A. Hamou-Lhadj, Dr. M. Chouchen, Dr. Y. Liu, Dr. N. Kharma, Dr. K. Khorasani, Dr. H. Rivaz, Dr. X. Zuo,

2. Course Description

This course provides a foundation in the principles, algorithms, and applications of machine learning. Concepts are introduced through hands-on examples drawn from electrical and computer engineering applications such as signals and systems, digital communications, and robotics. The course covers supervised learning methods such as regression, k-Nearest Neighbors, Support Vector Machines, decision trees, and random forests. The course also covers unsupervised learning models, focusing on various clustering algorithms. Students are also introduced to Machine Learning Operations. The course also addresses key ethical considerations in machine learning. A project is required. Lectures: three hours per week.

Prerequisite:
None.

3. Useful References

- Machine Learning for Engineers by Osvaldo Simeone
- Introduction to Machine Learning with Python by Andreas Mueller and Sarah Guido
- Pattern Recognition and Machine Learning by Christopher M. Bishop
- Machine Learning: A Bayesian and Optimization Perspective by Sergios Theodoridis
- Machine Learning by Zhi-Hua Zhou

4. Grading Scheme

Assignments:	20%
Project:	40%
Final Exam:	40%
Total:	**100%**

5. Tentative Schedule

Lecture	Lecture topics
1	Introduction to Machine Learning and the importance of the field for electrical and computer engineering students.
2	Data preprocessing (understanding data, data cleaning, data transformation, normalization, standardization, feature engineering and selection); Examples of datasets in the field of electrical and computer engineering.
3	Linear Regression (simple and multiple linear regression, evaluating regression models: MSE, RMSE, R-squared); Choose metrics and interpret results in ECE contexts.
4	Classification algorithms (logistic regression, model evaluation and validation)
5	Classification algorithms (KNN, SVM, decision trees, random forest) with examples of applications to electrical and computer engineering.
6	Case Study – Network Anomaly Detection Using Machine Learning Classification
7	Ensemble Methods (Bootstrap, Bagging, Boosting)
8	Ensemble Methods (cont.)
9	Unsupervised Learning (clustering: k-Means, Hierarchical Clustering, DBSCAN) with examples of applications to electrical and computer engineering.
10	Unsupervised Learning (cont.) with examples of applications to electrical and computer engineering.
11	Model deployment and operations – Introduction to MLOps with a focus on cloud, edge and embedded targets
12	The ethical aspects of ML.

Health and Safety Guidelines
All health and safety rules specific to this course can be found in the lab manual. General health and safety instructions and available health and safety trainings can be found at:
Safety Programs - Concordia University (https://www.concordia.ca/campus-life/safety/general-safety.html)

On Campus Resources
Please visit Student services at Concordia University for the services available Gina Cody School students.

COEN 458 (AI 421) (3 Credits) / COEN 6317 (4 Credits)
Cloud Vector Database Systems for AI

Course Outline

Course Instructor: Dr. Gengrui (Edward) Zhang

Description

This course presents a system-level and practical study of vector databases (VDB), covering embedding models and vector representations, similarity metrics, exact and approximate nearest neighbor search (ANNS), and vector query processing. Core indexing and retrieval techniques include inverted file indexing (IVF), graph-based ANN search (HNSW), product quantization (PQ), and hybrid approaches such as IVF-PQ and HNSW-PQ. The course also examines cloud and distributed V-DBMS architectures and the integration of VDBs with LLMs through Retrieval-Augmented Generation (RAG).

Prerequisites: *Graduates: none*
Undergraduates: COEN 330, COEN 352

Co-requisites: *N/A*

Specific Knowledge and Skills Needed for this Course:

Students taking this course are expected to have sufficient knowledge of the following topics:

- **Data Structures and Algorithms:** Proficiency in algorithmic complexity analysis (Big-O notation), and familiarity with trees, graphs, and basic clustering or search concepts.
- **Programming Experience:** Working knowledge of C++ and/or Python, including understanding of memory management, file I/O, and object-oriented programming principles.
- **Basic Mathematical and Analytical Skills:** Comfort with linear algebra concepts (e.g., vectors and distances) and general analytical reasoning. Prior exposure to introductory machine learning concepts (e.g., K-means, k-NN, and PCA) is recommended but not required.

Learning Outcomes

1. Understand vector representations, LLM embeddings, similarity metrics, and the challenges of exact and approximate nearest neighbor search in high-dimensional spaces.
2. Design and implement vector indexing and retrieval algorithms, including IVF, HNSW, product quantization (PQ), and hybrid approaches such as IVF-PQ and HNSW-PQ.
3. Analyze performance tradeoffs in vector search systems, including latency, accuracy, memory usage, and scalability.
4. Understand and evaluate cloud-native and distributed vector database architectures, including indexing pipelines, query execution, and load balancing.
5. Build and assess AI applications using vector databases, including Retrieval-Augmented Generation (RAG) and integration with LLM-based systems.

Textbook and Resources

Required Textbook: Vector Databases: A Practical Introduction
Author(s): Nitin Borwankar
Publisher: O'Reilly Media
Edition: 1st
ISBN-13: 978-1098177591

Week by week example outline

Additional readings are examples of the topics that will be explained during lecture. The material will be summarized and shared as instructor notes to help students learn the content.

Week 1: Introduction, LLM Embeddings, and Vector Representations

- **Topics:** Week 1 introduces the motivation for vector databases and their role in modern AI systems. Topics include dense and sparse vector embeddings, embedding generation pipelines for text and documents, and common embedding models used with LLMs. Students study vector dimensionality, similarity and distance metrics (cosine similarity, Euclidean distance, inner product), and the implications of high-dimensional spaces, including the curse of dimensionality

Week 2: DBMS vs. V-DBMS: Transaction vs. Vector Retrieval

- **Topics:** Week 2 contrasts traditional relational and NoSQL DBMS designs with vector database workloads. Topics include SQL and NoSQL data models, ACID properties and MVCC, and why strict transactional semantics are often relaxed in vector retrieval systems. The week introduces hybrid query processing that

combines metadata filtering with vector similarity search, highlighting design tradeoffs in “vector search + SQL” systems.
- Additional Readings: Pinecone VDB

Week 3: Cloud Vector Database Architecture

- **Topics:** Week 3 focuses on the architecture of cloud-based vector database systems. Topics include ingestion pipelines, index construction, storage layouts (in-memory, SSD, and hybrid designs), separation of control and data planes, metadata management, replication strategies, and failure handling. Students analyze architectural bottlenecks and scalability considerations in large-scale deployments.
- Additional Readings: VDB Tutorial (SIGMOD-Companion’24)

Week 4: Vector Query Processing and Exact Nearest Neighbor (ENN) Search

- **Topics:** Week 4 examines vector query execution pipelines and exact nearest neighbor (ENN) search as a baseline. Topics include brute-force similarity search, computational complexity analysis, memory bandwidth considerations, and the use of FAISS flat indexes. Students evaluate performance limitations of exact search at scale.

Week 5: Efficient Indexing I: Approximate Nearest Neighbor Search (ANNS) with IVF

- **Topics:** Week 6 introduces approximate nearest neighbor search using inverted file indexes (IVF). Topics include coarse quantization via clustering, assignment of vectors to partitions, query probing strategies, and tuning parameters such as the number of clusters and probes. Tradeoffs between recall, latency, and index build cost are analyzed.

Week 6: Midterm/Project Proposal

- **Topics:**
    - Undergraduate students take a midterm exam.
    - Graduate students submit their project proposals outlining a vector database related problem, system design goals, datasets, baseline methods, and evaluation metrics. Emphasis is placed on scoping, system-level contributions, and experimental methodology. Feedback is provided to refine project direction and feasibility.

Week 7: Efficient Indexing II: Graph-Based ANN and HNSW

- **Topics:** Week 7 covers graph-based ANN algorithms with a focus on Hierarchical Navigable Small World (HNSW) graphs. Topics include multi-layer graph construction, neighbor selection heuristics, greedy and beam search strategies, and parameter tuning. Comparisons between graph-based and partition-based indexing methods are discussed.

Week 8: Efficient Indexing III: Product Quantization and IVF-PQ

- **Topics:** Week 8 focuses on vector compression techniques for memory- and storage-efficient retrieval. Topics include product quantization, subspace decomposition, codebook construction, approximate distance computation, and hybrid IVF-PQ indexing. Students study accuracy–compression tradeoffs and performance at large scale.

Week 9: Retrieval-Augmented Generation with Vector Databases

- **Topics:** Week 9 explores the integration of vector databases with LLMs through Retrieval-Augmented Generation (RAG). Topics include RAG system architecture, document chunking strategies, hybrid retrieval, query rewriting, index freshness, and common failure modes such as retrieval mismatch and hallucination. End-to-end system performance considerations are emphasized.

Week 10: Cloud V-DBMS: Load Balancing and Scalability

- **Topics:** Week 10 examines scalability challenges in cloud vector databases. Topics include data and index sharding, query routing, replication for throughput, handling skewed workloads, and tail latency optimization. Students analyze how load balancing strategies impact retrieval performance and system reliability.

Week 11: Distributed Vector Databases and Emerging Trends

- **Topics:** This week studies distributed vector database designs and open research challenges. Topics include distributed ANN search, global versus local recall, consistency–performance tradeoffs, multi-tenant systems, and emerging trends such as hybrid symbolic–vector databases, learned indexes, and vector support within traditional DBMSs.
- **Additional Readings:**
    - Harmony (SIGMOD'25)
    - Milvus (SIGMOD'21)

Week 12: Final Project Presentation

- **Topics:** Students present final projects demonstrating the design, implementation, and evaluation of a vector database system or application. Presentations emphasize system architecture, indexing choices, experimental results, and lessons learned from building scalable vector retrieval systems.

Grading Scheme

The evaluation will consist of the following:

Evaluation form	Weight (UG)	Weight (G)
Individual Assignments	30%	30%
Project	**N/A**	30%
Midterm Exam	30%	**N/A**
Final Exam	40%	40%
Total	100%	100%

Graduate students complete a forward-looking course project in place of the midterm examination. This substitution reflects the advanced expectations at the graduate level, emphasizing system design, implementation, experimental evaluation, and deeper analytical reasoning.

Below are the proposed assignments for the course, focusing on conceptual understanding and system-level analysis.

Assignments:

- **A1: Vector Embeddings and Exact Nearest Neighbor Search**
  - A1 examines vector embeddings, similarity metrics, and exact nearest neighbor (ENN) search. Students analyze distance computations, high-dimensional effects, and the time and space complexity of brute-force vector search. Emphasis is placed on theoretical understanding and performance analysis.
- **A2: Approximate Nearest Neighbor Search and Indexing Techniques**
  - A2 focuses on approximate nearest neighbor search (ANNS) algorithms, including IVF, HNSW, and product quantization (PQ). Students compare indexing structures, analyze algorithmic design choices, and reason about accuracy–latency–memory tradeoffs. Questions emphasize conceptual understanding and comparative analysis.
- **A3: Cloud Vector Databases and LLM-Based Systems**
  - This assignment explores the integration of vector databases with LLM-based applications and cloud environments. Students analyze system architectures for cloud and distributed V-DBMS, including query processing, load balancing, and scalability challenges. Conceptual questions address Retrieval-Augmented Generation (RAG) and end-to-end system design considerations.

Projects:

The course project focuses on designing and implementing a vector database management system (V-DBMS) for large-scale similarity search. The project emphasizes system design, indexing algorithms, query processing, and scalability. Students may work individually or in teams of up to two.

M1: Query Interface and Single-Server V-DBMS. Students build a multi-client, single-server vector database manager that supports vector ingestion and similarity search through a defined query interface (e.g., REST or RPC). The system should support basic query execution and configurable similarity metrics.

M2: Vector Indexing Engines. Students implement and integrate at least two vector indexing methods chosen from IVF, IVF-PQ, HNSW, HNSW-PQ, ANNOY, or LSH. Indexes must be evaluated and compared in terms of recall, latency, and memory usage, highlighting tradeoffs between different ANN techniques.

M3: Cloud-Native and Distributed V-DBMS. Students extend their system to a distributed setting by supporting data or index partitioning, query routing, and basic load balancing across multiple nodes. The focus is on scalable architecture rather than full production-grade fault tolerance.

M4: Advanced Features and Extensions. Students add one or more advanced features that demonstrate creativity and deeper understanding, such as Retrieval-Augmented Generation (RAG), integration with LLMs, hybrid vector–SQL queries, or performance optimizations.

The project is evaluated based on system design, correctness, performance analysis, and clarity of documentation.

Engineering Tools:

Students will be introduced to and utilize industry-standard and research-grade tools throughout the course, including:

- **Vector Databases and Extensions:** Systems such as Pinecone, Qdrant, Chroma, and vector extensions of traditional databases (e.g., PostgreSQL with pgvector).
- **Indexing and Similarity Search Libraries:** Libraries such as FAISS (Meta), Annoy, and HNSWlib for exact and approximate nearest neighbor search.
- **Retrieval-Augmented Generation (RAG) Frameworks and Local LLMs:** Frameworks such as LangChain and LlamaIndex, and lightweight local LLM

runtimes including Ollama and LM Studio with models such as Llama 3 (8B), Mistral 7B, or Gemma.

Graduate Program Regular Curriculum Change - GCS-MIAE-6019 - VERSION : 9

Summary and Rationale for Changes

The following two motions were sent to our council members by email and majority of the council voted in Favor and approved the motions on Feb 24th 2026. So, you may please proceed with the CCMS changes of the MEng rejuvenation.

Motion1: Proposed by Sivakumar Narayanswamy and Seconded by Charles Kiyanda.

- ENGR 6992 renamed to MIAE 6991
- ENGR 6993 renamed to MIAE 6992
- ENGR 6994 renamed to MECH 6991 (this is only for MECH MEng program)”

In addition, we would like to introduce these courses into the ELECTIVE COURSES list instead of the CORE COURSES list, only for MECH Meng. It was already approved for the CORE list.

Motion 2: Proposed by Sivakumar Narayanswamy and Seconded by Charles Kiyanda

- MIAE 6991, MIAE 6992 and MECH 6991 courses are moved from core to electives for MECH program

INDU 6311 covers the simulation of discrete-event systems and is a powerful tool, particularly for modeling production systems. After several years of implementing the revised M.Eng. curriculum in Industrial Engineering, and especially through experience with the Industrial Engineering Capstone course, one of the main courses in which simulation is used, it has become evident that the modeling, simulation, and analysis of a broader range of systems increasingly rely on newer tools such as Python, Google tools, and other relevant libraries.

As a result, and in response to the evolving needs of the program, INDU 6311 is no longer considered part of the core knowledge base. It has therefore been moved to the list of elective courses, where it remains available to students who wish to develop expertise in this area.

Resource Implications

None.

Graduate Program Regular Curriculum Change - GCS-MIAE-6019 - VERSION : 9

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 5 D12). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC), 13 Apr 2026

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

At its meeting on March 20, 2026, the Council of the Gina Cody School of Engineering and Computer Science reviewed and approved, as presented, the curriculum item from the Department of Mechanical, Industrial and Aerospace Engineering (MIAE). Namely, changes to its MEng requirements in Industrial Engineering and Mechanical Engineering programs, as well as the creation of three Industrial training courses: MECH 6991, MIAE 6991, MIAE 6992.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier GCS-MIAE-6019.

We kindly request that this proposal be placed on the next agenda of the GCC for approval.

Thank you for your consideration of this proposal.

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

For Submission to:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

Approved by:

B. Vermeire, Associate Dean,
Graduate Studies of the Gina Cody School of Engineering and Computer Science, 27 Feb 2026

At its meeting on February 27, 2025, the Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved, with some changes, the curriculum item from the Department of Mechanical, Industrial and Aerospace Engineering (MIAE). Namely, changes to its MEng requirements in Industrial Engineering and Mechanical Engineering programs, as well as the creation of three Industrial training courses: MECH 6991, MIAE 6991, MIAE 6992.

No additional resources are required.

Details of this proposal are indicated and explained in the dossier GCS-MIAE-6019.

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

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Dr. B. Vermeire, Associate Dean, Graduate Studies,
2025-26 Graduate Studies Committee (GSC), 27 Feb 2026

Approved by:

Dr. M. Packirisamy, Chair, Department of Mechanical, Industrial & Aerospace Engineering,
Department Council, 24 Feb 2026

The following two motions were sent to our council members by email and majority of the council voted in Favor and approved the motions on Feb 24th, 2026. So, you may please proceed with the CCMS changes of the MEng rejuvenation.

Motion1: Proposed by Sivakumar Narayanswamy and Seconded by Charles Kiyanda

"ENGR 6992 renamed to MIAE 6991

ENGR 6993 renamed to MIAE 6992

ENGR 6994 renamed to MECH 6991 (this is only for MECH MEng program)"

In addition, we would like to introduce these courses into the ELECTIVE COURSES list instead of the CORE COURSES list, only for MECH Meng. It was already approved for the CORE list.

Motion 2: Proposed by Sivakumar Narayanswamy and Seconded by Charles Kiyanda

"MIAE 6991, MIAE6992 and MECH6991 courses are moved from

core to electives for MECH program"

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
INDU 6993 Industrial Engineering Capstone New	★	★	★	★		★	★	★	★	
MECH 6991 Applied Mechanical Engineering Training NEW	★	★	★	★	★	★	★	★	★	
MIAE 6991 Applied Engineering Training I New	★	★	★	★	★	★	★	★	★	
MIAE 6992 Applied Engineering Training II New	★	★	★	★	★	★	★	★	★	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Mechanical Engineering MEng Change							

Defined Group Changes:

Defined Groups

	Defined Group	Defined Group	Change to Total Credit

	Title Change	Requirements Change	Value of Defined Group
Option II: Lean Systems Engineering Change			
Option III. Supply Chain Engineering Change			
Option IV. Industrial Optimization and Systems Analytics Change			
Option V. Reliability and Maintenance Engineering Change			
Option VI. Industrial Engineering General Stream Change			

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: Option II: Lean Systems Engineering
Calendar Section Type: Defined group
Description of Change: Option II: Lean Systems Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
45 credits	Option II: Lean Systems Engineering	**45 credits**	Option II: Lean Systems Engineering
	24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU ~~6311 Discrete System Simulation (4)~~ ~~INDU 6990~~ Industrial Engineering Capstone ~~(8)~~		24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6993 Industrial Engineering Capstone (12) MIAE 6991 Applied Engineering Training I (6) MIAE 6992 Applied Engineering Training II (6)
	~~16~~ credits of Area Courses: INDU 6151 Decision Models in Service Sector (4) INDU 6241 Lean Manufacturing (4) INDU 6321 Introduction to Six Sigma (4) INDU 6341 Advanced Concepts in Quality Improvement (4)		Students must complete either INDU 6993 or both MIAE 6991 & MIAE 6992. MIAE 6991 and MIAE 6992 may not be taken in the same term. 16 credits of Area Courses: INDU 6151 Decision Models in Service Sector (4) INDU 6241 Lean Manufacturing (4) INDU 6321 Introduction to Six Sigma (4) INDU 6341 Advanced Concepts in Quality Improvement (4)
	5 credits of Elective Courses chosen from: ~~ENGR~~ 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600-level course; INDU courses (Topic Area E12 - Industrial Engineering) ; MECH courses;		5 credits of Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600-level course;

D1

Present Text calendar	Proposed Text
ENCS courses (Topic Area E01 - Mathematical Methods)	INDU courses (Topic Area E12 - Industrial Engineering) ; MECH courses; ENCS courses (Topic Area E01 - Mathematical Methods)

Rationale:

In order to include more flexibility in the program and also attract students from industries.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: Option III. Supply Chain Engineering
Calendar Section Type: Defined group
Description of Change: Option III. Supply Chain Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
45 credits	Option III. Supply Chain Engineering	**45 credits**	Option III. Supply Chain Engineering
	24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU ~~6311 Discrete System Simulation (4)~~ ~~INDU 6990~~ Industrial Engineering Capstone ~~(8)~~		24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6993 Industrial Engineering Capstone (12) MIAE 6991 Applied Engineering Training I (6) MIAE 6992 Applied Engineering Training II (6) Students must complete either INDU 6993 or both MIAE 6991 & MIAE 6992. MIAE 6991 and MIAE 6992 may not be taken in the same term.
	~~16~~ credits Area Courses: INDU 6141 Logistics Network Models (4) INDU 6151 Decision Models in Service Sector (4) INDU 6161 Design and Operations of Supply Chain Networks (4) INDU 6251 Facilities Planning and Warehouse Operations (4)		16 credits Area Courses: INDU 6141 Logistics Network Models (4) INDU 6151 Decision Models in Service Sector (4) INDU 6161 Design and Operations of Supply Chain Networks (4) INDU 6251 Facilities Planning and Warehouse Operations (4)
	5 credits Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600-level course; ~~INDU~~ courses (Topic Area E12 - Industrial Engineering) ; MECH courses;		5 credits Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600-level course;

Present Text calendar	Proposed Text
ENCS courses (Topic Area E01 - Mathematical Methods)	INDU courses (Topic Area E12 - Industrial Engineering) ; MECH courses; ENCS courses (Topic Area E01 - Mathematical Methods)

Rationale:

In order to include more flexibility in the program and also attract students from industries.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: Option IV. Industrial Optimization and Systems Analytics
Calendar Section Type: Defined group
Description of Change: Option IV. Industrial Optimization and Systems Analytics Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
45 credits	Option IV. Industrial Optimization and Systems Analytics	**45 credits**	Option IV. Industrial Optimization and Systems Analytics
	24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU ~~6311 Discrete System Simulation (4)~~ ~~INDU 6990~~ Industrial Engineering Capstone ~~(8)~~		24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6993 Industrial Engineering Capstone (12) MIAE 6991 Applied Engineering Training I (6) MIAE 6992 Applied Engineering Training II (6) Students must complete either INDU 6993 or both MIAE 6991 & MIAE 6992. MIAE 6991 and MIAE 6992 may not be taken in the same term.
	16 credits Area Courses: INDU 6111 Theory of Operations Research (4) INDU 6361 Discrete Optimization (4) INDU 6371 Stochastic Optimization (4) INDU 6611 Applied Industrial Systems Analytics (4)		16 credits Area Courses: INDU 6111 Theory of Operations Research (4) INDU 6361 Discrete Optimization (4) INDU 6371 Stochastic Optimization (4) INDU 6611 Applied Industrial Systems Analytics (4)
	5 credits Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600-level course; INDU courses (Topic Area E12 - Industrial Engineering); MECH Courses;		5 credits Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600-level course;

Present Text calendar	Proposed Text
ENCS courses (Topic Area E01 - Mathematical Methods)	INDU courses (Topic Area E12 - Industrial Engineering); MECH Courses; ENCS courses (Topic Area E01 - Mathematical Methods)

Rationale:

In order to include more flexibility in the program and also attract students from industries.

Resource Implications:

None.

D6

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: Option V. Reliability and Maintenance Engineering
Calendar Section Type: Defined group
Description of Change: Option V. Reliability and Maintenance Engineering Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
45 credits	Option V. Reliability and Maintenance Engineering	**45 credits**	Option V. Reliability and Maintenance Engineering
	24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU ~~6311 Discrete System Simulation (4)~~ ~~INDU 6990~~ Industrial Engineering Capstone ~~(8)~~		24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6993 Industrial Engineering Capstone (12) MIAE 6991 Applied Engineering Training I (6) MIAE 6992 Applied Engineering Training II (6) Students must complete either INDU 6993 or both MIAE 6991 & MIAE 6992. MIAE 6991 and MIAE 6992 may not be taken in the same term.
	16 credits Area Courses: INDU 6351 System Reliability (4) INDU 6381 Applications of Reliability Engineering (4) INDU 6391 Reliability and Maintenance for Design and Manufacturing (4) INDU 6421 Systems Safety Engineering and Management (4)		16 credits Area Courses: INDU 6351 System Reliability (4) INDU 6381 Applications of Reliability Engineering (4) INDU 6391 Reliability and Maintenance for Design and Manufacturing (4) INDU 6421 Systems Safety Engineering and Management (4)
	5 credits Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600 level course; INDU courses (Topic Area E12 - Industrial Engineering		5 credits Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 -

Present Text calendar	Proposed Text
);	Professional Leadership Skills or a GSPD 600 level course;
MECH courses;	INDU courses (Topic Area E12 - Industrial Engineering);
ENCS courses (Topic Area E01 - Mathematical Methods)	MECH courses;
	ENCS courses (Topic Area E01 - Mathematical Methods)

Rationale:

In order to include more flexibility in the program and also attract students from industries.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: Option VI. Industrial Engineering General Stream
Calendar Section Type: Defined group
Description of Change: Option VI. Industrial Engineering General Stream Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
45 credits	Option VI. Industrial Engineering General Stream	**45 credits**	Option VI. Industrial Engineering General Stream
	24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU ~~6311 Discrete System Simulation (4)~~ ~~INDU 6990~~ Industrial Engineering Capstone ~~(8)~~		24 credits of Industrial Engineering Core Courses: INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6993 Industrial Engineering Capstone (12) MIAE 6991 Applied Engineering Training I (6) MIAE 6992 Applied Engineering Training II (6) Students must complete either INDU 6993 or both MIAE 6991 & MIAE 6992. MIAE 6991 and MIAE 6992 may not be taken in the same term.
	16 credits of Elective Courses chosen from INDU courses (Topic Area E12 - Industrial Engineering) 5 credits of Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600-level course; INDU courses (Topic Area E12 - Industrial Engineering) MECH courses ENCS courses (Topic Area E01 - Mathematical		16 credits of Elective Courses chosen from INDU courses (Topic Area E12 - Industrial Engineering) 5 credits of Elective Courses chosen from: ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) a 1-credit course listed in Topic Area E09 - Professional Leadership Skills or a GSPD 600-level course; INDU courses (Topic Area E12 - Industrial Engineering

Present Text calendar	Proposed Text
Methods)	) MECH courses ENCS courses (Topic Area E01 - Mathematical Methods)

Rationale:

In order to include more flexibility in the program and also attract students from industries.

Resource Implications:
None.

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: Mechanical Engineering MEng
Calendar Section Type: Program
Description of Change: Mechanical Engineering MEng Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering
Program Name: Mechanical Engineering MEng
Program Type: Course-based
Degree: MEng

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Mechanical Engineering MEng > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
45 credits	Mechanical Engineering MEng	**45 credits**	Mechanical Engineering MEng
	24 credits minimum chosen from courses listed below: ENGR 6201 Fluid Mechanics (4) ENGR 6261 The Finite Element Method in Computational Fluid Dynamics (4) ENGR 6311 Vibrations in Machines and Structures (4) ENGR 6411 Robotic Manipulators I: Mechanics (4) MECH 6021 Design of Industrial Control Systems (4) MECH 6111 Gas Dynamics (4) MECH 6121 Aerodynamics (4) MECH 6171 Turbomachinery and Propulsion (4) MECH 6181 Heating, Air Conditioning and Ventilation (4) MECH 6191 Combustion (4) MECH 6431 Introduction to Tribology (Wear, Friction and Lubrication) (4) MECH 6441 Stress Analysis in Mechanical Design (4) MECH 6481 Aeroelasticity (4) MECH 6501 Advanced Materials (4) MECH 6511 Mechanical Forming of Metals (4) MECH 6521 Manufacturing of Composites (4) MECH 6541 Joining Processes and Nondestructive Testing (4) MECH 6561 High Strength Materials (4) MECH 6581 Mechanical Behaviour of Polymer Composite Materials (4) MECH 6621 Microprocessors and Applications (4) MECH 6631 Industrial Automation (4) MECH 6751 Vehicle Dynamics (4) MECH 6761 Vehicular Internal Combustion Engines (4)		24 credits minimum chosen from courses listed below: ENGR 6201 Fluid Mechanics (4) ENGR 6261 The Finite Element Method in Computational Fluid Dynamics (4) ENGR 6311 Vibrations in Machines and Structures (4) ENGR 6411 Robotic Manipulators I: Mechanics (4) MECH 6021 Design of Industrial Control Systems (4) MECH 6111 Gas Dynamics (4) MECH 6121 Aerodynamics (4) MECH 6171 Turbomachinery and Propulsion (4) MECH 6181 Heating, Air Conditioning and Ventilation (4) MECH 6191 Combustion (4) MECH 6431 Introduction to Tribology (Wear, Friction and Lubrication) (4) MECH 6441 Stress Analysis in Mechanical Design (4) MECH 6481 Aeroelasticity (4) MECH 6501 Advanced Materials (4) MECH 6511 Mechanical Forming of Metals (4) MECH 6521 Manufacturing of Composites (4) MECH 6541 Joining Processes and Nondestructive Testing (4) MECH 6561 High Strength Materials (4) MECH 6581 Mechanical Behaviour of Polymer Composite Materials (4) MECH 6621 Microprocessors and Applications (4) MECH 6631 Industrial Automation (4) MECH 6751 Vehicle Dynamics (4) MECH 6761 Vehicular Internal Combustion Engines (4)

Present Text calendar	Proposed Text
21 credits minimum chosen from the elective courses listed below: Engineering and Computer Science Courses	21 credits minimum chosen from the elective courses listed below: Engineering and Computer Science Courses
ENCS 6021 Engineering Analysis (4) ENCS 6111 Numerical Methods (4) ENCS 6161 Probability and Stochastic Processes (4) ENCS 6191 Fuzzy Sets and Fuzzy Logic (4)	ENCS 6021 Engineering Analysis (4) ENCS 6111 Numerical Methods (4) ENCS 6161 Probability and Stochastic Processes (4) ENCS 6191 Fuzzy Sets and Fuzzy Logic (4)
Mechanical, Industrial and Aerospace Engineering Courses	Mechanical, Industrial and Aerospace Engineering Courses
ENGR 6131 Linear Systems (4) ENGR 6151 Continuum Mechanics (4) ENGR 6161 Sensors and Actuators (4) ENGR 6251 The Finite Difference Method in Computational Fluid Dynamics (4) ENGR 6291 Rheology (4) ENGR 6371 Micromechatronic Systems and Applications (4) ENGR 6421 Standards, Regulations and Certification (4) ENGR 6461 Avionic Navigation Systems (4) ENGR 7331 Random Vibrations (4) ENGR 7401 Robotic Manipulators II: Control (4) ENGR 7461 Avionic Systems Design (4) MECH 691 Topics in Mechanical Engineering I (4) MECH 6051 Process Dynamics and Control (4) MECH 6061 Analysis and Design of Hydraulic Control Systems (4) MECH 6091 Flight Control Systems (4) MECH 6101 Kinetic Theory of Gases (4) MECH 6161 Gas Turbine Design (4) MECH 6231 Helicopter Flight Dynamics (4) MECH 6241 Operational Performance of Aircraft (4) MECH 6251 Space Flight Mechanics and Propulsion Systems (4) MECH 6321 Optimum Design of Mechanical Systems (4) MECH 6341 Engineering Analysis of Smart Materials and Structures (4) MECH 6421 Metal Machining and Surface Technology (4) MECH 6451 Computer-Aided Mechanical Design (4) MECH 6471 Aircraft Structures (4) MECH 6491 Engineering Metrology and Measurement Systems (4) MECH 6601 Testing and Evaluation of Polymer Composite Materials and Structures (4) MECH 6611 Numerically Controlled Machines (4) MECH 6641 Engineering Fracture Mechanics and Fatigue (4) MECH 6663 Coatings and Surface Engineering (4) MECH 6691 Optical Microsystems (4) MECH 6741 Mechatronics (4) MECH 6791 Aircraft Hydro-Mechanical and Fuel Systems (4)	ENGR 6131 Linear Systems (4) ENGR 6151 Continuum Mechanics (4) ENGR 6161 Sensors and Actuators (4) ENGR 6251 The Finite Difference Method in Computational Fluid Dynamics (4) ENGR 6291 Rheology (4) ENGR 6371 Micromechatronic Systems and Applications (4) ENGR 6421 Standards, Regulations and Certification (4) ENGR 6461 Avionic Navigation Systems (4) ENGR 7331 Random Vibrations (4) ENGR 7401 Robotic Manipulators II: Control (4) ENGR 7461 Avionic Systems Design (4) MECH 691 Topics in Mechanical Engineering I (4) MECH 6051 Process Dynamics and Control (4) MECH 6061 Analysis and Design of Hydraulic Control Systems (4) MECH 6091 Flight Control Systems (4) MECH 6101 Kinetic Theory of Gases (4) MECH 6161 Gas Turbine Design (4) MECH 6231 Helicopter Flight Dynamics (4) MECH 6241 Operational Performance of Aircraft (4) MECH 6251 Space Flight Mechanics and Propulsion Systems (4) MECH 6321 Optimum Design of Mechanical Systems (4) MECH 6341 Engineering Analysis of Smart Materials and Structures (4) MECH 6421 Metal Machining and Surface Technology (4) MECH 6451 Computer-Aided Mechanical Design (4) MECH 6471 Aircraft Structures (4) MECH 6491 Engineering Metrology and Measurement Systems (4) MECH 6601 Testing and Evaluation of Polymer Composite Materials and Structures (4) MECH 6611 Numerically Controlled Machines (4) MECH 6641 Engineering Fracture Mechanics and Fatigue (4) MECH 6663 Coatings and Surface Engineering (4) MECH 6691 Optical Microsystems (4) MECH 6741 Mechatronics (4) MECH 6791 Aircraft Hydro-Mechanical and Fuel Systems (4)

Present Text calendar	Proposed Text
MECH 6941 Concurrent Engineering in Aerospace Systems (4) MECH 7501 Design Using Composite Materials (4) ~~Project/Report (Prerequisite – Permission from Department is required)~~ ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4) ENGR 6991 Project and Report III (5) ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) or any 1-credit course within the GSPD 600 Professional Development Courses , or a course from Topic Area E09 - Professional Leadership Skills Additional Notes: - Students cannot take any INSE courses for credit. - Students are allowed to take one 4-credit course outside the department (including Industrial Engineering courses) within the GCS. The student must obtain written approval from the department.	MECH 6941 Concurrent Engineering in Aerospace Systems (4) MECH 7501 Design Using Composite Materials (4) MIAE 6991 Applied Engineering Training I (6) MIAE 6992 Applied Engineering Training II (6) MECH 6991 Applied Mechanical Engineering Training III (7) ENGR 6971 Project and Report I (4) ENGR 6981 Project and Report II (4) ENGR 6991 Project and Report III (5) Students have the option of choosing Applied Engineering Training courses and project & report courses up to a maximum of 13 credits. ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1) or any 1-credit course within the GSPD 600 Professional Development Courses , or a course from Topic Area E09 - Professional Leadership Skills Additional Notes: - Students cannot take any INSE courses for credit. - Students are allowed to take one 4-credit course outside the department (including Industrial Engineering courses) within the GCS. The student must obtain written approval from the department.

Rationale:

In order to include more flexibility in the program and also attract students from industries.

Resource Implications:

None.

D13

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: INDU 6993
Calendar Section Type: Course
Description of Change: INDU 6993 Industrial Engineering Capstone
New

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	INDU 6993 Industrial Engineering Capstone (12 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :* A supervised design, simulation or experimental capstone design project in the students' area of specialization. Students may work ingroups to undertake: a. A project with a company, governmental organization, or an non-governmental organization (NGO), supervised jointly by a faculty member and a member of the partner organization; b. An engineering design that has potential to be commercialized, where a faculty member or District 3representative supervises the project. All students are required to deliver bi-weekly oral progress presentations. By the end of the project, students must present a model of their industrial engineering design solution. A written report and a public presentation is required. Final report must include a detailed description of the industry experience or the research problem and clearly outline the engineering analysis.
Component(s):	*Component(s):* Lecture
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students cannot take this course for credit towards MASc or PhD degrees. Students who took INDU 6990 cannot take this course for credit.
Other note :	**Other note :** This is a two-term course (Fall and Winter only).

Rationale:

The revised course format incorporates additional self-directed learning components, including programming, artificial intelligence, web

development, project management, and engineering economics, and requires bi-weekly progress reports. Furthermore, students must develop and deliver a model of their design solution, along with a web-based decision support system.

These additions have increased the course workload, which is reflected in the increase of the credit value to 12.

No prerequisites are required as Capstone students are supervised by the Capstone course supervisor during their first semester, based on the individual needs of each team, to acquire all the necessary tools required for their projects.

INDU 6993 will be listed in topic area E63, pending of final approval.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: MECH 6991
Calendar Section Type: Course
Description of Change: MECH 6991 Applied Mechanical Engineering Training NEW

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MECH 6991 Applied Mechanical Engineering Training III (7 credits)
Prerequisites:	*Prerequisites:* Permission of the Program Director is required.
Description :	*Description :* The industrial or research training may be completed in one term, either : 1) under the supervision of an experienced engineer at the facilities of a participating company, or 2) at Concordia University under the supervision of a faculty member. Students must submit a project proposal and obtain approval from the Graduate Program Director prior to the start of the training period. The course will be graded based on the student's performance during the term and the submission of a detailed technical report. Performance will be evaluated by the advisor (department faculty member or an engineer from the participating company) and at least one other faculty member from the Gina Cody School of Engineering and Computer Science. Students are also required to make an oral presentation to the evaluators.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the International Student Office regarding the processing of any required work permits or visas.

Rationale:

To have more flexible course option with higher applied learning, facilitating students from industry and others.

To facilitate applicants from dual degree French programs that requires a mandatory applied engineering training course.

APC recommended a change in title from "Applied Engineering Training III" to "Applied Mechanical Engineering Training III".

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: MIAE 6991
Calendar Section Type: Course
Description of Change: MIAE 6991 Applied Engineering Training I
New

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MIAE 6991 Applied Engineering Training I (6 credits)
Prerequisites:	*Prerequisites:* Permission of the Program Director is required.
Description :	*Description :* The industrial or research training may be completed in one term, either : 1) under the supervision of an experienced engineer at the facilities of a participating company, or 2) at Concordia University under the supervision of a faculty member. Student must submit a project proposal and obtain approval from the Graduate Program Director prior to the start of the training period. The course will be graded based on the student's performance during the term and the submission of a detailed technical report. Performance will be evaluated by the advisor (department faculty member or an engineer from the participating company) and at least one other faculty member from the Gina Cody School of Engineering and Computer Science.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the Internationals Student Office regarding the processing of any required work permits or visas.

Rationale:

To have more flexible course options with higher applied learning, facilitating students from industries and others.

To facilitate applicants from dual degree French programs that requires a mandatory applied engineering training.

In the case of industrial engineering it provides flexibility and alternative to the capstone course INDU 6990.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: MIAE - Mechanical & Industrial rejuvenation courses

Calendar Section Name: MIAE 6992
Calendar Section Type: Course
Description of Change: MIAE 6992 Applied Engineering Training II
New

Proposed: Graduate Curriculum Changes

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

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	MIAE 6992 Applied Engineering Training II (6 credits)
Prerequisites:	*Prerequisites:* Permission of the Program Director is required.
Description :	*Description :* The industrial or research training may be completed in one term, either : 1) under the supervision of an experienced engineer at the facilities of a participating company, or 2) at Concordia University under the supervision of a faculty member. Student must submit a project proposal and obtain approval from the Graduate Program Director prior to the start of the training period. The course will be graded based on the student's performance during the term and the submission of a detailed technical report. Performance will be evaluated by the advisor (department faculty member or an engineer from the participating company) and at least one other faculty member from the Gina Cody School of Engineering and Computer Science.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the Internationals Student Office regarding the processing of any required work permits or visas.

Rationale:

To have more flexible course options with higher applied learning, facilitating students from industries and others.

To facilitate applicants from dual degree French programs that requires a mandatory applied engineering training.

In the case of industrial engineering it provides flexibility and alternative to the capstone course INDU 6990.

Resource Implications:

None.

Impact Report

Programs

Industrial Engineering MEng
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Mechanical, Industrial and Aerospace Engineering Programs -> Master/Magisteriate -> Industrial Engineering MEng -> Degree Requirements
Source of Impact

- Option II: Lean Systems Engineering
- Option III. Supply Chain Engineering
- Option IV. Industrial Optimization and Systems Analytics
- Option V. Reliability and Maintenance Engineering
- Option VI. Industrial Engineering General Stream

Courses

INDU 6993 Industrial Engineering Capstone New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Mechanical, Industrial and Aerospace Engineering Courses
Source of Impact

MECH 6991 Applied Mechanical Engineering Training NEW
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Mechanical, Industrial and Aerospace Engineering Courses
Source of Impact

MIAE 6991 Applied Engineering Training I New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Mechanical, Industrial and Aerospace Engineering Courses
Source of Impact

MIAE 6992 Applied Engineering Training II New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Mechanical, Industrial and Aerospace Engineering Courses
Source of Impact

Other Units

Addition of **MIAE 6991** to **Option II: Lean Systems Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6992** to **Option II: Lean Systems Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **INDU 6993** to **Option II: Lean Systems Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6991** to **Option III. Supply Chain Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6992** to **Option III. Supply Chain Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **INDU 6993** to **Option III. Supply Chain Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6991** to **Option IV. Industrial Optimization and Systems Analytics** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6992** to **Option IV. Industrial Optimization and Systems Analytics** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **INDU 6993** to **Option IV. Industrial Optimization and Systems Analytics** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6991** to **Option V. Reliability and Maintenance Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6992** to **Option V. Reliability and Maintenance Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **INDU 6993** to **Option V. Reliability and Maintenance Engineering** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6991** to **Option VI. Industrial Engineering General Stream** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6992** to **Option VI. Industrial Engineering General Stream** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **INDU 6993** to **Option VI. Industrial Engineering General Stream** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6991** to **Mechanical Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MIAE 6992** to **Mechanical Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **MECH 6991** to **Mechanical Engineering MEng** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Course Number	Course Title	Term	Academic Year
MECH 6991	Applied Engineering Training III	Fall / Winter / Summer	

Instructor	Office	Email	Office Hours
		Contact the program coordinator, Charlene Wald charlene.wald@concordia.ca for initial questions.	

CLASS, LAB AND TUTORIAL SCHEDULE					
Section	**Day**	**Time**	**Location**	**Instructor**	**E-mail**
Not applicable					

COURSE CALENDAR DESCRIPTION

The industrial or research training may be completed in one term, either: 1) under the supervision of an experienced engineer at the facilities of a participating company, or 2) at Concordia University under the supervision of a faculty member. Student must submit a project proposal and obtain approval from the Graduate Program Director prior to the start of the training period. Non-standard assessment note: The course will be graded based on the student's performance during the term and the submission of a detailed technical report. Performance will be evaluated by the advisor (department faculty member or an engineer from the participating company) and at least one other faculty member from the Gina Cody School of Engineering & Computer Science. Students are also required to make an oral presentation to the evaluators. International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the Internationals Student Office regarding the processing of any required work permits or visas.

Component(s): Practicum/Internship/Work Term

PREREQUISITE

Permission of the program director is required.

THIS COURSE IS A PREREQUISITE TO

none

TEXTBOOK AND ADDITIONAL COURSE MATERIALS

none

KNOWLEDGE BASE FOR ENGINEERING PREREQUISITES

Not applicable

GRADING POLICY

The course is graded on the basis of the student's performance during the work period; a detailed technical report and an oral presentation.

Advisor Evaluation 40%

Faculty Evaluation 40%

Evaluation of the Oral Presentation 20%

At the conclusion of the training, the student will submit:

- A detailed technical report (typically 30-40 pages)
- A completed supervisor evaluation form
- And give a oral presentation to the Evaluators and other members of the community

COURSE ELEMENTS

The final grade will follow the letter grade standard detailed in the graduate calendar.

Description of report:

The detailed technical report, typically of a length of 30-40 pages, should contain the following information:

- a summary of the company/research unit, its overall history, the field of work and how it relates to Mechanical/Industrial engineering;
- a description of the work environment and main work processes;
- a description of the work activities you performed and, if needed, why the work activities differ from the initial proposal description;
- examples of the different work activities you performed (if company policy prohibits dissemination of technical information, replace examples of work performed by generic examples);
- a description of how the training has contributed to your professional development

The report should follow a professional format typically used for engineering/scientific publication. The GSC style guide can be followed. The report should have, minimally, an abstract, a table of contents, a list of tables, a list of figures, a list of variables/nomenclature, and a reference section. The text of the report should be divided into chapters/section, subsections as appropriate for the format.

COURSE LEARNING OUTCOMES	
Statement	**Graduate Attribute**
The student adopts a professional attitude in the workplace.	Not applicable
The student uses prior learning to develop the skills and find the knowledge required by their work activities.	
The student takes ownership of their work activities. They: initiate work activities autonomously; seek guidance, opinions and ideas when required.	
The student can generate new ideas, suggest modifications to or new work activities when required.	
The student can present the output of work activities in a professional manner.	

IMPORTANT DATES (These dates do not address specific Coop Institute Requirements)	
Prior to registration	1. Fill out the course registration form 2. Submit an approximately 1-page abstract, containing the detailed description of the work.
Prior to DNE	1. Confirm (normally by email) approval of abstract by the Program Director 2. Confirm registration to MIAE 6993 (registration will be done by the Program Coordinator) 3. **If required**, sign the Internship Agreement and confirm that the required parties have all signed: Student, Program Director, GCS Dean (or designate), Company Representative or University Faculty (Research Internship)
End of term	**Submit**: • Detailed technical report • Supervisor evaluation form

ROLES AND RESPONSIBILITIES (note: if an internship agreement exists, that document takes precedence over the following description)	
Student	It is the ultimate responsibility of the student to find an internship placement. Different tools can be used to meet this goal. • If the student is part of the Coop institute program, the COMPAS database can be used, subject to the requirements of the Coop Institute • The Concordia CAPS job bank can be used • Job fairs, at Concordia or elsewhere • Opportunities disseminated through the Department mailing list • Placement Spot, linkedin, employer websites, etc An appropriate training must have the following characteristics: • Four month duration at normal working hours, or an equivalent of 360 hours, minimum • Paid or unpaid position; • Equivalent engineering-level position requiring an undergraduate degree; The student is responsible for ensuring the detailed technical report and the oral presentation follows all guidelines of the company/research unit where the training took place and whether it can be disseminated privately or publicly.

Training Supervisor	The student will be trained by the supervisor or appropriate designee(s). The work performed by the student will be reviewed by the supervisor or appropriate designee(s). The supervisor should meet regularly with the student to assess their progression through the training, offer feedback on their performance and avenues for improvement. Evaluate the oral presentation
Academic Reviewer	Evaluate the detailed technical report, review the supervisor evaluation form, attend the oral presentation and assign the final grade for the training.
Program Director	Approve the training content, location, supervisor, proposed work activities, and approve the final grade.

DISCLAIMER
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Examination Details
There are no formal examinations in this course.

ON CAMPUS RESOURCES

HEALTH SERVICES
An on-campus health clinic and health promotion center with nurses and doctors.

SGW 514-848-2424 ext. 3565
LOY 514-848-2424 ext. 3575

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Supports students to enhance their Concordia experience by engaging in student life outside the classroom

Terry Kyle, Manager
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ABORIGINAL STUDENT RESOURCE CENTRE
An on-campus resource for First Nations, Métis and Inuit students that helps them make the most of the many resources available at the University.

Orenda Konwawennotion Boucher-Curotte, Coordinator
orenda.boucher@concordia.ca
514-848-2424 ext. 7327

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MULTI-FAITH & SPIRITUALITY CENTRE
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Ellie Hummel, Coordinator
mfsc@concordia.ca
514-848-2424 ext. 3593

CAMPUS SECURITY
Ensures the safety of our members and campus property through prevention, surveillance, intervention, training, and education. Provides emergency medical services.

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(dial 1 for urgent situations; dial 2 for non-urgent situations)

CONCORDIA UNIVERSITY STUDENT PARENTS CENTRE
An accessible space for student parents to study, share interests and develop a support network.

Sumaiya Gangat, Coordinator
cusp@concordia.ca
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ACADEMIC HONESTY AND CODE OF CONDUCT

Violation of the academic Code of Conduct in any form will be severely dealth with. This includes copying (even with modifications) of program segments. You must demonstrate independent thought through your submitted work. The Academic Code of Conoduct of Concordia University is available at:
http://www.concordia.ca/students/academic-integrity/offences.html

It is expected that during class discussions and in your written assignments you will communicate constructively and respectfully. Sexist, racist, homophobic, ageist, and ableist expressions will not be tolerated.

ADDENDUM

ACADEMIC CONDUCT ISSUES THAT APPLY IN GENERAL
The basic ten rules that make you a good engineer

The B. Eng. program is set to satisfy most of the requirements for your education and prepares you for a professional engineering career that requires dedication and knowledge. What you learn, and how you learn, will be used extensively in your engineering profession for the next 30 to 40 years. Therefore, the four years spent in the engineering program are crucial towards your professional formation. The first step is for you to learn to “think like an engineer” which means:

- accept responsibility for your own learning
- follow up on lecture material and homework
- learn *problem-solving skills,* not just how to solve each specific homework problem
- build a body of knowledge integrated throughout your program
- behave responsibly, ethically and professionally

One of the mainstays of being a professional engineer is a professional code of conduct and as an engineering student this starts with the Academic Code of Conduct (Article 16.3.14 of the undergraduate calendar). However, you may encounter situations that fall outside the norm and in such cases, you use your common sense.

Further, the following issues should be given serious consideration:

1) Attendance at lectures and tutorials are major learning opportunities and should not be missed. The labs represent a unique opportunity for you to acquire practical knowledge that you will need in your career. Class and tutorial attendance is important for you to comprehend the discipline and make the connections between engineering skills. You are strongly encouraged to participate in the class, ask questions and answer the instructor’s questions. Tutorials are just extensions of the classes in which application of the concepts presented during the lectures are presented and problems are practically solved.

2) The decision to write tests that are not mandatory is entirely yours. For example, midterm test are often stated in many courses as optional. However, one the objectives of midterms is to check on your comprehension of the material and allow time for whatever action is necessary (from more study time to discontinuing a course). Plan to attend the class tests even if they are not mandatory. If you pay attention in the lectures, it will take you significantly shorter time to comprehend the material. **Note also** that if you are in the unfortunate position of being unable to write a final exam due to medical reasons and seek a deferral, this may not be possible if the instructor has no information indicating that you have been attending the course and assimilating the material (ie through midterms, quizzes, assignments etc).

3) Homework is usually mandatory and it has some weight in the final grade (such information is given in the course outline). Homework may also be conceived as training material for the class tests. Under all circumstances, it is highly recommended to carry out the home work on time and submit it on the prescribed date. Late submissions are not granted to individual cases regardless of the reason. This is part of the training for being in the workforce where deadlines have to be met. Please, plan your work such that you submit all the assignments and lab reports on time and in the correct place (not in the corridor or on the street!).

4) Office hours with tutors, lab instructors or class instructors are listed in the course outline/website/office doors. Please respect these office hours and in case you have a serious conflict, contact the instructor asking for a special time arrangement.

5) Class tests (midterms, quizzes) are returned to the student. The final exams are not. If you wish to see your exam paper, be aware that most instructors allow only a narrow window of time for that purpose. For the fall term, exams may usually be reviewed in January and May for the spring term.

6) When you see your marked work (assignments, midterms, final exam etc), be aware that you are supposed to review your material and see the type of errors you made and if marks have been added incorrectly. This is not an opportunity to try and "negotiate" a higher grade with the instructor. If you believe that your grade is not right, you may apply for a formal Course Reevaluation through the Birks Student Centre.

7) Writing tests and exams represents a major component of your course work. These tests and exams have rigorous requirements such as:

- **No cell phone or other communication enabling tool is allowed on the student** during the examination period.
- Only **specified faculty calculators** are allowed during tests and exams unless otherwise indicated by the instructor.
- Usually, **no materials** are allowed in the exam unless otherwise announced.

Get used to signing in and out of your exam. Make sure that you leave your exam papers with the invigilator. There are rules concerning general exam issues in the UG Calendar. These requirements are there to eliminate any possible misunderstanding and you are asked to **respect the rules**. Disciplinary measures are taken when the rules are not followed.

8) Respect your colleagues and those that you meet during the class: tutors, instructors, lab instructors, technical personnel, assistants, etc. Use appropriate communication means and language. Be considerate for all human beings. This includes small things such as turning off cell-phones before a class begins. Concordia University is a very diverse group of people and a very large multicultural community.

9) Communication is part of your future profession. Learn how to communicate effectively and efficiently in the shortest time possible. Write short but meaningful e-mails, make effective phone calls, etc. If your instructor accepts emails make sure that your request is clear with the course number and your name in the *Subject* line. Do not ask for special treatment as instructors have to treat all students equitably.

10) Respect all the above and you will get closer to your future profession.

Course Number	Course Title	Term	Academic Year
MIAE 6991	Applied Engineering Training I	Fall/ Winter/ Summer	

Instructor	Office	Email	Office Hours
		Contact the program coordinator, Charlene Wald charlene.wald@concordia.ca for initial questions.	

CLASS, LAB AND TUTORIAL SCHEDULE					
Section	**Day**	**Time**	**Location**	**Instructor**	**E-mail**
Not applicable					

COURSE CALENDAR DESCRIPTION
The industrial or research training may be completed in one term, either: 1) under the supervision of an experienced engineer at the facilities of a participating company, or 2) at Concordia University under the supervision of a faculty member. Student must submit a project proposal and obtain approval from the Graduate Program Director prior to the start of the training period. Non-standard assessment note: The course will be graded based on the student's performance during the term and the submission of a detailed technical report. Performance will be evaluated by the advisor (department faculty member or an engineer from the participating company) and at least one other faculty member from the Gina Cody School of Engineering & Computer Science. International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the Internationals Student Office regarding the processing of any required work permits or visas. Component(s): Practicum/Internship/Work Term

PREREQUISITE
Permission of the program director is required.
THIS COURSE IS A PREREQUISITE TO
none
TEXTBOOK AND ADDITIONAL COURSE MATERIALS
none

KNOWLEDGE BASE FOR ENGINEERING PREREQUISITES
Not applicable

GRADING POLICY

The course is graded on the basis of the student's performance during the work period, and a detailed technical report.

Advisor Evaluation 50%
Faculty Evaluation 50%

At the conclusion of the training, the student will submit:

- A detailed technical report (typically 30-40 pages)
- A completed supervisor evaluation form

COURSE ELEMENTS

The final grade will follow the letter grade standard detailed in the graduate calendar.

Description of report:
The detailed technical report, typically of a length of 30-40 pages, should contain the following information:

- a summary of the company/research unit, its overall history, the field of work and how it relates to Mechanical/Industrial engineering;
- a description of the work environment and main work processes;
- a description of the work activities you performed and, if needed, why the work activities differ from the initial proposal description;
- examples of the different work activities you performed (if company policy prohibits dissemination of technical information, replace examples of work performed by generic examples);
- a description of how the training has contributed to your professional development

The report should follow a professional format typically used for engineering/scientific publication. The GSC style guide can be followed. The report should have, minimally, an abstract, a table of contents, a list of tables, a list of figures, a list of variables/nomenclature, and a reference section. The text of the report should be divided into chapters/section, subsections as appropriate for the format.

COURSE LEARNING OUTCOMES	
Statement	**Graduate Attribute**
The student adopts a professional attitude in the workplace.	Not applicable
The student uses prior learning to develop the skills and find the knowledge required by their work activities.	
The student takes ownership of their work activities. They: initiate work activities autonomously; seek guidance, opinions and ideas when required.	
The student can generate new ideas, suggest modifications to or new work activities when required.	
The student can present the output of work activities in a professional manner.	

IMPORTANT DATES (These dates do not address specific Coop Institute Requirements)	
Prior to registration	1. Fill out the course registration form 2. Submit an approximately 1-page abstract, containing the detailed description of the work.
Prior to DNE	1. Confirm (normally by email) approval of abstract by the Program Director 2. Confirm registration to MIAE 6991 (registration will be done by the Program Coordinator) 3. **If required**, sign the Internship Agreement and confirm that the required parties have all signed: Student, Program Director, GCS Dean (or designate), Company Representative or University Faculty (Research Internship)
End of term	**Submit**: • Detailed technical report • Supervisor evaluation form

ROLES AND RESPONSIBILITIES (note: if an internship agreement exists, that document takes precedence over the following description)	
Student	It is the ultimate responsibility of the student to find an internship placement. Different tools can be used to meet this goal. • If the student is part of the Coop institute program, the COMPAS database can be used, subject to the requirements of the Coop Institute • The Concordia CAPS job bank can be used • Job fairs, at Concordia or elsewhere • Opportunities disseminated through the Department mailing list • Placement Spot, linkedin, employer websites, etc An appropriate training must have the following characteristics: • Four month duration at normal working hours, or an equivalent of 360 hours, minimum • Paid or unpaid position; • Equivalent engineering-level position requiring an undergraduate degree; The student is responsible for ensuring the detailed technical report follows all guidelines of the company/research unit where the training took place and whether it can be disseminated privately or publicly.

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10) Respect all the above and you will get closer to your future profession.

Course Number	Course Title	Term	Academic Year
MIAE 6992	Applied Engineering Training II	Fall/ Winter/ Summer	

Instructor	Office	Email	Office Hours
		Contact the program coordinator, Charlene Wald charlene.wald@concordia.ca for initial questions.	

CLASS, LAB AND TUTORIAL SCHEDULE					
Section	**Day**	**Time**	**Location**	**Instructor**	**E-mail**
Not applicable					

COURSE CALENDAR DESCRIPTION
The industrial or research training may be completed in one term, either: 1) under the supervision of an experienced engineer at the facilities of a participating company, or 2) at Concordia University under the supervision of a faculty member. Student must submit a project proposal and obtain approval from the Graduate Program Director prior to the start of the training period. Non-standard assessment note: The course will be graded based on the student's performance during the term and the submission of a detailed technical report. Performance will be evaluated by the advisor (department faculty member or an engineer from the participating company) and at least one other faculty member from the Gina Cody School of Engineering & Computer Science. International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the Internationals Student Office regarding the processing of any required work permits or visas. Component(s): Practicum/Internship/Work Term

PREREQUISITE
Permission of the program director is required.
THIS COURSE IS A PREREQUISITE TO
none
TEXTBOOK AND ADDITIONAL COURSE MATERIALS
none

KNOWLEDGE BASE FOR ENGINEERING PREREQUISITES
Not applicable

GRADING POLICY

The course is graded on the basis of the student's performance during the work period, and a detailed technical report.

Advisor Evaluation 50%
Faculty Evaluation 50%

At the conclusion of the training, the student will submit:

- A detailed technical report (typically 30-40 pages)
- A completed supervisor evaluation form

COURSE ELEMENTS

The final grade will follow the letter grade standard detailed in the graduate calendar.

Description of report:
The detailed technical report, typically of a length of 30-40 pages, should contain the following information:

- a summary of the company/research unit, its overall history, the field of work and how it relates to Mechanical/Industrial engineering;
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COURSE LEARNING OUTCOMES	
Statement	**Graduate Attribute**
The student adopts a professional attitude in the workplace.	Not applicable
The student uses prior learning to develop the skills and find the knowledge required by their work activities.	
The student takes ownership of their work activities. They: initiate work activities autonomously; seek guidance, opinions and ideas when required.	
The student can generate new ideas, suggest modifications to or new work activities when required.	
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IMPORTANT DATES (These dates do not address specific Coop Institute Requirements)	
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Prior to DNE	1. Confirm (normally by email) approval of abstract by the Program Director 2. Confirm registration to MIAE 6992 (registration will be done by the Program Coordinator) 3. **If required**, sign the Internship Agreement and confirm that the required parties have all signed: Student, Program Director, GCS Dean (or designate), Company Representative or University Faculty (Research Internship)
End of term	**Submit**: • Detailed technical report • Supervisor evaluation form

ROLES AND RESPONSIBILITIES (note: if an internship agreement exists, that document takes precedence over the following description)	
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Examination Details
There are no formal examinations in this course.

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Supports students to enhance their Concordia experience by engaging in student life outside the classroom

Terry Kyle, Manager
deanofstudents.office@concordia.ca
SGW 514-848-2424 ext. 3517
LOY 514-848-2424 ext. 4239

ABORIGINAL STUDENT RESOURCE CENTRE
An on-campus resource for First Nations, Métis and Inuit students that helps them make the most of the many resources available at the University.

Orenda Konwawennotion Boucher-Curotte, Coordinator
orenda.boucher@concordia.ca
514-848-2424 ext. 7327

INTERNATIONAL STUDENTS OFFICE
Supporting international students with immigration documents, health insurance, social events, and workshops.

iso@concordia.ca
514-848-2424 ext. 3515

STUDENT ADVOCACY OFFICE
Advocating for students facing charges under the Academic Code of Conduct or the Code of Rights and Responsibilities.

studentadvocates@concordia.ca
514-884-2424 ext. 3992

MULTI-FAITH & SPIRITUALITY CENTRE
Provides a home for all those wishing to celebrate the human spirit in the widest sense of the word, through programs, events and a quiet space for reflection.

Ellie Hummel, Coordinator
mfsc@concordia.ca
514-848-2424 ext. 3593

CAMPUS SECURITY
Ensures the safety of our members and campus property through prevention, surveillance, intervention, training, and education. Provides emergency medical services.

security@concordia.ca
514-848-3717
(dial 1 for urgent situations; dial 2 for non-urgent situations)

CONCORDIA UNIVERSITY STUDENT PARENTS CENTRE
An accessible space for student parents to study, share interests and develop a support network.

Sumaiya Gangat, Coordinator
cusp@concordia.ca
514-848-2424 ext. 2431

ACADEMIC HONESTY AND CODE OF CONDUCT

Violation of the academic Code of Conduct in any form will be severely dealth with. This includes copying (even with modifications) of program segments. You must demonstrate independent thought through your submitted work. The Academic Code of Conoduct of Concordia University is available at:
http://www.concordia.ca/students/academic-integrity/offences.html

It is expected that during class discussions and in your written assignments you will communicate constructively and respectfully. Sexist, racist, homophobic, ageist, and ableist expressions will not be tolerated.

ADDENDUM

ACADEMIC CONDUCT ISSUES THAT APPLY IN GENERAL
The basic ten rules that make you a good engineer

The B. Eng. program is set to satisfy most of the requirements for your education and prepares you for a professional engineering career that requires dedication and knowledge. What you learn, and how you learn, will be used extensively in your engineering profession for the next 30 to 40 years. Therefore, the four years spent in the engineering program are crucial towards your professional formation. The first step is for you to learn to “think like an engineer” which means:

- accept responsibility for your own learning
- follow up on lecture material and homework
- learn *problem-solving skills,* not just how to solve each specific homework problem
- build a body of knowledge integrated throughout your program
- behave responsibly, ethically and professionally

One of the mainstays of being a professional engineer is a professional code of conduct and as an engineering student this starts with the Academic Code of Conduct (Article 16.3.14 of the undergraduate calendar). However, you may encounter situations that fall outside the norm and in such cases, you use your common sense.

Further, the following issues should be given serious consideration:

1) Attendance at lectures and tutorials are major learning opportunities and should not be missed. The labs represent a unique opportunity for you to acquire practical knowledge that you will need in your career. Class and tutorial attendance is important for you to comprehend the discipline and make the connections between engineering skills. You are strongly encouraged to participate in the class, ask questions and answer the instructor’s questions. Tutorials are just extensions of the classes in which application of the concepts presented during the lectures are presented and problems are practically solved.

2) The decision to write tests that are not mandatory is entirely yours. For example, midterm test are often stated in many courses as optional. However, one the objectives of midterms is to check on your comprehension of the material and allow time for whatever action is necessary (from more study time to discontinuing a course). Plan to attend the class tests even if they are not mandatory. If you pay attention in the lectures, it will take you significantly shorter time to comprehend the material. **Note also** that if you are in the unfortunate position of being unable to write a final exam due to medical reasons and seek a deferral, this may not be possible if the instructor has no information indicating that you have been attending the course and assimilating the material (ie through midterms, quizzes, assignments etc).

3) Homework is usually mandatory and it has some weight in the final grade (such information is given in the course outline). Homework may also be conceived as training material for the class tests. Under all circumstances, it is highly recommended to carry out the home work on time and submit it on the prescribed date. Late submissions are not granted to individual cases regardless of the reason. This is part of the training for being in the workforce where deadlines have to be met. Please, plan your work such that you submit all the assignments and lab reports on time and in the correct place (not in the corridor or on the street!).

4) Office hours with tutors, lab instructors or class instructors are listed in the course outline/website/office doors. Please respect these office hours and in case you have a serious conflict, contact the instructor asking for a special time arrangement.

5) Class tests (midterms, quizzes) are returned to the student. The final exams are not. If you wish to see your exam paper, be aware that most instructors allow only a narrow window of time for that purpose. For the fall term, exams may usually be reviewed in January and May for the spring term.

6) When you see your marked work (assignments, midterms, final exam etc), be aware that you are supposed to review your material and see the type of errors you made and if marks have been added incorrectly. This is not an opportunity to try and "negotiate" a higher grade with the instructor. If you believe that your grade is not right, you may apply for a formal Course Reevaluation through the Birks Student Centre.

7) Writing tests and exams represents a major component of your course work. These tests and exams have rigorous requirements such as:

- **No cell phone or other communication enabling tool is allowed on the student** during the examination period.
- Only **specified faculty calculators** are allowed during tests and exams unless otherwise indicated by the instructor.
- Usually, **no materials** are allowed in the exam unless otherwise announced.

Get used to signing in and out of your exam. Make sure that you leave your exam papers with the invigilator. There are rules concerning general exam issues in the UG Calendar. These requirements are there to eliminate any possible misunderstanding and you are asked to **respect the rules**. Disciplinary measures are taken when the rules are not followed.

8) Respect your colleagues and those that you meet during the class: tutors, instructors, lab instructors, technical personnel, assistants, etc. Use appropriate communication means and language. Be considerate for all human beings. This includes small things such as turning off cell-phones before a class begins. Concordia University is a very diverse group of people and a very large multicultural community.

9) Communication is part of your future profession. Learn how to communicate effectively and efficiently in the shortest time possible. Write short but meaningful e-mails, make effective phone calls, etc. If your instructor accepts emails make sure that your request is clear with the course number and your name in the *Subject* line. Do not ask for special treatment as instructors have to treat all students equitably.

10) Respect all the above and you will get closer to your future profession.

INDU 6993
Industrial Engineering Capstone
Mechanical, Industrial and Aerospace Engineering
Fall/Winter 202x-2y

Course Instructor: TBD
e-Mail : TBD

Office Hours: TBD

Tutorials:

Labs: N/A

Course Calendar Description:

A supervised design, simulation or experimental capstone design project in the students' area of specialization. Students may work in groups to undertake:

a. A project with a company, governmental organization, or an NGO, supervised jointly by a faculty member and a member of the partner organization;
b. An engineering design that has potential to be commercialized, where a faculty member or District 3 representative supervises the project.

All students are required to deliver bi-weekly oral progress presentations. By the end of the project, students must present a model of their industrial engineering design solution. A written report and a public presentation is required. Final report must include a detailed description of the industry experience or the research problem and clearly outline the engineering analysis.

This is a two-term course (Fall and Winter only).

Students who took INDU 6990 cannot take this course for credit.

Prerequisites: N/A.
Co-requisites: N/A

Specific Knowledge and Skills Needed for this Course:
Students taking this course are expected to have, or independently acquire, sufficient knowledge of the following topics.

Insert specific knowledge and skills here

- Mathematical and Computer Modeling
- Programming
- Data analytics

- Capable of learning the usage of various opensource libraries such as Google APIs, MATLAB and/or Phyton libraries
- Web development

Course materials

Required Textbook: N/A

- Moodle Lecture Notes

Grading Scheme

Assessment Tool	Expected Due Date	Grading
Group Formation (Maximum 7 people)	2nd week	5%
Project proposal	3rd week	5%
Bi-weekly progress presentations	Every two or three weeks	45%
Detailed design proposal	December	10%
Final presentation	April	25%
Final project report	April	10%

Tentative Course Schedule

Topics	**Week**
Introduction to open-ended design project	Week 1
Design Theory • Need/requirements • Market • Product • Process • Preliminary design • Detailed Design • Alternatives and alternative evaluation techniques • Final product/process ***Student Progress Presentations***	Week 2-3
Intellectual Property • Student • Supervisor • Sponsor organization • Government • Patent investigation and Patent filing ***Student Progress Presentations***	Week 4
Market Analysis • Demand forecast • Cost of design • Cost of manufacturing • Revenue potentials • Life-cycle economic evaluation of the design ***Student Progress Presentations***	Week 5-7
Public, Regulations and Industry Standards Design objectives Benchmarking ***Student Progress Presentations***	Week 6-7
Health and Safety in Design Design for Reliability and Maintenance ***Student Progress Presentations***	Week 8-9

Guest Lecturer if available Evaluation of design with respect to its impact on: • Society • Environment ***Student Progress Presentations***	Week 10
Guest lecturer if available Evaluation of design with respect to: • Ethics and equity ***Student Progress Presentations***	Week 11
Winter Term ***Student Progress Presentations***	
Final Presentations	Week 12

Engineering Tools

- *System Simulation*
- *Optimization solvers*
- *Programming*
- *Open source library utilization*

Details on assessment tools:

- **Regular Presentations:**
  - **Students will be required to give regular progress presentations. All members are expected to provide their contribution in the project during these presentations.**
  - **Presenters will alternate each week. Only two members from each group will provide the presentation. It is expected presenters to demonstrate their knowledge in the technical details of the project**
- **Reports: Reports must follow a regular research paper format (Abstract, Introduction, Literature review, Methodology, Results and Conclusions). Tables and figures must be labelled and cited within the text properly.**

Course Learning Outcomes (CLOs):

○ Systematic design
○ Requirement identification
○ Entrepreneurship

- Multi-disciplinary work environment
- Marketing
- Project management

Health and Safety Guidelines

All health and safety rules specific to this course can be found in the lab manual. General health and safety instructions and available health and safety trainings can be found at: Safety Programs - Concordia University (https://www.concordia.ca/campus-life/safety/general-safety.html)

On Campus Resources

Please visit Student services at Concordia University for the services available Gina Cody School students.

Graduate Program Regular Curriculum Change - GCS-COMP-5993 - VERSION : 11

Summary and Rationale for Changes

Infusion of AI in MApCompSc and Diploma

AI courses

1. AI is a fundamental part of Computer Science. The new course COMP 6701 Foundations of AI introduces it to students.

2. The course COMP 6701 is now a pre-requisite for COMP 6781 and COMP 6321.

3. COMP 6721 Symbolic Artificial Intelligence has been updated to reflect the fact that there are many AI courses, and it has become cross-listed again with the undergraduate COMP 472 that share the same name and course description.

Industrial/coop project report course changes: Simplify the course description and allow students to take it after 8 credits have been completed. Each course is now worth 6 credits.

Diploma:

1. Rejuvenating our Diploma program to make it more attractive to graduate students without a CS background.

2. Allowing students to transfer credits from 600 level courses to the Course based Master's program. Giving students an incentive to continue in the course based Master's program

3. Optimizing the course offering, eliminating some 5000 level courses and replacing them through existing equivalent 6000 level courses reducing the number of courses the Department has to offer.

4. Replacing outdated courses with existing AI courses suitable for diploma students. This will significantly improve the attractiveness of the program and ensure that students will get exposure to AI.

5. Anticipating that the rejuvenated diploma program will attract not only new students in the the diploma program but that more of the diploma students will continue their graduate studies in our Master's programs.

Resource Implications

Resource implications: None – courses are taught as part of the regular teaching load of the instructors.

Graduate Program Regular Curriculum Change - GCS-COMP-5993 - VERSION : 11

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 5 D10). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC), 13 Apr 2026

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

At its meeting on March 20, 2026, the Council of the Gina Cody School of Engineering and Computer Science reviewed and approved, as presented, the curriculum item from the Department of Computer Science and Software Engineering (CSSE). Namely, changes to its Graduate Diploma program to incorporate industry-aligned skills in AI and ML, thereby making it more appealing to students. It replaces 5000-level with 6000-level courses so students can transfer these courses to their MApCompSc program should they wish to pursue further studies. The Department also proposes changes to its MApCompSc to further infuse AI in the current degree program.

There are no additional resources required.

Details of the curriculum changes are indicated and explained in the dossier GCS-COMP-5993

We kindly request that this proposal be placed on the next agenda of the GCC for approval.

Thank you for your consideration of this proposal.

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

For Submission to:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 20 Mar 2026

Approved by:

B. Vermeire, Associate Dean,
Graduate Studies of the Gina Cody School of Engineering and Computer Science, 27 Feb 2026

At its meeting on February 27, 2025, the Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved, with some changes, the curriculum item from the Department of Computer Science and Software Engineering (CSSE). Namely, the Department proposes some changes to its Graduate Diploma requirements, making it more appealing to students by eliminating some 500-level courses and adding more 600-level courses including AI courses. The Department also proposes changes to its MApCompSc to further infuse AI courses in the current degree program.

No additional resources are required.

Details of this proposal are indicated and explained in the dossier GCS-COMP-5993.

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

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Brian Vermeire, Associate Dean, Graduate Studies,
Graduate Studies Committee meetings, 27 Feb 2026

Approved by:

Joey Paquet, Chair, Dept of CSSE,
CSSE Department Council, 13 Feb 2026

Unanimously approved at the CSSE Department meeting on Feb 13, 2026.

The change from 4 to 6 credits for the COMP and SOEN "Project and Report I" and Project and Report II" classes was voted on online with

IN FAVOR: 31
AGAINST: 1
ABSTAIN: 7

The motion was thus accepted by majority.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
COMP 6321 Machine Learning Change					✎					
COMP 6701 Foundations for Artificial Intelligence New	★	★	★	★		★	★	★	★	
COMP 6721 Symbolic Artificial Intelligence Change			✎	✎		✎				
COMP 6781 Natural Language Processing Change					✎					
COMP 6801 Deep Learning Change					✎			✎		
COMP 6921 Project and Report I New	★	★	★	★	★	★	★	★	★	
COMP 6931 Project and Report II New	★	★	★	★	★	★	★	★	★	
SOEN 6921 Project and Report I New	★	★	★	★	★	★	★	★	★	
SOEN 6931 Project and	★	★	★	★	★	★	★	★	★	

Report II New										

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require-ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Applied Computer Science MApCompSc Change				✎			
Computer Science Graduate Diploma Change				✎		✎	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Applied Computer Science MAPCompSc Core Change		✎	
C14 - Industrial Experience, Seminar, Project, Report and Thesis Change		✎	

Regulation Changes:

- Degree Requirements Change

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: Applied Computer Science MApCompSc
Calendar Section Type: Program
Description of Change: Applied Computer Science MApCompSc Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering
Program Name: Applied Computer Science MApCompSc
Program Type: Course-based
Degree: MApCompSc

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Computer Science and Software Engineering Programs > Master/Magisteriate > Applied Computer Science MApCompSc > Degree Requirements

Type of Change: Program Change

	Present Text calendar		Proposed Text
45 credits	Applied Computer Science MApCompSc	**45 credits**	Applied Computer Science MApCompSc
	16 credits chosen from the Applied Computer Science MAPCompSc Core **Note:** All Core courses must be successfully completed within the first four terms of the program.		16 credits chosen from the Applied Computer Science MAPCompSc Core **Note:** All Core courses must be successfully completed within the first four terms of the program.
	~~29~~ credits ~~chosen~~ from Applied Computer Science MAPCompSc Electives		General program students will choose: 29 credits from Applied Computer Science MAPCompSc Electives For students who plan to focus on Artificial Intelligence, we facilitate the course selection by grouping relevant AI courses in the elective group C07 - Artificial Intelligence

Rationale:
To further enhance the infusion of AI, we emphasize that there is an elective group C07, to help students selecting relevant AI courses.

Resource Implications:
None

D1

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: Applied Computer Science MAPCompSc Core
Calendar Section Type: Defined group
Description of Change: Applied Computer Science MAPCompSc Core Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Computer Science and Software Engineering Programs > Master/Magisteriate > Applied Computer Science MApCompSc > Degree Requirements > Applied Computer Science MApCompSc

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
16 credits	Applied Computer Science MAPCompSc Core COMP ~~6231 Distributed System Design (4)~~ ~~COMP~~ 6481 Programming and Problem Solving (4) COMP 6651 Algorithm Design Techniques (4) SOEN 6441 Advanced Programming Practices (4)	**16 credits**	Applied Computer Science MAPCompSc Core COMP 6481 Programming and Problem Solving (4) COMP 6651 Algorithm Design Techniques (4) SOEN 6441 Advanced Programming Practices (4) COMP 6701 Foundations for Artificial Intelligence (4)

Rationale:
Adding Foundations for AI to the core of COMP

Resource Implications:
None

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: Degree Requirements
Calendar Section Type: Regulation
Description of Change: Degree Requirements Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Type of change: Regulation Change

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Computer Science and Software Engineering Programs > Graduate Diploma > Computer Science Graduate Diploma

Present Text calendar	Proposed Text
Degree Requirements	Degree Requirements
Fully-qualified candidates are required to complete a minimum of ~~31~~ credits.	Fully-qualified candidates are required to complete a minimum of 32 credits.
Please see the Computer Science and Software Engineering Courses page for course descriptions.	Please see the Computer Science and Software Engineering Courses page for course descriptions.

Rationale:

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: Computer Science Graduate Diploma
Calendar Section Type: Program
Description of Change: Computer Science Graduate Diploma Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering
Program Name: Computer Science Graduate Diploma
Program Type: Course-based
Degree: Graduate Diploma

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Computer Science and Software Engineering Programs > Graduate Diploma > Computer Science Graduate Diploma > Degree Requirements

Type of Change: Program Change

Present Text calendar		Proposed Text	
~~31~~ **credits**	Computer Science Graduate Diploma	**32** **credits**	Computer Science Graduate Diploma
	~~31~~ credits of Required Courses		32 credits of Required Courses
	COMP ~~5201 Computer Organization and Assembly Language (4)~~		COMP 5361 Discrete Structures and Formal Languages (4)
	~~COMP~~ 5361 Discrete Structures and Formal Languages (4)		COMP 5461 Operating Systems (4)
	COMP ~~5421 Advanced Programming~~ (4)		COMP 5511 Principles of Data Structures (4)
	COMP 5511 Principles of Data Structures (4)		SOEN 6011 Software Engineering Processes (4)
	COMP ~~5461 Operating Systems~~ (4)		COMP 6481 Programming and Problem Solving (4)
	COMP ~~5531 Files~~ and ~~Databases~~ (4)		COMP 6521 Advanced Database Technology and Applications (4)
	COMP ~~5541 Tools and Techniques for Software Engineering~~ (4)		COMP 6831 Applied Machine Learning (4)
	~~ENCS 6721 Technical Writing and Research Methods for Scientists and Engineers (3)~~		COMP 6841 Applied Deep Learning (4)

Rationale:

1. Rejuvenating our Diploma program to make it more attractive to graduate students without a CS background.

2. Allowing students to transfer credits from 6000 level courses to the Course based Master's program. Giving students an incentive to continue in the course based Master's program

3. Optimizing the course offering, eliminating some 5000 level courses and replacing them through existing equivalent 6000 level courses reducing the number of courses the Department has to offer.

4. We replaced outdated courses with existing AI courses suitable for diploma students. This will significantly improve the attractiveness of the program and ensure that students will get exposure to AI.

5. We do anticipate that the rejuvenated diploma program will attract not only new students in the the diploma program but that more of the diploma students will continue their graduate studies in our Master's programs.

Resource Implications:

None. Courses are part of normal teaching load

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: C14 - Industrial Experience, Seminar, Project, Report and Thesis
Calendar Section Type: Defined group
Description of Change: C14 - Industrial Experience, Seminar, Project, Report and Thesis Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > List of Computer Science Courses by Topic Areas

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
C14 - Industrial Experience, Seminar, Project, Report and Thesis	**credits**	C14 - Industrial Experience, Seminar, Project, Report and Thesis
COMP 6961 Graduate Seminar in Computer Science (1) COMP 6971 Project and Report I (4) COMP 6981 Project and Report II (4) SOEN 6971 Project and Report I (4) COMP 7941 Master's Research and Thesis (29) ~~ENCS 6921 Industrial Stage and Training (4)~~ SOEN 7941 Master's Research and Thesis (29) SOEN 6501 Programming Competency Test (0) SOEN 6981 Project and Report II (4)		COMP 6921 Project and Report I (6) COMP 6931 Project and Report II (6) SOEN 6921 Project and Report I (6) SOEN 6931 Project and Report II (6) COMP 6961 Graduate Seminar in Computer Science (1) COMP 6971 Project and Report I (4) COMP 6981 Project and Report II (4) SOEN 6971 Project and Report I (4) COMP 7941 Master's Research and Thesis (29) SOEN 7941 Master's Research and Thesis (29) SOEN 6501 Programming Competency Test (0) SOEN 6981 Project and Report II (4) ENCS 6921 Industrial Stage and Training (4)

Rationale:
Changes reflect the additions of new courses

Resource Implications:
None.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: COMP 6321
Calendar Section Type: Course
Description of Change: COMP 6321 Machine Learning Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
COMP 6321 Machine Learning (4 credits)	COMP 6321 Machine Learning (4 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: COMP 6701 . If prerequisites are not satisfied, permission of the instructor is required.
Description : The following topics are covered: introduction to the fundamentals of machine learning; linear models: linear and polynomial regression, overfitting, model selection, logistic regression, naive Bayes; non-linear models: decision trees, instance-based learning, boosting, neural networks; support vector machines and kernels; computational learning theory; experimental methodology, sources of error; structured models: graphical models, deep belief networks; unsupervised learning: k-means, mixture models, density estimation, expectation maximization, principle component analysis, eigenmaps and other dimensionality reduction methods; learning in dynamical systems: hidden Markov models and other types of temporal/sequence models; reinforcement learning. Survey of machine learning and its applications. A project is required.	*Description :* The following topics are covered: introduction to the fundamentals of machine learning; linear models: linear and polynomial regression, overfitting, model selection, logistic regression, naive Bayes; non-linear models: decision trees, instance-based learning, boosting, neural networks; support vector machines and kernels; computational learning theory; experimental methodology, sources of error; structured models: graphical models, deep belief networks; unsupervised learning: k-means, mixture models, density estimation, expectation maximization, principle component analysis, eigenmaps and other dimensionality reduction methods; learning in dynamical systems: hidden Markov models and other types of temporal/sequence models; reinforcement learning. Survey of machine learning and its applications. A project is required.
Component(s): Lecture ; Laboratory (two hours per week)	*Component(s):* Lecture ; Laboratory (two hours per week)
Notes : **Anti-requisite Courses :** Students who have completed COMP 432 may not take this course for credit.	*Notes :* **Anti-requisite Courses :** Students who have completed COMP 432 may not take this course for credit.

Rationale:
Update prereq to add foundations for AI

Resource Implications:
None

D8

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: COMP 6701
Calendar Section Type: Course
Description of Change: COMP 6701 Foundations for Artificial Intelligence New

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	COMP 6701 Foundations for Artificial Intelligence (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
	This course provides a practical, mathematically grounded introduction to the computational foundations that underpin modern Artificial Intelligence (AI) and Machine Learning (ML), with an emphasis on implementation. Students develop core programming skills and learn to use numerical and tensor libraries to express linear algebra operations and high-performance tensor computations, including indexing, broadcasting, vectorization, and graphics processing unit (GPU)-enabled execution. The course introduces key mathematical concepts such as vector and matrix operations, norms, eigenvalue/singular value decomposition (SVD) intuition, derivatives, gradients, the chain rule, and basic optimization (including constrained optimization) and demonstrates how these ideas are realized in modern AI software frameworks. Core topics in probability and statistics are presented with programmatic simulations, including expectation, common distributions, the Central Limit Theorem, sampling, covariance/correlation, entropy, and Kullback-Leibler (KL) divergence. The course provides an introduction to reproducible ML experimentation and the end-to-end training workflow: data handling, train/validation/test methodology, performance metrics, model development, and experiment tracking tools. A project is required.
Component(s):	*Component(s):*
	Lecture ; Laboratory (2 hours per week)
Notes :	*Notes :*
Anti-requisite Courses :	**Anti-requisite Courses :** Students who have completed COMP 332 may not take this course for credit.

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Rationale:

The objective of this course is to introduce the concepts of modern AI to Computer Science and Software Engineering students.

Resource Implications:

This will be part of the normal teaching load of an instructor in the Department. A lab is required given the practical nature of the course.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: COMP 6721
Calendar Section Type: Course
Description of Change: COMP 6721 Symbolic Artificial Intelligence Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
COMP 6721 ~~Applied~~ Artificial Intelligence (4 credits)	COMP 6721 Symbolic Artificial Intelligence (4 credits)
Prerequisites:	*Prerequisites:*
Description :	*Description :*
~~The~~ course covers heuristic and ~~adversarial searches for concrete applications. It then discusses~~ automated reasoning, ~~advanced knowledge representation~~ and ~~dealing~~ with ~~uncertainly for Artificial Intelligence applications.~~ Finally, ~~it introduces autoencoders, recurrent neural networks and sequence to sequence models.~~ A project is required.	This course describes the scope and history of Artificial Intelligence (AI). It covers symbolic approaches to AI including: heuristic search, game playing, knowledge representation and automated reasoning, planning, and techniques to deal with uncertainly. Finally, ethical issues in AI are discussed. A project is required.
Component(s):	*Component(s):*
Lecture ; Laboratory (two hours per week.)	Lecture ; Laboratory (two hours per week.)
Notes :	*Notes :*
Anti-requisite Courses : Students who have completed COMP 472 may not take this course for credit.	**Anti-requisite Courses :** Students who have completed COMP 472 may not take this course for credit. COMP 6721 is cross-listed with COMP 472 .

Rationale:
We have multiple AI courses now, so this one covers symbolic AI. The course had originally been cross listed with COMP 472, they diverged, but now have the same course description again, so it they will be cross listed again.

Resource Implications:
Part of the normal teaching load of an instructor in the department. A lab is required given the practical nature of the course.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: COMP 6781
Calendar Section Type: Course
Description of Change: COMP 6781 Natural Language Processing Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
COMP 6781 Natural Language Processing (4 credits)	COMP 6781 Natural Language Processing (4 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously: COMP 6701 .If prerequisites are not satisfied, permission of the instructor is required.
Description : The course covers robust methods to natural language processing (NLP) and their applications to manipulate large text collections. Quantitative phenomena of language such as such as Zipf's law is introduced. Techniques to manipulate texts are explained. This includes n-gram and neural language models, recurrent neural networks, including long short-term memory (LSTMs) and gated recurrent units (GRUs), Transformers as well as attention mechanisms. The course also covers the development and use of Large Language Models (LLMs). The techniques are illustrated on NLP applications such as machine translation, summarization, information extraction and natural language generation. A project is required.	*Description :* The course covers robust methods to natural language processing (NLP) and their applications to manipulate large text collections. Quantitative phenomena of language such as such as Zipf's law is introduced. Techniques to manipulate texts are explained. This includes n-gram and neural language models, recurrent neural networks, including long short-term memory (LSTMs) and gated recurrent units (GRUs), Transformers as well as attention mechanisms. The course also covers the development and use of Large Language Models (LLMs). The techniques are illustrated on NLP applications such as machine translation, summarization, information extraction and natural language generation. A project is required.
Component(s): Lecture	*Component(s):* Lecture
Notes :	*Notes :*

Rationale:
Updating the prereq to be a the foundations for AI course.

Resource Implications:
None

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: COMP 6801
Calendar Section Type: Course
Description of Change: COMP 6801 Deep Learning Change

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: Course Change

Present Text calendar	Proposed Text
COMP 6801 Deep Learning (4 credits)	COMP 6801 Deep Learning (4 credits)
Prerequisites:	*Prerequisites:*
The following course must be completed ~~previously:~~ COMP 6321 . If prerequisites are not satisfied, permission of the instructor is required.	The following course must be completed previously or concurrently: COMP 6321 . If prerequisites are not satisfied, permission of the instructor is required.
Description :	*Description :*
This course introduces conceptual and practical aspects of deep learning. Topics covered include commonly used deep learning model architectures, loss functions, regularization, optimization methods, and software tools. This course covers applications in supervised, unsupervised learning, and reinforcement learning. The course also familiarizes students with theoretical results and opens questions in the approximation and generalization of deep learning models, as well as empirical results about the emergent properties of deep networks. A project is required.	This course introduces conceptual and practical aspects of deep learning. Topics covered include commonly used deep learning model architectures, loss functions, regularization, optimization methods, and software tools. This course covers applications in supervised, unsupervised learning, and reinforcement learning. The course also familiarizes students with theoretical results and opens questions in the approximation and generalization of deep learning models, as well as empirical results about the emergent properties of deep networks. A project is required.
Component(s):	*Component(s):*
Laboratory (2 hours per week)	Lecture ; Laboratory (2 hours per week)
Notes :	*Notes :*
Equivalent Courses : Students who have received credit for COMP 691 (Deep Learning) may not take this course for credit.	**Equivalent Courses :** Students who have received credit for COMP 691 (Deep Learning) may not take this course for credit.

Rationale:
By allowing Machine learning COMP 6321 concurrently with deep learning this will unblock student. The AI profs teaching the course agreed that students will be able to do both courses at the same time.

Resource Implications:
None

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: COMP 6921
Calendar Section Type: Course
Description of Change: COMP 6921 Project and Report I New

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	COMP 6921 Project and Report I (6 credits)
Prerequisites:	*Prerequisites:* Students must have completed 8 credits in the Master's in Applied Computer Science (MApCompSc) program prior to enrolling. A CGPA of 3.3 or greater and permission of the Department is required.
Description :	*Description :* This is an optional component of the MApCompSc program that is to be completed either (i) under the supervision of an experienced software project manager in the facilities of a participating company or(ii) at Concordia or another university under the supervision of a faculty member. The topic is to be decided by a mutual agreement between the student, the participating company or supervising faculty member, and the program director. A project report is required.
Component(s):	*Component(s):* Practicum/Internship/Work Term
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for SOEN 6951 , SOEN 6971 , COMP 6971 or ENCS 6921 may not take this course for credit.
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the International Student Office regarding the processing of any required work permits or visas.

Rationale:
Allow students to take the course after 8 credits have been completed

Resource Implications:
Part of the regular faculty workload.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: COMP 6931
Calendar Section Type: Course
Description of Change: COMP 6931 Project and Report II New

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	COMP 6931 Project and Report II (6 credits)
Prerequisites:	*Prerequisites:* Students must have completed 16 credits in the Master's in Applied Computer Science (MApCompSc) program and completed COMP 6921 prior to enrolling. A CGPA of 3.3 or greater and permission of the Department is required.
Description :	*Description :* This is an optional component of the MApCompSc program that is to be completed either (i) under the supervision of an experienced software project manager in the facilities of a participating company or (ii) at Concordia or another university under the supervision of a faculty member. The topic is to be decided by a mutual agreement between the student, the participating company or supervising faculty member, and the program director. A project report is required.
Component(s):	*Component(s):* Lecture ; Practicum/Internship/Work Term
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for SOEN 6951 , SOEN 6971 , ENCS 6921 , or COMP 6981 may not take this course for credit.
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the International Student Office regarding the processing of any required work permits or visas.

Rationale:
Allowing students to take the course after 8 credits have been completed

Resource Implications:
Part of the regular faculty workload.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: SOEN 6921
Calendar Section Type: Course
Description of Change: SOEN 6921 Project and Report I New

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	SOEN 6921 Project and Report I (6 credits)
Prerequisites:	*Prerequisites:* Students must have completed 8 credits in the MEng in Software Engineering (MEng) program prior to enrolling. A CGPA of 3.3 or greater and permission of the Department is required.
Description :	*Description :* This is an optional component of the MEng program that is to be completed either (i) under the supervision of an experienced software project manager in the facilities of a participating company or (ii) at Concordia or another university under the supervision of a faculty member. The topic is to be decided by a mutual agreement between the student, the participating company or supervising faculty member, and the program director. A project report is required.
Component(s):	*Component(s):* Lecture ; Practicum/Internship/Work Term
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for COMP 6921 , COMP 6971 or SOEN 6951 may not take this course for credit.
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the International Student Office regarding the processing of any required work permits or visas.

Rationale:
Allowing students to take it after 8 credits have been completed.

Resource Implications:
Part of the regular faculty workload.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change
Dossier Title: Infusion of AI in MApCompSc and Diploma

Calendar Section Name: SOEN 6931
Calendar Section Type: Course
Description of Change: SOEN 6931 Project and Report II New

Proposed: Graduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2026/2027/Fall
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2026

Path: Graduate > See Summer 2026 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science and Software Engineering Master's and PhD Courses

Type of Change: New Course

Present Text calendar	Proposed Text
	SOEN 6931 Project and Report II (6 credits)
Prerequisites:	*Prerequisites:* Students must have completed 16 credits in the MEng in Software Engineering (MEng) program and completed SOEN 6971, prior to enrolling. A CGPA of 3.3 or greater and permission of the Department is required.
Description :	*Description :* This is an optional component of the MEng program that is to be completed either (i) under the supervision of an experienced software project manager in the facilities of a participating company or (ii) at Concordia or another university under the supervision of a faculty member. The topic is to be decided by a mutual agreement between the student, the participating company or supervising faculty member, and the program director. A project report is required.
Component(s):	*Component(s):* Lecture ; Practicum/Internship/Work Term
Notes :	*Notes :*
Equivalent Courses :	**Equivalent Courses :** Students who have received credit for ENCS 6921 or SOEN 6981 may not take this course for credit.
Other note :	**Other note :** International students are responsible for ensuring compliance with immigration and work authorization requirements and should consult the International Student Office regarding the processing of any required work permits or visas.

Rationale:
Allowing students to take the course after 16 credits have been completed

Resource Implications:
Part of the regular faculty workload.

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Impact Report

Programs

Applied Computer Science MApCompSc
Graduate -> See Summer 2026 Graduate Calendar -> Programs -> Gina Cody School of Engineering and Computer Science Programs -> Computer Science and Software Engineering Programs -> Master/Magisteriate -> Applied Computer Science MApCompSc -> Degree Requirements
Source of Impact

- Applied Computer Science MAPCompSc Core

Defined Groups

C07 - Artificial Intelligence
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> List of Computer Science Courses by Topic Areas
Source of Impact

- COMP 6321
- COMP 6721
- COMP 6781
- COMP 6801

Courses

COMP 6701 Foundations for Artificial Intelligence New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

COMP 6801
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

- COMP 6321

COMP 6851
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

- COMP 6721

COMP 6861
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

- COMP 6321

COMP 6921 Project and Report I New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

COMP 6931 Project and Report II New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

ENCS 6721
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Engineering Courses -> Engineering and Computer Science Courses
Source of Impact

- Computer Science Graduate Diploma

SOEN 6221
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

- COMP 6721

SOEN 6921 Project and Report I New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

SOEN 6931 Project and Report II New
Graduate -> See Summer 2026 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science and Software Engineering Master's and PhD Courses
Source of Impact

Other Units

Addition of **COMP 332** to **COMP 6701** requirement
Source of other unit Impact

- Course is housed in Section 71.70 Department of Computer Science and Software Engineering

Addition of **ENCS 6921** to **COMP 6921** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **ENCS 6921** to **COMP 6931** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Addition of **ENCS 6921** to **SOEN 6931** requirement
Source of other unit Impact

- Course is housed in Engineering Courses

Course Proposal:
COMP 6701 Foundations for AI

Department of Computer Science and Software Engineering

Background and Motivation

Artificial Intelligence (AI) and Machine Learning (ML) have become core technologies across modern software systems, including intelligent assistants, recommender systems, computer vision, natural language processing, scientific computing, healthcare, finance, and robotics. As the field has matured, a number of advanced graduate AI courses increasingly assume strong fluency with the mathematical and programming foundations that underlie modern ML practice—especially linear algebra and tensor computation, calculus and gradient-based optimization, and probability/statistics.

Within the CSSE curriculum, these foundational ideas are currently distributed across multiple prerequisite pathways and are often encountered in isolation from the software tools used in contemporary ML (e.g., NumPy and PyTorch). As a result, students entering upper-level AI electives may have gaps in either (i) the mathematics needed to reason about learning algorithms or (ii) the practical implementation skills needed to translate that mathematics into working code and reproducible experiments.

The proposed course, Foundations for AI, reunites and reinforces the essential mathematical and computational concepts required for subsequent graduate AI courses—particularly Machine Learning and Deep Learning. By providing a unified, implementation-driven foundation early in the program, the course is intended to (1) improve student preparedness and success in DL and ML; (2) reduce redundancy across later AI courses; and (3) enable a coherent prerequisite chain that supports the creation of an graduate an AI Option.

Calendar Descriptions

COMP 6701 Foundations for Artificial Intelligence (4 credits)

This course provides a practical, mathematically grounded introduction to the computational foundations that underpin modern Artificial Intelligence and Machine Learning, with an emphasis on implementation. Students develop core programming skills and learn to use numerical and tensor libraries to express linear algebra operations and high-performance tensor computations, including indexing, broadcasting, vectorization, and GPU-enabled execution. The course introduces key mathematical concepts such as vector and matrix operations, norms, eigenvalue/SVD intuition, derivatives, gradients, the chain rule, and basic optimization (including constrained optimization) and demonstrates how these ideas are realized in modern AI software frameworks. Core topics in probability and statistics are presented with programmatic simulations, including expectation, common distributions, the Central Limit Theorem, sampling, covariance/correlation, entropy, and KL divergence. The course concludes with an introduction to reproducible ML experimentation and the end-to-end training workflow: data handling,

train/validation/test methodology, performance metrics, model development, and experiment tracking tools. A project is required.

Time of Offering

Offered both in Fall and Winter.

Grading Scheme

Exams:	70%
Project:	15%
Labs and Assignments:	15%

Lecture Schedule

Lectures: two and half hours per week.

Lecture 1: Introduction to Python for Scientific Computing
Introduction to Python, data structures (lists, tuples, sets, dictionaries), data processing libraries (PIL, Pandas/DataFrame, NLTK), lists of objects, error handling, visualization (Matplotlib), Jupyter notebooks, Python environment management (conda/venv, pip, dependency pinning, GPU/CUDA installation notes).

Lecture 2: Linear Algebra and Tensor Libraries
Basic vector–matrix multiplication and elementwise operations, eigenvalues and singular value decomposition (SVD), determinant and matrix inversion, norms, dot product and inner product (Hilbert) spaces, implementation using NumPy and PyTorch, reference to the Linear Algebra chapter of the *Deep Learning* book.

Lecture 3: Advanced Tensor Libraries
Indexing, broadcasting, CPU/GPU computation, device placement (CPU/CUDA), batching, memory management, mixed precision, vectorization (converting iterative for-loop computations to tensor operations), PyTorch demonstrations and exercises.

Lectures 4–5: Gradient Analysis I & II
Single-variable derivatives, single-variable minimization and maximization problems with exercises, partial derivatives for multivariable functions, differentiation rules, chain rule, gradients and matrix-based views of gradients (Stanford reference), gradient computation demonstrations using PyTorch.

Lecture 6: Gradient Descent
Objective functions for minimization, non-stochastic gradient descent calculations, reference to Chapter 4 of the *Deep Learning* book, PyTorch function examples and implementations.

Lecture 7: Constrained Optimization
Lagrange multipliers, equality and inequality constraints including KKT conditions, exercises.

Lectures 8–9: Probability and Statistics I & II
Expectation, probability density functions, Gaussian distribution and the Central Limit Theorem, random variable transformations, Kullback–Leibler (KL) divergence, entropy, covariance and correlation, statistical significance and hypothesis testing, sampling, PyTorch-based simulations of all topics, reference to the Probability and Information Theory chapter of the *Deep Learning* book.

Lecture 10: Reproducibility in Machine Learning
Random seeds and reproducibility, PyTorch demonstrations and exercises, reference to Chapter 4 of the *Deep Learning* book.

Lectures 11–12: Machine Learning Pipeline Implementation I & II
Training, validation, and test splits, performance metrics, end-to-end workflows using PyTorch Lightning (DataLoader, training, fitting, prediction, visualization), monitoring and experiment tracking (e.g., Weights & Biases).

References

1. Goodfellow, I., Bengio, Y., & Courville, A. (2016). Deep Learning. MIT Press. (Selected chapters on linear algebra, probability, and optimization.)
2. Deisenroth, M. P., Faisal, A. A., & Ong, C. S. (2020). Mathematics for Machine Learning. Cambridge University Press.
3. Murphy, K. P. (2022). Probabilistic Machine Learning: An Introduction. MIT Press.
4. PyTorch Documentation (tensors, autograd, optimization) and NumPy Documentation (vectorization, broadcasting).
5. PyTorch Lightning Documentation (training loop abstractions and reproducible experimentation).

Course Number	Course Title	Term
COMP6921	Project and Report I	1/2/4

Course Coordinator	Office	E-Mail	Office Hours
Graduate Programs Director – Course-Based Programs	TBD	cse-gp@encs.concordia.ca	TBD

COURSE CALENDAR DESCRIPTION

Prerequisites: Students must have completed 8 credits in the Master's in Applied Computer Science (MApCompSc) program prior to enrolling. A CGPA of 3.3 or greater and permission of the Department is required.

Description: This is an optional component of the Master's in Applied Computer Science (MApCompSc) program that is to be completed either (i) under the supervision of an experienced software project manager in the facilities of a participating software development company or (ii) at Concordia under the supervision of a faculty member. The topic is to be decided by a mutual agreement between the student, the participating company or the supervising faculty member, and the program director. A project report is required.

Note 1: Registration in this course is contingent on submission of a Graduate Industrial Stage Application Form and approval by the Graduate Program Director (GPD). The GPD will provide a final letter grade based on (1) a final project report written by the student, (2) a supervisor evaluation form filled by the supervisor, (3) a statement of internship learning outcomes provided by the student, and (4) a presentation by the student. The project must be for a minimum total of 270 hours.

Note 2: In the case of work done as part of an industrial internship, students are responsible for securing an internship position either independently or through the Concordia Co-Op program. International students are responsible for securing appropriate work permits and are required to contact the International Students Office (ISO) prior to starting their internship. The host organization is responsible for the industrial placement.

Note 3: In the case of work done under the supervision of a faculty member, students are responsible to find a supervisor independently.

GRADING POLICY

Evaluation Tool	Week due	Weight
Intermediate Project Report	Week 6	15%
Final Project Report	Week 12	40%
Learning Outcomes Statement	Week 12	10%
Project Report Seminar	Week 12	15%
Supervisor Evaluation	Week 12	20%

Course Number	Course Title	Term
COMP6931	Project and Report II	1/2/4

Course Coordinator	Office	E-Mail	Office Hours
Graduate Programs Director – Course-Based Programs	TBD	cse-gp@encs.concordia.ca	TBD

COURSE CALENDAR DESCRIPTION

Prerequisites: Students must have completed 16 credits in the Master's in Applied Computer Science (MApCompSc) program and completed COMP6921 prior to enrolling. A CGPA of 3.3 or greater and permission of the Department is required.

Description: This is an optional component of the Master's in Applied Computer Science (MApCompSc) program that is to be completed either (i) under the supervision of an experienced software project manager in the facilities of a participating software development company or (ii) at Concordia under the supervision of a faculty member. The topic is to be decided by a mutual agreement between the student, the participating company or the supervising faculty member, and the program director. A project report is required.

Note 1: Registration in this course is contingent on submission of a Graduate Industrial Stage Application Form and approval by the Graduate Program Director (GPD). The GPD will provide a final letter grade based on (1) a final project report written by the student, (2) a supervisor evaluation form filled by the supervisor, (3) a statement of internship learning outcomes provided by the student, and (4) a presentation by the student. The project must be for a minimum total of 270 hours.

Note 2: In the case of work done as part of an industrial internship, students are responsible for securing an internship position either independently or through the Concordia Co-Op program. International students are responsible for securing appropriate work permits and are required to contact the International Students Office (ISO) prior to starting their internship. The host organization is responsible for the industrial placement.

Note 3: In the case of work done under the supervision of a faculty member, students are responsible to find a supervisor independently.

GRADING POLICY

Evaluation Tool	Week due	Weight
Intermediate Project Report	Week 6	15%
Final Project Report	Week 12	40%
Learning Outcomes Statement	Week 12	10%
Project Report Seminar	Week 12	15%
Supervisor Evaluation	Week 12	20%

Course Number	Course Title	Term
SOEN6921	Project and Report I	1/2/4

Course Coordinator	Office	E-Mail	Office Hours
Graduate Programs Director – Course-Based Programs	TBD	cse-gp@encs.concordia.ca	TBD

COURSE CALENDAR DESCRIPTION

Prerequisites: Students must have completed 8 credits in the Software Engineering MEng program prior to enrolling. A CGPA of 3.3 or greater and permission of the Department is required.

Description: This is an optional component of the Software Engineering MEng program that is to be completed either (i) under the supervision of an experienced software project manager in the facilities of a participating company or (ii) at Concordia under the supervision of a faculty member. The topic is to be decided by a mutual agreement between the student, the participating company or supervising faculty member, and the program director. A project report is required.

Note 1: Registration in this course is contingent on submission of a Graduate Industrial Stage Application Form and approval by the Graduate Program Director (GPD). The GPD will provide a final letter grade based on (1) a final project report written by the student, (2) a supervisor evaluation form filled by the supervisor, (3) a statement of internship learning outcomes provided by the student, and (4) a student seminar. The project must be for a minimum total of 270 hours.

Note 2: In the case of work done as part of an industrial internship, students are responsible for securing an internship position either independently or through the Concordia Co-Op program. International students are responsible for securing appropriate work permits and are required to contact the International Students Office (ISO) prior to starting their internship. The host organization is responsible for the industrial placement.

Note 3: In the case of work done under the supervision of a faculty member, students are responsible to find a supervisor independently.

GRADING POLICY

Evaluation Tool	Week due	Weight
Intermediate Project Report	Week 6	15%
Final Project Report	Week 12	40%
Learning Outcomes Statement	Week 12	10%
Project Report Seminar	Week 12	15%
Supervisor Evaluation	Week 12	20%

Course Number	Course Title	Term
SOEN6931	Project and Report II	1/2/4

Course Coordinator	Office	E-Mail	Office Hours
Graduate Programs Director – Course-Based Programs	TBD	cse-gp@encs.concordia.ca	TBD

COURSE CALENDAR DESCRIPTION

Prerequisites: Students must have completed 16 credits in the Software Engineering MEng program and completed SOEN6921 prior to enrolling. A CGPA of 3.3 or greater and permission of the Department is required.

Description: This is an optional component of the Software Engineering MEng program that is to be completed either (i) under the supervision of an experienced software project manager in the facilities of a participating company or (ii) at Concordia under the supervision of a faculty member. The topic is to be decided by a mutual agreement between the student, the participating company or supervising faculty member, and the program director. A project report is required.

Note 1: Registration in this course is contingent on submission of a Graduate Industrial Stage Application Form and approval by the Graduate Program Director (GPD). The GPD will provide a final letter grade based on (1) a final project report written by the student, (2) a supervisor evaluation form filled by the supervisor, (3) a statement of internship learning outcomes provided by the student, and (4) a student seminar. The project must be for a minimum total of 270 hours.

Note 2: In the case of work done as part of an industrial internship, students are responsible for securing an internship position either independently or through the Concordia Co-Op program. International students are responsible for securing appropriate work permits and are required to contact the International Students Office (ISO) prior to starting their internship. The host organization is responsible for the industrial placement.

Note 3: In the case of work done under the supervision of a faculty member, students are responsible to find a supervisor independently.

GRADING POLICY

Evaluation Tool	Week due	Weight
Intermediate Project Report	Week 6	15%
Final Project Report	Week 12	40%
Learning Outcomes Statement	Week 12	10%
Project Report Seminar	Week 12	15%
Supervisor Evaluation	Week 12	20%

COMP 6921 / COMP 6931 AND SOEN 6921 / SOEN 6931

INFORMATION SHEET

The following procedures are to be followed for the COMP6921, COMP6931, SOEN6921, and SOEN6931 project courses. It is expected that the student spends at least 270 hours over the term for each of these courses. COMP/SOEN 6921 must be completed before registering for COMP/SOEN 6931.

Step-1: Make sure that the student has the prerequisites: (1) having successfully completed a minimum of 16 credits in the Course-Based Masters program (MAppCompSci or MEng), as well as (2) a CGPA of at least 3.4. If eligible, the student chooses a topic for the project and find a supervisor among any regular professors in the CSSE department. If the supervisor is not from the CSSE Department, the coordinator should be contacted for permission. The supervising professor acknowledges that these supervisory duties do not count towards calculation of their teaching load.

Step-2: The student should prepare a project proposal (one page including the information listed below) and have it verified/approved by the project supervisor before going further:

- The student's name, ID number, and email address;
- The supervisor's name, department/company name and email address;
- A tentative title for the project;
- Details about what the project would be;
- Number of hours involved (minimum total of 270 hours).

Step-3: The student gets approval from the course coordinator using the attached form. A copy of the project proposal should be provided along with the completed form below to the Graduate Programs Coordinators (GPCs) by email: cse-gp@encs.concordia.ca. The GPCs will advise the student on the course registration process. There may be feedback and/or required clarifications from the coordinator at this point before the registration takes place.

Step-4: Register formally for the course, with help from the GPCs.

Step-5: The student must submit a mid-term project report on week 6 to the supervisor describing the project in more technical detail the exact objectives of the project and the progress made so far. Once approved by the supervisor, the report must be sent to the coordinator.

Step-6: At the end of the project, the student must submit a final project report to the supervisor. The final project report should clearly outline the original objectives and the extent to which each of these objectives were met. Once this final project report has been approved by the supervisor, it must be sent to the coordinator.

Step-7: The student will present the project briefly for about 20 to 30 minutes. The student is recommended to use presentation slides to present the highlights of the project.

Step-8: Using the attached Supervisor Evaluation form, the supervisor grades the student's performance in the course in light of the submitted deliverables and the final demonstration/presentation. The grade is then sent by the supervisor to the course coordinator, who will then submit the grade.

COMP 6921 / COMP 6931 AND SOEN 6921 / SOEN 6931

REGISTRATION APPROVAL FORM

Students registering for these courses must complete this registration form and return to the Graduate Programs Coordinators by email: cse-gp@encs.concordia.ca. By signing this form, both the student and the supervisor implicitly acknowledge the parameters and agree to follow the procedures explained in the information sheet.

Prerequisites: completion of 16 credits; CGPA 3.4 or above.

student information

student ID	
student full name	
student email address	

pre-requisites

number of credits completed	
CGPA	

registration term(s)

	term (summer, fall, winter)	year
COMP 6921		
COMP 6931		
SOEN 6921		
SOEN 6931		

project supervisor

supervisor full name	
supervisor department/company name	
supervisor email address	
supervisor signature	
supervisor approval date	

coordinator approval

coordinator signature	
coordinator approval date	

COMP 6921 / COMP 6931 AND SOEN 6921 / SOEN 6931
SUPERVISOR EVALUATION FORM

This form is intended to encourage the manager and student to discuss the student's personal development. It is important that the review be completed by the student's immediate manager. To ensure that the student is actively involved in understanding the process; provision is made at the end of the form for the student to comment on the outcome of the discussion.

STUDENT/SUPERVISOR INFORMATION

Student Name:	_____	*Start/End Dates:*	_____
University:	_____	*Student ID:*	_____
Course Number:	_____	*Company:*	_____
Supervisor Name:	_____	*Department:*	_____

TASK DESCRIPTION
Brief description of the student activities and responsibilities:

_____

SUPERVISOR ASSESSMENT

INTEREST	*The level of enthusiasm and interest the student shows in the work.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
INITIATIVE	*The level of self-initiative to complete the assigned tasks independently.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
ORGANIZATION	*The level of organization and planning to organize tasks, meetings, etc.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
LEARNING	*How well the student learned new concepts, techniques, and methodologies.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
QUALITY	*The quality of the work produced including technical capability and correctness.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
QUANITITY	*The amount of work completed in relation to previous students.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
JUDGEMENT	*The engineering judgment including making correct choices and methods.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
DEPENDABILITY	*Your level of confidence in their ability to complete assigned tasks correctly.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
TEAMWORK	*Their ability to work well with others in a team environment.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
CREATIVITY	*Their ability to come up with new solutions, methods, processes, etc.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

COMMUNICATION	*Describe how creative the student communications with others.*				
Written Expression:	☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
Oral Expression:	☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

LEADERSHIP	*Describe how creative the student is at leading others.*
☐ Acceptable	☐ *Poor*

ATTENDANCE	*Describe how often they attended the workplace.*
☐ *Regular*	☐ *Irregular*

PUNCTUALITY	*Describe their attendance to scheduled meetings on time.*
☐ *Regular*	☐ *Irregular*

OVERALL	*Describe their overall performance as an intern in your organization*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

SUPERVISOR:

By signing below, you attest that you have reviewed the final report and statement of internship learning outcomes.

Supervisor comments about student performance and overall program operation:

_____

_____

Signature and Date

STUDENT:

Student comments about the evaluation form, internship experience, and overall program operation:

_____

_____

Signature and Date

COMP 6921 / COMP 6931 AND SOEN 6921 / SOEN 6931

LEARNING OUTCOMES STATEMENT FORM

The purpose of this form is to help you clearly identify the skills and knowledge you developed during your internship and how these internship learning outcomes relate to the learning outcomes of your program. This must be included as an addendum to your final report alongside the Supervisor Evaluation form.

LEARNING OUTCOMES

KNOWLEDGE BASE
Describe the competencies you developed during the internship on mathematics, natural sciences, computer science/engineering fundamentals, and specialized engineering knowledge related to your program:
PROBLEM ANALYSIS
Describe the types of problem analysis and skills you used to identify, formulate, and solve complex engineering problems to reach valid conclusions:
INVESTIGATION
Explain how you conducted investigations of complex problems using appropriate experiments, analysis and interpretation of data, and synthesis of information to reach valid conclusions:
DESIGN
Describe the kinds of complex, open-ended engineering programs you applied design to including systems, components, or processes, that needed to meet specific need, safety requirements, and standards:
USE OF TOOLS
Explain how you used, created, selected, applied, adapted, and extended appropriate techniques, resources, and modern engineering tools to a rank of activities including their limitations:
INDIVIDUAL AND TEAM WORK
Explain how you work individually and/or as a team member or leader in multidisciplinary settings.
COMMUNICATION SKILLS
Explain how you communicated complex engineering concepts within the workplace such as reading, writing, speaking, and listening such as reports, meetings, and presentations:
PROFESSIONALISM
Explain how you managed your roles and responsibilities as an engineering team member, and how your understanding of the roles of engineers in society and protection of public safety has evolved:
IMPACT ON SOCIETY AND THE ENVIRONMENT
Explain any understanding you have developed on the ability to analyze the social and environmental aspects of engineering activities such as economic, social, health, safety, legal, and cultural implications.
ETHICS AND EQUITY
Discuss any learned knowledge on professional ethics, accountability, and equity.
ECONOMICS AND PROJECT MANAGEMENT
Discuss any learned knowledge on economics and business practices including project, risk, and change management.
LIFELONG LEARNING
Explain how the skills and knowledge learned during your internship will allow you to continue your professional development going forwards.

COMP 6971 / COMP 6981 AND SOEN 6971 / SOEN 6981

INFORMATION SHEET

The following procedures are to be followed for the COMP6971, COMP6981, SOEN6971, and SOEN6981 project courses. It is expected that the student spends at least 270 hours over the term for each of these courses. COMP/SOEN 6971 must be completed before registering for COMP/SOEN 6981.

Step-1: Make sure that the student has the prerequisites: (1) having successfully completed a minimum of 16 credits in the Course-Based Masters program (MAppCompSci or MEng), as well as (2) a CGPA of at least 3.4. If eligible, the student chooses a topic for the project and find a supervisor among any regular professors in the CSSE department. If the supervisor is not from the CSSE Department, the coordinator should be contacted for permission. The supervising professor acknowledges that these supervisory duties do not count towards calculation of their teaching load.

Step-2: The student should prepare a project proposal (one page including the information listed below) and have it verified/approved by the project supervisor before going further:

- The student's name, ID number, and email address;
- The supervisor's name, department/company name and email address;
- A tentative title for the project;
- Details about what the project would be;
- Number of hours involved (minimum total of 270 hours).

Step-3: The student gets approval from the course coordinator using the attached form. A copy of the project proposal should be provided along with the completed form below to the Graduate Programs Coordinators (GPCs) by email: cse-gp@encs.concordia.ca. The GPCs will advise the student on the course registration process. There may be feedback and/or required clarifications from the coordinator at this point before the registration takes place.

Step-4: Register formally for the course, with help from the GPCs.

Step-5: The student must submit a mid-term project report on week 6 to the supervisor describing the project in more technical detail the exact objectives of the project and the progress made so far. Once approved by the supervisor, the report must be sent to the coordinator.

Step-6: At the end of the project, the student must submit a final project report to the supervisor. The final project report should clearly outline the original objectives and the extent to which each of these objectives were met. Once this final project report has been approved by the supervisor, it must be sent to the coordinator.

Step-7: The student will present the project briefly for about 20 to 30 minutes. The student is recommended to use presentation slides to present the highlights of the project.

Step-8: Using the attached Supervisor Evaluation form, the supervisor grades the student's performance in the course in light of the submitted deliverables and the final demonstration/presentation. The grade is then sent by the supervisor to the course coordinator, who will then submit the grade.

COMP 6971 / COMP 6981 AND SOEN 6971 / SOEN 6981

REGISTRATION APPROVAL FORM

Students registering for these courses must complete this registration form and return to the Graduate Programs Coordinators by email: cse-gp@encs.concordia.ca. By signing this form, both the student and the supervisor implicitly acknowledge the parameters and agree to follow the procedures explained in the information sheet.

Prerequisites: completion of 16 credits; CGPA 3.4 or above.

student information

student ID	
student full name	
student email address	

pre-requisites

number of credits completed	
CGPA	

registration term(s)

	term (summer, fall, winter)	year
COMP 6971		
COMP 6981		
SOEN 6971		
SOEN 6981		

project supervisor

supervisor full name	
supervisor department/company name	
supervisor email address	
supervisor signature	
supervisor approval date	

coordinator approval

coordinator signature	
coordinator approval date	

COMP 6971 / COMP 6981 AND SOEN 6971 / SOEN 6981
SUPERVISOR EVALUATION FORM

This form is intended to encourage the manager and student to discuss the student's personal development. It is important that the review be completed by the student's immediate manager. To ensure that the student is actively involved in understanding the process; provision is made at the end of the form for the student to comment on the outcome of the discussion.

STUDENT/SUPERVISOR INFORMATION

Student Name:	_____	*Start/End Dates:*	_____
University:	_____	*Student ID:*	_____
Course Number:	_____	*Company:*	_____
Supervisor Name:	_____	*Department:*	_____

TASK DESCRIPTION
Brief description of the student activities and responsibilities:

_____

SUPERVISOR ASSESSMENT

INTEREST	*The level of enthusiasm and interest the student shows in the work.*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*
INITIATIVE	*The level of self-initiative to complete the assigned tasks independently.*			
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OVERALL	*Describe their overall performance as an intern in your organization*			
☐ *Excellent*	☐ *Good*	☐ *Satisfactory*	☐ *Marginal*	☐ *Unsatisfactory*

SUPERVISOR:

By signing below, you attest that you have reviewed the final report and statement of internship learning outcomes.

Supervisor comments about student performance and overall program operation:

_____

_____

Signature and Date

STUDENT:

Student comments about the evaluation form, internship experience, and overall program operation:

_____

_____

Signature and Date

COMP 6971 / COMP 6981 AND SOEN 6971 / SOEN 6981

LEARNING OUTCOMES STATEMENT FORM

The purpose of this form is to help you clearly identify the skills and knowledge you developed during your internship and how these internship learning outcomes relate to the learning outcomes of your program. This must be included as an addendum to your final report alongside the Supervisor Evaluation form.

LEARNING OUTCOMES

KNOWLEDGE BASE
Describe the competencies you developed during the internship on mathematics, natural sciences, computer science/engineering fundamentals, and specialized engineering knowledge related to your program:
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Describe the types of problem analysis and skills you used to identify, formulate, and solve complex engineering problems to reach valid conclusions:
INVESTIGATION
Explain how you conducted investigations of complex problems using appropriate experiments, analysis and interpretation of data, and synthesis of information to reach valid conclusions:
DESIGN
Describe the kinds of complex, open-ended engineering programs you applied design to including systems, components, or processes, that needed to meet specific need, safety requirements, and standards:
USE OF TOOLS
Explain how you used, created, selected, applied, adapted, and extended appropriate techniques, resources, and modern engineering tools to a rank of activities including their limitations:
INDIVIDUAL AND TEAM WORK
Explain how you work individually and/or as a team member or leader in multidisciplinary settings.
COMMUNICATION SKILLS
Explain how you communicated complex engineering concepts within the workplace such as reading, writing, speaking, and listening such as reports, meetings, and presentations:
PROFESSIONALISM
Explain how you managed your roles and responsibilities as an engineering team member, and how your understanding of the roles of engineers in society and protection of public safety has evolved:
IMPACT ON SOCIETY AND THE ENVIRONMENT
Explain any understanding you have developed on the ability to analyze the social and environmental aspects of engineering activities such as economic, social, health, safety, legal, and cultural implications.
ETHICS AND EQUITY
Discuss any learned knowledge on professional ethics, accountability, and equity.
ECONOMICS AND PROJECT MANAGEMENT
Discuss any learned knowledge on economics and business practices including project, risk, and change management.
LIFELONG LEARNING
Explain how the skills and knowledge learned during your internship will allow you to continue your professional development going forwards.

SENATE
OPEN SESSION
Meeting of October 2, 2026

AGENDA ITEM: Committee and Tribunal Pool appointments

ACTION REQUIRED: For approval

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

Committee	**Appointee**	**Term**
Academic Planning and Priorities (APPC)	Richard Sejean (JMSB)	2026-29
Library	Maya Oppenheimer (FOFA)	2026-29
Steering	Bonnie Harnden (FOFA)	2026-27

Appointments requiring Senate ratification	**Appointee**	**Term**
Student Tribunal Pool	Maya Aaloul (CSU)	2026-28
	Namel Ahmad (CSU)	2026-28
	Meri Atoytan (CSU)	2026-28
	Kaelyn Burnett (CSU)	2026-28
	Alexa D'Astolfo (CSU)	2026-28
	Ariagna Diaz Martinez (CSU)	2026-28
	Abbiegale Dufresne-Manton (CSU)	2026-28
	Sofia Leiva (CSU)	2026-28
	Gia Le Luong (CSU)	2026-28
	Alexandra Montenegro Nodarse (CSU)	2026-28
	Gabrielle Place (CSU)	2026-28
	Haregna Rafolisisoa (CSU)	2026-28
	Anmol Singh Rattan (CSU)	2026-28
	Sara Shik Katana (CSU)	2026-28
	Huu Thien Tran (CSU)	2026-28
Honorary Degree Committee	Roy Cross (Faculty Senator)	2026-29

Concordia Council on Student Life ("CCSL") (per *CCSL Terms of Reference*)	Elizabeth Bloodgood (FAS)	2026-28

DRAFT MOTION:

That the Committee and Student Tribunal Pool appointments be approved.

PREPARED BY:

Name: Secretary of Senate
Date: September 25, 2026

US-2026-4-D4
FOR APPROVAL

INTERNAL MEMORANDUM

To: Karan Singh, Associate Secretary-General, University Secretariat

From: Katie Broad, Director of Student Life and Engagement, Dean of Students and Chair of the CCSL

Date: September 17, 2026

Subject: Senate approval of faculty members on the Concordia Council on Student Life per the Concordia Council on Student Life Terms of Reference

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As per the Concordia Council on Student Life Terms of Reference:

"The Council membership shall consist of:

- *Two 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) appointed by Senate."*

Furthermore:

"Appointed members' terms are renewable and shall begin September 1 until August 31. Faculty members and Student Services staff representatives' terms shall be staggered for each constituency."

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, 2026 – August 31, 2028:

Dr. Elizabeth Bloodgood, Associate Professor and Associate Dean, Academic Program Development and Assessment, Office of the Dean, Faculty of Arts and Science.

Signed by:

Katie Broad
Director of Student Life and Engagement and Dean of Students
Chair, CCSL

US-2026-4-D5
FOR INFORMATION

SPRING 2026 GRADUATION STATISTICS

UNIVERSITÉ Concordia UNIVERSITY

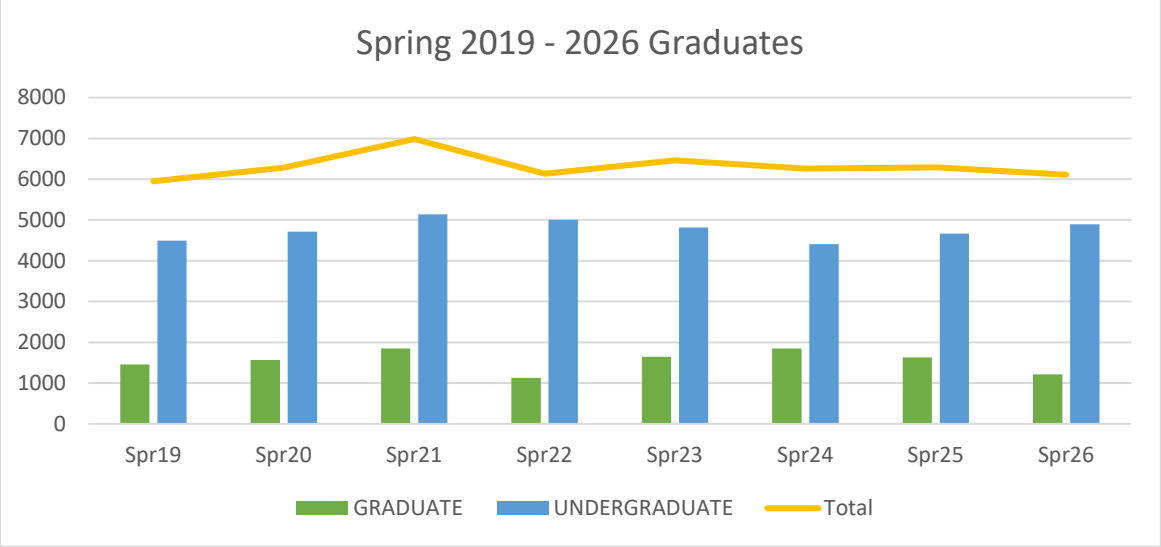
Spring 2026 Graduation Statistics Summary

Spring 2026

A total of 6110 degrees, diplomas, and certificates were awarded in Spring 2026. 80.11% of these were at the undergraduate level and 19.89% at the graduate level. The overall number of graduates was 2.89% lower than 2025 when 6292 students graduated. The greatest decrease was seen in graduate level programs, primarily at the masters level. There was a 25.32% decrease in the number of graduate level graduates with 1215 in 2026 compared to 1627 in 2025.

The two faculties with an increase in the number of graduates were the Faculty of Arts & Science whose graduates increased by 3.63%, and the Faculty of Fine Arts whose graduates increased by 5.55%. Graduates in The John Molson School of Business decreased by 6.47%. The Gina Cody School of Engineering and Computer Science experienced the greatest decrease in graduates with 10.56% fewer in 2026 than 2025. The decrease was primarily at the graduate level in the non-thesis Master of Engineering and as the Master of Applied Computer Science programs; however, undergraduates GCS degrees increased by 13.28% and PhDs increased by 21.74%.

Spring 2026 Graduation Statistics Summary



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Graduate Graduation Statistics – Summary

2026-09-17

Graduation term	2194	2201	2204	2211	2214	2221	2224	2231	2234	2241	2244	2251	2254
Convocation in	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
GRADUATE	1569	957	1846	1005	1129	975	1647	1156	1848	1052	1627	902	1215
Faculty of Arts & Science	282	219	323	259	294	248	303	269	309	245	279	289	252
Certificate - Graduate	2	2	10	4	2	1	0	1	1	0	0	0	0
Diploma - Graduate	42	22	49	54	47	50	38	49	37	41	31	42	36
Master of Arts	158	122	172	129	150	120	155	124	151	125	163	145	134
Master of Arts - COOP	0	1	4	1	5	2	4	4	5	6	5	1	7
Masters of Environment	9	4	18	4	22	2	6	3	25	8	10	6	5
Master of Science	28	41	34	30	34	33	48	42	40	27	22	38	19
Doctor of Philosophy	43	27	36	37	34	40	52	46	50	38	48	57	51
Faculty of Fine Arts	66	83	79	66	76	85	92	74	123	96	91	91	108
Certificate - Graduate	0	0	0	6	2	18	0	2	5	28	3	13	4
Diploma - Graduate	0	11	0	13	1	13	0	5	1	12	2	11	0
Master of Arts	33	57	36	34	43	34	48	30	66	38	44	35	40
Master of Design	3	3	4	1	1	3	7	9	7	5	3	7	9
Master of Fine Arts	19	9	27	10	23	11	27	13	34	8	30	11	33
Doctor of Philosophy	11	3	12	2	6	6	10	15	10	5	9	14	22
Gina Cody School	898	524	1103	474	559	464	1036	596	1231	555	1081	377	732
Certificate - Graduate	4	2	4	5	5	1	4	1	4	2	6	2	8
Diploma - Graduate	8	26	9	21	10	34	12	25	8	24	6	20	14
Master of Applied Comp Science	85	36	102	25	36	28	103	62	161	44	127	21	90
Master of Applied Comp Sci - COOP	0	0	0	0	3	0	4	5	24	4	9	15	19
Master of Applied Science	86	60	122	58	100	58	82	72	73	62	79	75	86
Master of Computer Science	18	10	36	23	14	13	18	18	13	17	18	18	22
Master of Engineering	645	367	754	307	334	274	677	344	783	337	710	139	357
Master of Engineering - COOP	0	0	0	0	8	8	75	28	103	24	56	24	52
Master of Science	0	0	0	0	0	0	0	0	1	1	1	0	0
Doctor of Philosophy	52	23	76	35	49	48	61	41	61	40	69	63	84
John Molson School of Business	323	131	340	206	200	178	216	214	185	156	175	145	123
Certificate - Graduate	18	7	35	6	35	5	13	7	11	4	24	6	4
Diploma - Graduate	137	48	146	138	37	118	38	152	25	89	30	107	12
Master of Arts	0	0	1	0	0	0	0	0	0	0	0	0	0
Master of Business Admin	116	24	108	26	90	25	110	15	102	20	68	3	62
Master of Bus. Admin - COOP	20	14	16	9	12	5	22	9	18	5	18	4	15
Master of Investment Management	0	0	2	0	0	0	0	0	0	0	0	1	0
Master of Science	24	24	17	12	19	17	22	18	12	18	22	13	17
Master of Science - COOP	0	0	0	0	0	0	0	2	4	2	2	3	6
Master of Supply Chain Mgmt	2	3	7	6	1	3	2	7	4	3	3	3	1
Master of Supply Chain Mgmt - COOP	0	0	0	0	0	0	0	1	3	3	2	2	0
Doctor of Philosophy	6	11	8	9	6	5	9	3	6	12	6	3	6
School of Graduate Studies			1	0	0	0	0	3	0	0	1	0	0
Certificate - Graduate			1	0	0	0	0	3	0	0	1	0	0
Total Graduate	1569	957	1846	1005	1129	975	1647	1156	1848	1052	1627	902	1215

Undergraduate Graduation Statistics – Summary

2026-03-30

Graduation term	2194	2201	2204	2211	2214	2221	2224	2231	2234	2241	2244	2251	2254
Convocation in	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
UNDERGRADUATE	4716	879	5139	1003	5003	857	4813	868	4409	855	4665	785	4895
Faculty of Arts & Science	2171	382	2289	433	2203	381	2120	369	1876	356	2034	345	2145
Bachelor of Arts	1690	297	1726	337	1676	282	1590	288	1395	271	1597	272	1709
Bachelor of Arts - COOPs	21	3	27	3	16	6	26	2	28	4	19	6	11
Bachelor of Education	46	4	29	4	38	7	28	2	29	5	29	1	28
Bachelor of Science	363	61	444	69	408	66	416	60	376	60	339	55	348
Bachelor of Science - COOPs	21	4	30	6	36	10	33	2	20	4	24	2	19
Certificate - Undergraduate	30	13	33	14	29	10	27	15	28	12	26	9	30
Faculty of Fine Arts	489	96	513	88	457	67	461	87	505	71	522	77	539
Bachelor of Fine Arts	489	96	513	88	457	67	461	87	505	71	522	77	539
Gina Cody School	765	94	879	120	880	133	894	107	802	131	908	113	1047
Bachelor of Computer Science	127	28	188	36	159	40	173	35	164	44	181	41	201
Bachelor of Comp Sc - COOPs	17	4	28	15	26	12	32	8	36	9	34	10	28
Bachelor of Engineering	476	51	467	58	505	60	504	53	449	62	476	49	632
Bachelor of Engineering-COOPs	144	10	196	11	188	21	185	11	153	16	216	13	185
Certificate - Undergraduate	1	1	0	0	2	0	0	0	0	0	1	0	1
John Molson School of Business	1291	306	1458	362	1463	276	1338	305	1226	297	1201	250	1164
Bachelor of Administration	20	5	25	4	13	1	15	4	14	6	17	3	9
Bachelor of Commerce	1123	271	1280	312	1254	243	1154	280	1077	264	1080	217	1048
Bachelor of Commerce - COOPs	131	26	144	43	191	30	158	20	130	25	102	27	97
Certificate - Undergraduate	17	4	9	3	5	2	11	1	5	2	2	3	10
School of Extended Learning	0	1	0	0	0	0	0	0	0	0	0	0	0
Compl Univ Credit Certificate	0	1	0	0	0	0	0	0	0	0	0	0	0
Total Undergraduate	4716	879	5139	1003	5003	857	4813	868	4409	855	4665	785	4895

Concordia University
Graduation Statistics – Comparison by Degree 2025-2026
As of 2026-09-17

	2244 Spring 2025	2254 Spring 2026	Difference
Faculty of Arts & Science	**2313**	**2397**	**84**
Bachelor of Arts	1597	1709	112
Bachelor of Arts - COOP	19	11	-8
Bachelor of Education	29	28	-1
Bachelor of Science	339	348	9
Bachelor of Science - COOP	24	19	-5
Certificate - Graduate	0	0	0
Certificate - Undergraduate	26	30	4
Diploma - Graduate	31	36	5
Doctor of Philosophy	48	51	3
Master of Arts	163	134	-29
Master of Arts - COOP	5	7	2
Master of Science	22	19	-3
Masters of Environment	10	5	-5
Faculty of Fine Arts	**613**	**647**	**34**
Bachelor of Fine Arts	522	539	17
Certificate - Graduate	3	4	1
Diploma - Graduate	2	0	-2
Doctor of Philosophy	9	22	13
Master of Arts	44	40	-4
Master of Design	3	9	6
Master of Fine Arts	30	33	3
Gina Cody School of Engineering & Computer Science	**1989**	**1779**	**-210**
Bachelor of Computer Science	181	201	20
Bachelor of Computer Science - COOP	34	28	-6
Bachelor of Engineering	476	632	156
Bachelor of Engineering - COOP	216	185	-31
Certificate - Graduate	6	8	2
Certificate - Undergraduate	1	1	0
Diploma - Graduate	6	14	8
Doctor of Philosophy	69	84	15
Master of Applied Computer Science	127	90	-37
Master of Applied Computer Science - COOP	9	19	10
Master of Applied Science	79	86	7
Master of Computer Science	18	22	4
Master of Engineering	710	357	-353
Master of Engineering - COOP	56	52	-4
Master of Science	1	0	-1

John Molson School of Business	1376	1287	-89
Bachelor of Administration	17	9	-8
Bachelor of Commerce	1080	1048	-32
Bachelor of Commerce - COOP	102	97	-5
Certificate - Graduate	24	4	-20
Certificate - Undergraduate	2	10	8
Diploma - Graduate	30	12	-18
Doctor of Philosophy	6	6	0
Master of Business Administration	68	62	-6
Master of Business Administration - COOP	18	15	-3
Master of Science	22	17	-5
Master of Science - COOP	2	6	4
Master of Supply Chain Management	3	1	-2
Master of Supply Chain Management -COOP	2	0	-2
School of Graduate Studies	1	0	-1
Certificate - Graduate	1	0	1
Total	**6292**	**6110**	**-182**

CONCORDIA UNIVERSITY
Spring 2026

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.

Category: *Social science or humanities disciplines*

Laurel Missen Andrew, PhD
Religion
Faculty of Arts & Science

Thesis Title: *Empowered for Action: The Coalition Project of the Evangelical Women's Caucus*

Supervisors: Dr. Carly Daniel-Hughes and Dr. Hillary Kaell

Category: *Health-related discipline*

Victor Felipe Quezada Novoa, PhD
Chemistry
Faculty of Arts & Science

Thesis Title: *Rare-Earth Metal–Organic Frameworks with a Pyrene-Based Linker for the Photooxidation of a Sulfur Mustard Simulant*

Supervisor: Dr. Ashlee J. Howarth

CONCORDIA UNIVERSITY
Spring 2026

THE GOVERNOR GENERAL'S SILVER MEDALS

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.

Engineering and Natural Sciences:

Alex Balossi
Bachelor of Science, Specialization Actuarial Mathematics
Faculty of Arts & Science

Commerce, Fine Arts, Humanities and Social Sciences:

Massimo Rosario Venditti
Bachelor of Commerce, Major Accountancy
John Molson School of Business

CONCORDIA UNIVERSITY

Spring 2026
Prize Report

University-Wide

The Governor General's Silver Medal - Engineering and Natural Sciences	Alex Balossi
The Governor General's Silver Medal - Commerce, Fine Arts, Humanities and Social Sciences	Massimo Rosario Venditti
The Governor General's Gold Medal - Social science or humanities disciplines	Laurel Missen Andrew
The Governor General's Gold Medal - Health-related discipline	Victor Felipe Quezada Novoa
The Concordia University Distinguished Doctoral Dissertation Prize - Engineering and Natural Sciences	Zhikun Chen
The Concordia University Distinguished Doctoral Dissertation Prize - Fine Arts, Humanities and Social Sciences	Elina Lex
The Rytsa Tobias Memorial Medal	Noelle Chee
The Anne Stokes Medal	Virginia Puentes Araujo
The Mappin Medal	Alex Balossi
The Administration Medal	Anna Yakovenko
The Commerce Medal	Massimo Rosario Venditti
The Computer Science Medal	Jeffrey Bringolf
The Chait Medal	Thomas Mahut
The Alfred Pinsky Medal	Kelly Christine Halseth

Undergraduate
Faculty of Arts & Science

The Robert C. Rae Book Prize in Human Relations	Michelle Dzbik
The Biology Prize	Justine Crochetière
The Randy B. Swedburg Medal for Leisure Sciences and Therapeutic Recreation	Anne-Marie Boivin
The Chemistry Medal	Hamza Boussaidi
The Classics Book Prize	Athena Aguirre Rodriguez
The John E. O'Brien, s.j. Medal for Communication Studies	Thea Chapman
The Economics Prize	Olivia Tasaka
Balbir Sahni Outstanding International Undergraduate Award in Economics	Ann Elizabeth Philip
The Education Book Prize	Vanessa Souvlos
The Medal for English	Tobias Walma
Le prix Paul d'Hollander pour les Études françaises	Talia Pirsch
The Exercise Science Plaque	Jacob Richmond
The Bogdan Zaborski Medal in Geography	Tajzanna Hall
The Martin Lewis Memorial Book Prize in History	Penelope Higgins
The Interdisciplinary Studies Medal	Erik Wall
The Gordon Fisher Prize for Journalism	Emily Pasquarelli
The Liberal Arts College Prize	Sofia Duhaime
The Eric O'Connor Mathematics Medal	Alex Balossi
The Modern Languages and Linguistics Plaque	Nicholas Hardie Lawrence
The W.R. Fraser Medal for Philosophy	Lily France Geneviève Danielle Dauriac
The Walter Raudorf Medal for Physics	Florent Thibault
The Renée Vautelet Prize for Political Science	Elizabeth Skye Miechkota

The J.W. Bridges Medal for Psychology	Laura Michetti
The Boyd Sinyard Prize for Religion	Joshua Semeniuk
The Science College Prize	Berlant AlSabbagh
The Vince Sirois Prize	Elizabeth Skye Miechkota
The Everett C. Hughes Medal for Sociology and Anthropology	Charlotte May
The Thérèse F. Casgrain Medal for Women's Studies	Anna-Catherine Amundsen

John Molson School Of Business

The Ross Medal for Accountancy	Massimo Rosario Venditti
The Supply Chain and Business Technology Management Medal	Dongxuan Liu
The Finance Medal	Sébastien Côté
The International Business Medal	Valeria Palacino
The Management Medal	Ethan Baggoo
The Marketing Medal	Daniela Lopez Quant

Gina Cody Schoolf of Engineering & Computer Science

The Aerospace Engineering Medal	Noémie Hébert
The Building Engineering Medal	Paige Alina Kubecki
The Matthew Douglass Medal for Civil Engineering	Juthishan Rajendram
The Computer Engineering Medal	Ella Noyes
The Phoivos Ziogas Medal for Electrical Engineering	Iliass Bouhsane
The Jaan Saber Medal for Industrial Engineering	Rayya Najm
The Mechanical Engineering Medal	Myles Takli
The Software Engineering Medal	Thomas Mahut

Faculty of Fine Arts

The Art Education Prize	Peter Berra
The R. Bella Rabinovitch Art History Prize	Ava Jane Szollosy
The Cinema Prize	Jacob Mahfoud
The Computation Arts Prize	Dorsa Zare
The Contemporary Dance Prize	Sage Fabre-Dimsdale
The Design Prize	Christie Xue-Ying Leung
The Lydia Sharman Award	Christie Xue-Ying Leung
The Music Prize	Philémon Bergeron-Langlois
The Yves Gaucher Prize in Studio Arts	Taylor Craig
The Betty Goodwin Prize in Studio Arts	Blare Coughlin
The Guido Molinari Prize in Studio Arts	Rose Martin
The Gabor Szilasi Prize in Studio Arts	Emma Thais Holland
The Irene F. Whittome Prize in Studio Arts	Kelly Christine Halseth
The Theatre Prize	Sadie Derry

Graduate

Faculty of Arts & Science

Le prix d'excellence Armand Verthuy	*Prize not awarded*
Balbir Sahni Outstanding International Graduate Award in Economics	Joshua Calvin Koa
The Balvir Singh Medal	Bilguun Sukhbaatar
The Edward Eastman McCullough MA History Award	Camila Casgrain-Rodriguez
The Gordon Fisher Prize for Journalism (Graduate Diploma Program)	Deirdra Danovitch
The Julius and Ilka Ekler Book Prize in Judaic Studies	Jyotsana Singh
The Nishith Mukerji Medal for M.Sc. Physics (Thesis Option)	Josephine Lavoie
The Herbert F. Quinn Medal for Political Science	Alison Dea White

John Molson School of Business

The Uma and Mahesh Sharma Graduate Award	Liam Sit-Yee
The Joe Kelly Graduate Award	Nathaniel Mayer-Heft

Gina Cody School of Engineering & Computer Science

The F.A. Gerard Prize (non-thesis)	Meryem Snaiki
The F.A. Gerard Prize (thesis)	Farshad Malekpour
The Doctoral Prize in Engineering and Computer Science	Huifang Bi

Non-Academic

The Concordia Medal	Seif Bedair
The Dean of Students Medal	Ramisa Rahman
The Malone Medal	Rayan Mohamed
The Next-Generation Leader Award	Jon Marvin Reyes
The O'Brien Medal	Alexandre Jacques
The Provost's Medal for Outstanding Achievement	Michael Lecchino
The Stanley G. French Medal	Cassandra Leigh Johannessen

US-2026-4-D6
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of October 2, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: Regulation Change (AS-ARTSCI-5923)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed regulation change (AS-ARTSCI-5923) for approval.

BACKGROUND:

The Faculty of Arts and Science, in conjunction with the Faculty of Fine Arts, Gina Cody School, and John Molson School of Business, is modifying graduation regulations related to assessing readmitted students from failed or conditional standing. The wording is standardized across faculties to ensure that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the Regulation Change (AS-ARTSCI-5923) as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: September 22, 2026

ACADEMIC PROGRAMS COMMITTEE
August 28, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar Winter)

Faculty of Arts and Science

Department of Theological Studies
AS-THEO-5793; APC-2026-4-D5

- New undergraduate program: Microprogram in Christian Spirituality

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

Faculty of Arts and Science
AS-ARTSCI-5923; **APC-2025-8-D27**

- Regulation changes
- Summary: The Faculty of Arts and Science, in conjunction with the Faculty of Fine Arts, Gina Cody School, and John Molson School of Business, is modifying graduation regulations relative to assessing readmitted students from failed or conditional standing. The wording is standardized across faculties to ensure that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

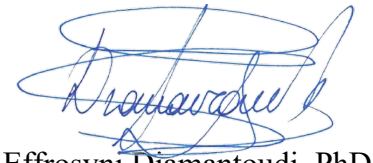
Gina Cody School of Engineering and Computer Science
Department of Computer Science and Software Engineering
GCS-COMP-6085; APC-2026-4-D6

- New undergraduate program: Certificate in Artificial Intelligence

Graduate Curriculum Proposals (Changes for the Winter 2027 Calendar)

John Molson School of Business
JMSB-JMSB-6042**; APC-2026-4-D19**

- New Graduate Program: Graduate Certification in Chartered Professional Accountancy (CPA)



Effrosyni Diamantoudi, PhD
Provost and Vice-President, Academic
September 1, 2026

Undergraduate Program Regular Curriculum Change - AS-ARTSCI-5923 - VERSION : 5

Summary and Rationale for Changes

The Faculty of Arts and Science, in conjunction with the Faculty of Fine Arts, Gina Cody School, and John Molson School of Business, is modifying graduation regulations relative to assessing readmitted students from failed or conditional standing. The wording is standardized across faculties to ensure that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

RELATED DOSSIERS:

FA-FA-5891
GCS-GCS-5910
JMSB-JMSB-5872

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 10 Dec 2025

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science Faculty,
Arts and Science Faculty Council, 13 Mar 2026

This dossier was exceptionally submitted for review at multiple committee levels (FCC, ASFC, APC) in December 2025 to allow for corresponding regulation changes proposed across all faculties. It was finally approved at FCC and Faculty Council in March 2026.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 13 Mar 2026

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 23 Jan 2026

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Graduation Requirements Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2027-28 Graduation requirements further to readmission from failed standing

Calendar Section Name: Graduation Requirements
Calendar Section Type: Regulation
Description of Change: Graduation Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.003 Degree Requirements > Section 31.003.1 Academic Performance Regulations

Present Text calendar	Proposed Text
Graduation Requirements	Graduation Requirements
Students must satisfy all ~~course~~ requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00.	- Students must satisfy all program requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. The standings of potential graduates who have attempted less than 12 credits since their last assessment are determined on the basis that these credits constitute an extension of the last assessment period. Students who fail to meet acceptable standing but meet conditional standing or those who are readmitted from failed standing will have the following options:
~~The~~ standings of potential graduates who have attempted ~~fewer~~ than 12 credits since their last assessment are determined on the basis that these credits constitute an extension of the last assessment period.	
~~Potential graduates~~ who fail to meet ~~the requirements of~~ acceptable ~~standing,~~ but meet ~~the requirements of~~ conditional ~~standing,~~ will have the following options:	a) register for 12 credits and meet the criteria for acceptable standing;
a) register for ~~an additional~~ 12 credits ~~and, at the next assessment,~~ meet the ~~requirements~~ for acceptable standing;	or
or	b) register for fewer than 12 credits. In this case, the student's standing will be determined after adding the grade points obtained for these credits to those included in the calculation of the GPA of the last assessment period.
b) register for fewer than 12 ~~additional~~ credits.	
In this case, standing will be determined on the basis that these extra credits constitute an extension of the last assessment period.	In this case, standing will be determined on the basis that these extra credits constitute an extension of the last assessment period.
For both option a) and option b), the additional courses taken must be approved by the appropriate member of the Dean's Office, in consultation with the student's department where necessary.	For both option a) and option b), the additional courses taken must be approved by the appropriate member of the Dean's Office, in consultation with the student's department where necessary.

Rationale:
The standarized text across all faculties clarifies that the readmitted students have the same two options as conditional standing students to

satisfy their graduation requirements.

Resource Implications:

None.

Impact Report

From:	Nicole Freeman
To:	Ariadna Camargo
Cc:	Associate Dean Academic Programs (FAS)
Subject:	AS-ARTSCI-5923
Date:	December 8, 2025 4:17:24 PM

Hi Ariadna,

The FAS dossier, AS-ARTSCI-5923, proposes changes to graduation regulations identical and aligned with dossiers submitted by Fine Arts (FA-FA-5891), Gina Cody School (GCS-GCS-5910), and John Molson School of Business (JMSB-JMSB-5872). As discussed, the FAS proposal will be presented at our Faculty Curriculum Committee (FCC) meeting on Thursday, December 18th, 2025. Richard has also asked that it also be exceptionally reviewed at Steering tomorrow for presentation at Arts and Science Faculty Council (ASFC) on Friday, December 19th, 2025. The Dean's office has added it to the Steering meeting.

Best,

Nicole Freeman
Administrator, Academic Programs
Faculty of Arts and Science
Concordia University
Chat with me on Teams

Section 31.003 Degree Requirements

Degree Requirements

In accordance with the recommendations of the Council of Universities of Quebec, the credit base takes into account the total activity of the student. A student preparing for the BA, BEd, or BSc degree takes a minimum of 90 credits. Each credit represents, for the average student, a minimum of 45 hours spread across lectures, conferences, tutorials, laboratories, studio or practice periods, tests, examinations, and personal work.

Since the Cegep programs are designed to give all students the opportunity to explore different fields and thus acquire a broad general basis for further study, the undergraduate programs in the Faculty of Arts and Science require some degree of concentration in specific areas. Detailed statements about these concentrations can be found under the appropriate disciplinary headings in the sections of the Calendar that follow this general account of degree requirements. They represent four main forms of concentration: the minor, major, specialization, and honours; and a fifth form, the certificate. The University's formal definitions of these concentrations are set out in Section 16.2.4 Concentration Requirements.

A **minor** consists of a minimum of 24 specified credits, either in a single discipline that introduces the methodology and key concepts of that discipline, or on a theme spanning more than one discipline and providing a cross-disciplinary or interdisciplinary perspective. The minor must be accompanied by a major, specialization or honours program from a different discipline. Available Arts and Science interdisciplinary and disciplinary minors are indicated in the Calendar entry of each department or in Section 31.170 Interdisciplinary Studies. In addition to the interdisciplinary and disciplinary minors available in Arts and Science, students may apply for a minor in other Faculties.

The **Faculty of Arts and Science** and the **John Molson School of Business:**

With the approval of the John Molson School of Business, Arts and Science students may take a Minor in Business Studies (see Section 61.140 Program Options for Non-Business Students).

The **Faculty of Arts and Science** and the **Gina Cody School of Engineering and Computer Science:**

With the approval of the Gina Cody School of Engineering and Computer Science, Arts and Science students may take a Minor in Computer Science (see Section 71.70.5 Minor in Computer Science).

All minors in the **Faculty of Fine Arts** are open to suitably qualified students.

A **major** consists of a **minimum** of 36 specified credits taken in an approved sequence of courses. In certain programs, however, additional credits are required in cognate disciplines and departments. The major provides a solid grounding in the academic knowledge within the field of concentration. There is no minimum academic performance requirement for students to remain in a major after having met the entrance requirements; see, however, Section 31.520 Liberal Arts College.

Students with appropriate admission requirements may request permission to be admitted to a second program of concentration in the Faculty, normally a major. Exceptionally, students may complete a second major in the Faculty of Fine Arts with permission of both Faculties. Students in a BSc or BEd may apply to add a second major from a program normally offered as part of a BA degree.

Requests for a second major are subject to admission quotas and the student meeting the admission requirements (see Section 31.002 Programs and Admission Requirements). The student record and official transcript indicate all programs. However, students are awarded one degree at graduation (BA, BEd, BSc, and/or BFA).

A **specialization** consists of a **minimum** of 60 specified credits in an approved sequence of courses. A specialization provides a comprehensive education in the program of study. Most specializations do not require a minimum academic performance; for those that have minimum academic performance, requirements are listed in the specific unit's calendar section. Students

interested in subsequent “classification” by the Government of Quebec may be advised to follow a specialization or an honours program. Second programs of concentration (minor or major) may be combined with a specialization program according to regulations described above for those programs.

An **honours** program consists of a **minimum** of 60 specified credits taken in an approved sequence of courses. Additional credits may be required in cognate disciplines and departments. Superior academic performance is required for admission to and continuation in the honours program, the precise level of such performance being determined by Senate.

See Section 16.2.4 Concentration Requirements and **Faculty Honours Regulations** set out below for matters governing honours programs at Concordia. An honours degree or equivalent, because it testifies to a student’s comprehensive education in a particular field, intellectual commitment to that field, and achievement of a high level of academic performance, has traditionally been required of entrants to postgraduate programs.

Graduation Requirements

1. A candidate for graduation must have successfully completed a program of concentration in the form of an honours, specialization, or major program.
2. A candidate for graduation must have successfully completed at least 15 credits outside the single discipline defined by the four-letter course prefix from which the program of study has been chosen.
3. A candidate for the BA degree must have qualified for admission to, and successfully completed, a program leading to that degree. Specific admission requirements, expressed as Cegep pre-Arts profiles, are listed in Section 31.002 Programs and Admission Requirements. Students wishing to transfer from one degree to another must satisfy the admission requirements of the degree program they seek to enter. See Section 31.002 Programs and Admission Requirements.
4. A candidate for the BSc degree must have qualified for admission to, and successfully completed, a program leading to that degree. Specific admission requirements, expressed as Cegep pre-Science profiles, are listed in Section 31.002 Programs and Admission Requirements. Students wishing to transfer from one degree program to another must satisfy the admission requirements of the degree program they seek to enter.
5. Program students in the Faculty of Arts and Science may take ESL courses for credit, up to a maximum of six credits.
6. A candidate for the BEd degree must have qualified for admission to, and successfully completed, the program leading to that degree. The admission and degree requirements are set out in Section 31.090.1 Teaching English as a Second Language Programs and Courses.
7. In general, the credits obtained for any course may not be used to satisfy the requirements of more than one program. Students first registered in certain certificate programs may however apply credits obtained towards the certificate to a degree program.
8. Independent students will be permitted to apply no more than 30 credits obtained as an Independent student towards any Arts and Science Faculty degree program.
9. Faculty of Arts and Science students must fulfill the General Education requirement outlined in Section 31.004 General Education.

Supplemental Examinations (Arts and Science)

Supplemental examinations shall be offered only when, as a condition for passing the course, it is required that a student pass the final examination regardless of its weighting; or where the final examination contributes 50% or more of the final grade. A student failing a course which comprises entirely, or in part, a laboratory or similar practicum, may not be eligible to write a supplemental examination.

All courses which a student fails and for which there is no supplemental examination shall be graded “FNS” or “R.” A failed student (see Section 16.3.10 V Regulations for Failed Students and Student in Conditional Standing under Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements) may not write supplemental examinations.

Honours Programs

The Faculty of Arts and Science has programs leading to an honours concentration in certain selected fields. To enter an honours program, students must consult their departmental honours advisor or undergraduate program director. The Department will notify the Office of the Registrar of the acceptance.

Honours Regulations (Faculty Regulations)

See also 16.2.4 Concentration Requirements under Section 16.2 Curriculum Regulations

In order to qualify for an honours program, a student must comply with the regulations set forth below.

1. An honours student must meet the general program requirements, as well as the specific requirements for honours. A student must complete a minimum of 30 credits in the courses from the honours program at Concordia University to receive a degree with honours. In certain cases, these 30 credits may include specific courses for which transfer credits may not be awarded.
2. Students already admitted to a program at Concordia University may apply for entry into an honours program with a minimum cumulative GPA of 3.30 (B+) and assessment GPA of 3.30 (B+). It is normally advisable that students have completed 24 to 30 Concordia credits in their program before applying for admission to the honours program, in consultation with their department. GPAs are calculated on the basis of Concordia courses only. Some departments may have a higher cumulative GPA and assessment GPA requirement.
3. All students must maintain a minimum cumulative GPA of 3.30 as well as a minimum assessment GPA of 3.30 within the honours program (some departments may have a higher cumulative GPA and assessment GPA requirement). The minimum acceptable grade in any course is normally “C.”
4. Students who are withdrawn from the honours program may proceed in the corresponding specialization or major program. Reinstatement in the honours program is possible only by appeal to the Faculty Honours Committee.
5. A student may qualify for only one honours degree in either a single or combined honours program. A student may qualify for a minor or major program in addition to an honours program. In general, the credits obtained for a particular course may be used to satisfy the requirements of only one program.

Students may appeal the determination of their status or interpretation of requirements in the honours program. Such appeals should be addressed to the Associate Dean, Student Academic Services. The Faculty of Arts and Science has an Honours Committee comprised of three faculty members; one undergraduate student member; one Student Academic Services advisor (non-voting); one representative of the Office of the Registrar (non-voting); and the Associate Dean, Student Academic Services, who chairs the Honours Committee.

The Faculty Honours Committee considers applications for exceptions to the honours regulations submitted by departmental honours advisors on behalf of the students. It also adjudicates disputes between students and departments concerning honours programs. Since the Faculty Honours Committee cannot hear appeals contesting its own judgments, students and departments who wish to appeal a decision of the Faculty Honours Committee should address this appeal to the Dean of the Faculty.

Section 31.003.1 Academic Performance Regulations

Objectives

The objectives of these regulations are to ensure that the Faculty can certify that all of its graduates have achieved an acceptable level of scholarship.

Assessment Grade Point Average (AGPA) Requirements and Consequences

See Section Section 16.3.10 Academic Performance for definition of AGPA.

Acceptable standing requires that a student obtain an AGPA of at least 2.00.

Note: Although a “C-” grade (1.70 grade points) is designated as satisfactory in Section 16.1.11 Grading System, an AGPA of 2.00 is required for acceptable standing.

Students in acceptable standing may continue their programs of study, following the advice of their academic departments.

Conditional standing results when a student obtains an AGPA of less than 2.00, but at least 1.50. A student is not permitted to obtain two consecutive conditional standing assessments.

Students in conditional standing may not write supplemental examinations.

Students in conditional standing must obtain acceptable standing at the time of their next assessment.

Failed standing results when a student obtains an AGPA of less than 1.50, or conditional standing in two consecutive periods of assessment.

Students in failed standing may not write supplemental examinations.

Students in failed standing are required to withdraw from their program. Students who are in failed standing for a second time will be dismissed from the University. In subsequent years, should they wish to return to University studies, they must contact the Student Academic Services of the Faculty of Arts and Science for information concerning conditions and procedures for seeking readmission.

Students in failed standing who are not dismissed may apply for readmission through the Dean's Office of the Faculty to which they wish to be readmitted. If readmitted, they will be placed on academic probation. They must return to acceptable standing at the time of their next assessment. Other conditions will be determined at the time of readmission.

Graduation Requirements

- Students must satisfy all program requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. The standings of potential graduates who have attempted less than 12 credits since their last assessment are determined on the basis that these credits constitute an extension of the last assessment period. Students who fail to meet acceptable standing but meet conditional standing or those who are readmitted from failed standing will have the following options:

a) register for 12 credits and meet the criteria for acceptable standing;

or

b) register for fewer than 12 credits. In this case, the student's standing will be determined after adding the grade points obtained for these credits to those included in the calculation of the GPA of the last assessment period.

In this case, standing will be determined on the basis that these extra credits constitute an extension of the last assessment period.

For both option a) and option b), the additional courses taken must be approved by the appropriate member of the Dean's Office, in consultation with the student's department where necessary.

Dean's Office

Dean's Office is to be understood as being the appropriate member of the Dean's Office, normally the Associate Dean, Student Academic Services, or delegate.

Section 31.003.2 Registration Regulations

Lapsed Program

Students enrolled in an honours, specialization, or major program in the Faculty of Arts and Science who have not registered for a course for six consecutive terms or more will have a lapsed notation entered on their student record. Students enrolled in a microprogram in the Faculty of Arts and Science who have not registered for a course for four consecutive terms or more will have a lapsed notation entered on their student record.

From: Meredith Evans
To: Nicole Freeman
Subject: Fw: Graduation requirements
Date: Friday, December 5, 2025 11:21:01 AM

From: Philippe Caignon <philippe.caignon@concordia.ca>
Sent: Thursday, September 11, 2025 2:20 PM
To: Shauna Janssen <shauna.janssen@concordia.ca>; Hua Ge <hua.ge@concordia.ca>; Meredith Evans <m.evans@concordia.ca>; Jooseop Lim <jooseop.lim@concordia.ca>
Subject: RE: Graduation requirements

Dear Wonderful Colleagues,

I hope that you are doing very well.

After a brilliant discussion with Meredith, I can now properly approve Jooseop's proposal for this change.

I wish you a joyful day.

Philippe Caignon, Ph. D., cert. term., cert. tr.
Associate Dean, Student Academic Services, FAS
Editor-in-chief, magazine *Circuit*
Office: LB 603-01
Phone: 514-848-2424 ext.5686
Concordia University

From: Shauna Janssen <shauna.janssen@concordia.ca>
Sent: 7 septembre 2025 09:12
To: Hua Ge <hua.ge@concordia.ca>; Meredith Evans <m.evans@concordia.ca>; Jooseop Lim <jooseop.lim@concordia.ca>; Philippe Caignon <philippe.caignon@concordia.ca>
Subject: Re: Graduation requirements

Hi Meredith,

Thanks for this follow up. I'm catching up on a number of fronts since starting the AD academic role in FoFA this summer. I also agree to the proposed change regarding graduation requirement for re-admitted students.

I will connect with my team to make similar changes in the calendar.

Unfortunately I am not available for the meeting you are proposing on the 18th.

Very best,

Shauna

Dr Shauna Janssen
Associate Dean Academic Programs & Pedagogy
Faculty of Fine Arts
Concordia University
Tiohtià:ke/ Mooniyang/ Montréal

From: Hua Ge <hua.ge@concordia.ca>
Sent: Saturday, September 6, 2025 10:41:26 AM
To: Meredith Evans <m.evans@concordia.ca>; Jooseop Lim <jooseop.lim@concordia.ca>; Philippe Caignon <philippe.caignon@concordia.ca>; Shauna Janssen <shauna.janssen@concordia.ca>
Subject: Re: Graduation requirements

Hello Meredith

We would like to have this change to be included in 2026-2027 cycle.

Looking at the timeline, our next faculty council meeting is on Sept. 19th, the one after is on Oct. 31. Would we be able to make it to the Senate to be included in 2026-2027 calendar if we do not include it in Sept. 19th council meeting?

If we need to include in Sept. council meeting, we need to have the wording finalized by next Monday as we have the executive meeting on Tuesday to review the council package.

We are following the changes proposed by Jooseop.

Best regards,

Hua

From: Meredith Evans <m.evans@concordia.ca>
Date: Saturday, September 6, 2025 at 7:27 AM
To: Hua Ge <hua.ge@concordia.ca>, Jooseop Lim <jooseop.lim@concordia.ca>, Philippe Caignon <philippe.caignon@concordia.ca>, Shauna Janssen <shauna.janssen@concordia.ca>
Subject: Re: Graduation requirements

Hello,

Given that we are meeting on September 18 for an At-Risk Students Committee, I would like to schedule a short meeting adjacent to that session to discuss the graduation requirements. As Jooseop mentions, the regulations are the same in each faculty section and it would be ideal to keep this consistent.

I also wanted to add a comment about the AGPA and FGGPA. The modification proposed to include option b for readmitted students would not change the requirement for the students to meet acceptable standing (AGPA) or the FGGPA requirement of 2.0. The first sentence in the regulation of each faculty section states:

> *Students must satisfy all course requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00.*

This part of the graduation regulations would not change.

If a student is assessed in failed standing with a very low AGPA, it is quite possible that they would need to register in 9-12 credits to reach acceptable standing. However, the addition to option b could make a difference for a student who had two consecutive conditional standings (assessed as first failed), who has an AGPA closer to the 2.0. They may be able to reach the AGPA requirement with fewer than 12 credits by including the extension of the AGPA calculation, as we do with conditional standing students.

Perhaps an addition to the text in option b could help to ensure this is clear:

> *Students who fail to meet acceptable standing but meet conditional standing, or those who are readmitted from failed standing, will have the following options.*
>
> *a) register for 12 credits and meet the criteria for acceptable standing;*
>
> *b) register for fewer than 12 credits and meet the criteria for acceptable standing. In this case, standing will be determined after adding the grade points obtained for these credits to those included in the computation of the GPA of the last assessment period.*

I will send an Outlook invitation for a short meeting September 18.

Thank you,
Meredith

From: Hua Ge <hua.ge@concordia.ca>
Sent: Thursday, August 21, 2025 2:29 AM
To: Jooseop Lim <jooseop.lim@concordia.ca>; Philippe Caignon <philippe.caignon@concordia.ca>; Shauna Janssen <shauna.janssen@concordia.ca>

Cc: Meredith Evans <m.evans@concordia.ca>
Subject: Re: Graduation requirements

Thanks Jooseop for sharing the proposed change regarding graduation requirement for re-admitted students.

We agree and will make similar changes under GCS 71.10.5 section.

Enjoy the rest of the summer!

Best,
Hua

From: Jooseop Lim <jooseop.lim@concordia.ca>
Date: Thursday, August 21, 2025 at 1:06 AM
To: Philippe Caignon <philippe.caignon@concordia.ca>, Shauna Janssen <shauna.janssen@concordia.ca>, Hua Ge <hua.ge@concordia.ca>
Cc: Meredith Evans <m.evans@concordia.ca>
Subject: RE: Graduation requirements

Dear Philippe,
Thank you for your comments.
I am unsure if I understood your comments correctly.
This article is regarding the graduating students who are either in conditional standing or are readmitted from their failed standing. In other words, these are all graduating students. Without this clause, the students who were readmitted, but have only 3 credits (for example) for their graduation must take 12 credits to graduate. With the advisor's guidance, allowing them to take just the necessary credits for their graduation would work better (at least for us).
Regards,
Jooseop Lim, MBA, PhD
Associate Dean, Undergraduate Programs

John Molson School of Business
Concordia University
Tel. 514.848.2424 extension 2772
Email jooseop.lim@concordia.ca

Mailing address 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8
Civic address 1450 Guy Street, MB 4.227, Montreal, Quebec H3H 0A1

concordia.ca
http://johnmolson.concordia.ca/en/faculty-research/departments/marketing/2121-jooseop-lim

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From: Philippe Caignon <philippe.caignon@concordia.ca>
Sent: Monday, August 18, 2025 1:07 PM
To: Jooseop Lim <jooseop.lim@concordia.ca>; Shauna Janssen <shauna.janssen@concordia.ca>; Hua Ge <hua.ge@concordia.ca>
Cc: Meredith Evans <m.evans@concordia.ca>
Subject: RE: Graduation requirements

Dear Jooseop,

I hope that you are doing very well.

We must remember that graduating students and conditional-standing or fail-standing students are distinct student populations.

One is happy and hopeful, the others are quite not there yet… and they are potentially in a state of fear or panic, which usually leads them to misinterpret what they hear or read.

The message for conditionals was made to have them do less than 12 credits because some were very close to graduation, so it would make sense to have them possibly do less than 12 and combine it with previous term.

Failed students are however different. We should have a separate section for them with rules and guidelines.

I agree that we should have a discussion about all the different rules each faculty has to be more coherent.

If possible, our managers, or any other person involved, should be part of the discussion to have their points of views and inform us better during discussions.

I wish you a splendid day!

Philippe Caignon, Ph. D., cert. term., cert. tr.
Associate Dean, Student Academic Services, FAS
Editor-in-chief, magazine *Circuit*
Office: LB 603-01
Phone: 514-848-2424 ext.5686
Concordia University

From: Jooseop Lim <jooseop.lim@concordia.ca>
Sent: 8 août 2025 08:05
To: Shauna Janssen <shauna.janssen@concordia.ca>; Hua Ge <hua.ge@concordia.ca>; Philippe Caignon <philippe.caignon@concordia.ca>
Cc: Meredith Evans <m.evans@concordia.ca>
Subject: Graduation requirements

Hello everyone,

I am writing today regarding the Undergraduate Calendar, Section 61.22.1, Academic Performance Regulations (in case of JMSB). Each faculty has an equivalent section as follows.
FAS - Section 31.003.1 Academic Performance Regulations
FOFA - Section 81.20.4 Academic Performance Requirements
GCS - Section 71.10.5 Graduation Regulations

Under this section, our current graduation requirements are specified as follows.

Graduation Requirements

> Students must satisfy all course requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00.
>
> The standings of potential graduates who have attempted less than 12 credits since their last assessment are determined after adding the grade points obtained for these credits to those included in the computation of the GPA of the last assessment period.
>
> Students who fail to meet acceptable standing but meet conditional standing will have the following options:
> a) register for 12 credits and meet the criteria for acceptable standing;
> b) register for fewer than 12 credits. In this case, standing will be determined after adding the grade points obtained for these credits to those included in the computation of the GPA of the last assessment period.
>
> Note: Dean's Office is to be understood as being the appropriate member of the Dean's Office, normally the Associate Dean, Academic and Student Affairs, or delegate.

We found that the above requirements do not clearly define what failed students (who were readmitted) need to do to graduate. In particular, if these readmitted students have only a few credits remaining until graduation, it was questionable if we need to require them to take a minimum of 12 credits or they are allowed to register for fewer than 12 credits for their graduation. Note that conditional standing students have been given two options according to the current calendar.

After consultation with the Registrar's Office, we submit an Undergraduate Calendar change as follows to clarify the case for failed students.

> Students who fail to meet acceptable standing but meet conditional standing, or those who are readmitted from failed standing, will have the following options.
> a) register for 12 credits and meet the criteria for acceptable standing;
> b) register for fewer than 12 credits. In this case, standing will be determined after adding the grade points obtained for these credits to those included in the computation of the GPA of the last assessment period.

Meredith found that the other faculty sections had the same issue and thought it would be better to standardize them. If this change makes sense to your faculty, you may want to amend your calendar section. Please feel free to share your perspective on this matter, too. Have a nice day!

Regards,

Jooseop Lim, MBA, PhD
Associate Dean, Undergraduate Programs

John Molson School of Business
Concordia University
Tel. 514.848.2424 extension 2772
Email jooseop.lim@concordia.ca

Mailing address 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8

Civic address 1450 Guy Street, MB 4.227, Montreal, Quebec H3H 0A1

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http://johnmolson.concordia.ca/en/faculty-research/departments/marketing/2121-jooseop-lim

US-2026-4-D7
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of October 2, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New undergraduate program: Microprogram in Christian Spirituality (AS-THEO-5793)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new undergraduate program, Microprogram in Christian Spirituality (AS-THEO-5793), for approval.

BACKGROUND:

The Department of Theological Studies is proposing a new Microprogram in Christian Spirituality. The program consists of 9 credits among several theology courses and two courses from the Department of Religions and Cultures. The program aims to attract adult learners from the Montreal area who are interested in exploring spirituality without committing to a degree program. For example, adult learners who are engaged in spiritual direction formation through the Ignatian Spirituality Centre of Montreal. Others involved in their Christian community may also be interested. The microprogram is meant to be as accessible as possible to these communities (various para-church communities, local parishes, spirituality centers, and other Christian congregations) with no minimum admissions requirements. The starting capacity of the program will be 20 per year.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new undergraduate program, Microprogram in Christian Spirituality (AS-THEO-5793), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: September 22, 2026

ACADEMIC PROGRAMS COMMITTEE
August 28, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar Winter)

Faculty of Arts and Science

Department of Theological Studies
AS-THEO-5793; APC-2026-4-D5

- New undergraduate program: Microprogram in Christian Spirituality

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

Faculty of Arts and Science
AS-ARTSCI-5923; **APC-2025-8-D27**

- Regulation changes
- Summary: The Faculty of Arts and Science, in conjunction with the Faculty of Fine Arts, Gina Cody School, and John Molson School of Business, is modifying graduation regulations relative to assessing readmitted students from failed or conditional standing. The wording is standardized across faculties to ensure that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

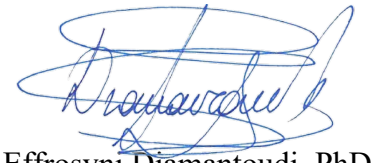
Gina Cody School of Engineering and Computer Science
Department of Computer Science and Software Engineering
GCS-COMP-6085; APC-2026-4-D6

- New undergraduate program: Certificate in Artificial Intelligence

Graduate Curriculum Proposals (Changes for the Winter 2027 Calendar)

John Molson School of Business
JMSB-JMSB-6042**; APC-2026-4-D19**

- New Graduate Program: Graduate Certification in Chartered Professional Accountancy (CPA)



Effrosyni Diamantoudi, PhD
Provost and Vice-President, Academic
September 1, 2026

New Undergraduate Program (Fast Track) - AS-THEO-5793 - VERSION : 1

Summary and Rationale for Changes

The Department of Theological Studies is proposing a new Microprogram in Christian Spirituality. The program consists of 9 credits among several theology courses and two courses from the Department of Religions and Cultures.

The program aims to attract adult learners from the Montreal area who are interested in exploring spirituality without committing to a degree program. For example, adult learners who are engaged in spiritual direction formation through the Ignatian Spirituality Centre of Montreal. Others involved in their Christian community may also be interested. The microprogram is meant to be as accessible as possible to these communities (various para-church communities, local parishes, spirituality centers, and other Christian congregations) with no minimum admissions requirements. The starting capacity of the program will be 20 per year.

The proposal for this microprogram appears at the end of this document.

Resource Implications

None. All courses are from the department's regular course allotment.

Summary of Committee Discussion: APC approval

For Submission to:

Graham Carr, President and Vice Chancellor,
Senate, 02 Oct 2026

Approved by:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 12 May 2026

Following approval of the Faculty Councils, APC members reviewed the curriculum submission APC-2026-4-D5. As a result of discussions, APC resolved that the curriculum proposal be forwarded to Senate for approval.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 12 May 2026

Approved by:

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

This 9-credit microprogram aims to provide students, who wish to work in the field of spiritual direction and/or seek to deepen their knowledge of spirituality, the opportunity to engage in a program of study at the university level.

Summary of Committee Discussion: Faculty Curriculum Committee Approval (FCC/FAPC)

For Submission to:

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

Approved by:

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

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

Summary of Committee Discussion: Department Approval

For Submission to:

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

Approved by:

André Gagné, Chair, Department of Theological Studies,
Theology Department Council, 25 Mar 2026

This proposal was initially submitted to the department for review on May 23, 2024. A revised version was presented again on March 25, 2026 with support from the faculty.

Microprogram in Christian Spirituality

Program Requirements

Microprogram in Christian Spirituality (9 credits)

9.0 credits with a minimum of 6 credits from Department of Theological Studies Courses :

- RELI 300 Cults and New Religious Movements in North America (3.00)
- RELI 390 Angels and Demons in Judaism (3.00)
- THEO 201 Introduction to Theological Studies (3.00)
- THEO 203 Introduction to the New Testament (3.00)
- THEO 205 Introduction to Christian Spirituality (3.00)
- THEO 228 Celtic Christianity (3.00)
- THEO 234 Pilgrim Bodies, Sacred Journeys (3.00)
- THEO 236 Spirituality: Personal, Social and Religious Dimensions (3.00)
- THEO 242 Theology and the Arts (3.00)
- THEO 243 Indigenous Spirituality (3.00)
- THEO 245 The Creative Self (3.00)
- THEO 347 Spirituality of Aging (3.00)
- THEO 403 Ignatian Spirituality: Theory and Method (3.00)

Notes

Students are responsible for satisfying their particular program requirements.

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

Regulation Changes:

- Program Requirements New
- Notes New

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: Microprogram in Christian Spirituality

Calendar Section Name: Program Requirements
Calendar Section Type: Regulation
Description of Change: Program Requirements New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Winter
Type of change: New Regulation

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.330 Department of Theological Studies > Theological Studies Programs > Microprogram in Christian Spirituality

Present Text calendar	Proposed Text
	Program Requirements

Rationale:
Standard field applied.

Resource Implications:
None.

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: Microprogram in Christian Spirituality

Calendar Section Name: Microprogram in Christian Spirituality
Calendar Section Type: Program
Description of Change: Microprogram in Christian Spirituality New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies
Program Name: Microprogram in Christian Spirituality
Program Type: Micro Program
Degree: Micro Program

Calendar publication date: 2026/2027/Winter
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.330 Department of Theological Studies > Theological Studies Programs > Microprogram in Christian Spirituality > Program Requirements

Type of Change: New Program

Present Text calendar	Proposed Text
credits	**9 credits** Microprogram in Christian Spirituality
0	~~0~~ 9 credits with a minimum of 6 credits from Department of Theological Studies Courses : RELI 300 Cults and New Religious Movements in North America (3) RELI 390 Angels and Demons in Judaism (3) THEO 201 Introduction to Theological Studies (3) THEO 203 Introduction to the New Testament (3) THEO 205 Introduction to Christian Spirituality (3) THEO 228 Celtic Christianity (3) THEO 234 Pilgrim Bodies, Sacred Journeys (3) THEO 236 Spirituality: Personal, Social and Religious Dimensions (3) THEO 242 Theology and the Arts (3) THEO 243 Indigenous Spirituality (3) THEO 245 The Creative Self (3) THEO 347 Spirituality of Aging (3) THEO 403 Ignatian Spirituality: Theory and Method (3)

Rationale:

The microprogram will build on collaboration between the Department of Theological Studies and the Ignatian Spirituality Centre of Montreal as an opportunity for adult learners to develop a knowledge base in spirituality which would contribute to ongoing formation in spiritual direction. In addition, the microprogram taps into the emerging interest in spirituality as an area of study independent of specific religious traditions.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: Microprogram in Christian Spirituality

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

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Theological Studies

Calendar publication date: 2026/2027/Winter
Type of change: New Regulation

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.330 Department of Theological Studies > Theological Studies Programs > Microprogram in Christian Spirituality

Present Text calendar	Proposed Text
	Notes Students are responsible for satisfying their particular program requirements.

Rationale:
Standard field applied.

Resource Implications:
None.

D4

Impact Report

Other Units

Addition of **RELI 300** to **Microprogram in Christian Spirituality** requirement
Source of other unit Impact

- Course is housed in Section 31.270 Department of Religions and Cultures

Addition of **RELI 390** to **Microprogram in Christian Spirituality** requirement
Source of other unit Impact

- Course is housed in Section 31.270 Department of Religions and Cultures

DATE: April 22, 2026

TO: Richard Courtemanche, Associate Dean, Academic Programs and Development, FAS

FROM: Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

SUBJECT: Microprogram in Christian Spirituality

I am writing following my meeting with i/Provost Dr. Effrosyni Diamantoudi, where she confirmed her support for the proposed Microprogram in Christian Spirituality. It is heartening to see a microprogram designed with a very specific community in mind, and where partnerships are already well-established. We are eager to support you in your plans for outreach and marketing in the build-up to its launch.

Yours Sincerely,

Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

Cc:
Dr. Effrosyni Diamantoudi, i/Provost & Vice President Academic
Dr. Pascale Sicotte, Dean, Faculty of Arts and Sciences
Dr. Andre Gagné, Chair, THEO
Ms. Julie Johnston, Office of the Provost
Mr. Daniel Therrien, Associate Vice President, Integrated Planning, Office of the Provost

Concordia University
Arts and Science

NEW PROGRAM PROPOSAL EVALUATION FORM

Contents

- Department, Program Type and credit value
- Resources
- Preview
- FAS recommendations/comments

Department: THEO
Program Type: Microprogram
Title & credit value: Microprogram in Christian Spirituality

Resources:

No new resource.

Microprogram in Christian Spirituality (9 cr)

Electives – 9 credits (with a minimum of 6 credits in THEO courses)

Nb	Title	credits
RELI 300	Cults and New Religious Movements in North America	9
RELI 390	Angels and Demons in Judaism	
THEO 201	Introduction to Theological Studies	
THEO 203	Introduction to New Testament	
THEO 205	Introduction to Christian Spirituality	
THEO 228	Celtic Christianity	
THEO 234	Pilgrim Bodies, Sacred Journeys	
THEO 236	Spirituality: Personal, Social and Religious Dimensions	
THEO 242	Theology and the Arts	
THEO 243	Indigenous Spirituality	
THEO 245	The Creative Self	
THEO 347	Spirituality and Aging	
THEO 403	Ignatian Spirituality	

Total 9 credits for the microprogram.

FAS recommendations/comments :

(move forward to Provost approval or return to department)

Richard Courtemanche, Associate Dean	• Quick, simple microprogram using existing resources. • The two Chairs have discussed the parallel proposals RELI-6013 & THEO-5793, and have come to a relatively harmonized revised version for each.
Pascale Sicotte, Dean	I approve this proposal.

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:	Microprogram in Christian Spirituality
Hosting unit(s):	Theological Studies
Proposed Start Date:	Winter 2027
Prepared by:	Christine Jamieson Andre Gagné
Dean Signature(s):	
Date:	July 25, 2024 Revised March 27, 2026

PROPOSED PROGRAM INFORMATION

1. Program Description (approx. 1 page):

a. Provide a brief description of the program and its rationale.

This nine-credit microprogram leverages existing courses in Theological Studies to offer programming pertinent to a variety of learners who wish to work in the field of spiritual direction and/or deepen their knowledge of spirituality. Spirituality is rapidly becoming a high interest field of study. It emerged as an interdisciplinary meta-field of academic study over the last 30 years or so. It takes as its object of study the human spirit as subject and agent of self-integrating and self-transcending transformation. It also studies the constellations of particular and situated beliefs, experiences and practices related to the knowledge, cultivation, and expression of the human spirit. As an emerging academic discipline, studies in spirituality, particularly of an interdisciplinary nature, are growing and will continue to grow in the 21st century. Our microprogram will provide those

seeking to deepen their knowledge of spirituality with an opportunity to engage in a program of study at the university level.

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

The program aims to attract adult learners from the Montreal area who are interested in exploring spirituality without committing to a degree program. For example, among this cohort are adult learners who are engaged in spiritual direction formation through the Ignatian Spirituality Centre of Montreal. Younger adults involved in their Christian community, spirituality center, may also be interested. The microprogram is meant to be as accessible as possible to these communities (various para-church communities, local parishes, spirituality centers, and other Christian congregations) with no minimum admissions requirements. The starting capacity of the program will be 20 per year.

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.

Students will complete the microprogram having developed three core competencies:

- Gaining foundational knowledge in the area of spirituality.
- Reading primary texts from classical spirituality and sacred texts from religious traditions.
- Understanding various expressions of spirituality.

Students can choose among several courses to complete the microprogram. The Chair of Religions and Cultures has approved RELI courses in the course offerings below:

9 credits of foundations and various expressions of spirituality (with a minimum of 6 credits from Theology courses)
RELI 300 Cults and New Religious Movements in North America
RELI 390 Angels and Demons in Judaism
THEO 201 Introduction to Theological Studies
THEO 203 Introduction to New Testament
THEO 205 Introduction to Christian Spirituality
THEO 228 Celtic Christianity
THEO 234 Pilgrim Bodies, Sacred Journeys
THEO 236 Spirituality: Personal, Social and Religious Dimensions
THEO 242 Theology and the Arts
THEO 243 Indigenous Spirituality
THEO 245 The Creative Self
THEO 347 Spirituality and Aging
THEO 403 Ignatian Spirituality

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 targets adult learners and so students will be able to proceed through the program at their own pace. That said, it will be possible to complete the microprogram in 1 year. The requirements are popular, regularly offered courses.

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 microprogram will build on collaboration between the Department of Theological Studies and the Ignatian Spirituality Centre of Montreal as an opportunity for adult learners to develop a knowledge base in spirituality which would contribute to ongoing formation in spiritual direction. In addition, the microprogram taps into the emerging interest in spirituality as an area of study independent of specific religious traditions.

3. Demand and Societal Need (approx. 1 - 1.5 pages)[1]:

a. Describe how this program will address current or future societal needs, emerging trends in research and/or higher education.
b. Describe the type of students the program is expected to attract (e.g., lifelong learners, international students, etc).
c. Provide a rationale for how there is demonstrable student interest in, demand for and capacity to support the program (e.g., feeder programs at other institutions like cégeps or within Concordia; data indicating hiring trends or areas of growth in industries; data indicating the emergence of an important research field).

As noted above, spirituality is rapidly becoming a high interest field of study. It emerged as an interdisciplinary meta-field of academic study over the last generation. It takes as its object of study the human spirit as subject and agent of self-integrating and self-transcending transformation. It also studies the constellations of particular and situated beliefs, experiences and practices related to the knowledge, cultivation, and expression of the human spirit. As an emerging academic discipline, studies in spirituality, particularly of an interdisciplinary nature, are growing and will continue to grow in the 21st century.

Spirituality is one of the areas of concentration within the Department of Theological Studies. Since the inception of the department's undergraduate programs, there has been recognition of the academic discipline of spirituality as a vital component of theological studies. Students registered in the department's Honours and Major programs are required to take at least two courses in the area of spirituality. The new microprogram adds value to the department's already existing spirituality studies.

The microprogram will attract lifelong learners from outside Concordia University.

The Department of Theological Studies' relationship with the Ignatius Spirituality Centre of Montreal presents an opportunity for collaboration in the area of spirituality. We have had ongoing meetings with representatives from the Ignatius Spirituality Centre and have kept their needs in mind in developing our microprogram. Establishing and offering the Microprogram in Spirituality will draw

[1] The Office of Institutional Planning and Analysis should 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.

participants from the Ignatius Spirituality Centre of Montreal's spiritual formation program and adult learners from the general Montreal communities and churches who have an interest in studying spirituality but are not able or willing to take on an undergraduate degree or certificate program.

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

The microprogram will solidify a partnership between the Department of Theological Studies and the Ignatian Spirituality Centre of Montreal. In addition, we anticipate establishing partnerships with religious communities (such as the Sulpician Institut de formation théologique de Montréal) and churches in the Montreal region, promoting the microprogram to these potential audiences. Developing partnerships beyond the University through a microprogram fits in with two of Concordia's strategic directions – "Teach For Tomorrow" and "Grow Smartly". In addition, the microprogram will be attractive to current Concordia students looking for programs in order to focus their electives.

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)

There is no need to close any courses, or to make any programming changes to the department's existing Honours, Major or Minor programs. The proposed microprogram courses already exist, are popular courses and are offered often. The primary value of the microprogram is offered to the students, who will deepen their understanding and knowledge of spirituality and, for a dedicated cohort, meet requirements of the Ignatian Spirituality Centre of Montreal's formation program. In addition, the microprogram may inspire students towards pursuing an undergraduate or graduate degree.

6. **Consultation (approx. 1 page):**
    a. Describe the consultation processes that have been undertaken with potentially affected academic units and/or other stakeholders.
    b. Describe the impact the new program will have on other, existing programs.
    c. Describe what further collaborations or partnerships, if any, are being developed in order to support the program, if any.

Representatives from our Department of Theological Studies (André Gagné and Christine Jamieson) met with representatives from the Ignatian Spirituality Centre of Montreal (Lynn Barwell, Director of the Formation Program and Kevin Kelly, S.J., Executive Director) to explore collaboration between our department and the Ignatian Spirituality Centre. There are specific requirements for the Ignatian Spirituality Centre's formation program that align with our department's already existing courses in the academic discipline of spirituality. As a result of these meetings, we geared our proposed microprogram to fit the needs of the Ignatian Spirituality Centre specifically. However, the

microprogram is broad enough to attract those in other contexts (from churches, general Montreal communities, and Concordia University).

The proposed Microprogram in Spirituality will have no impact on currently existing programs in our department.

The main predicted impact of the microprogram is to draw more students into our department and into the University. In addition, as an added impact, it is thought that potential students may end up opting to do an undergraduate or graduate degree at Concordia University.

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

No additional resources are required to start this program.

US-2026-4-D8
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of October 2, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New undergraduate program: Certificate in Artificial Intelligence (GCS-COMP-6085)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new undergraduate program, Certificate in Artificial Intelligence (GCS-COMP-6085), for approval.

BACKGROUND:

Following the approval of the Minor in Artificial Intelligence, which was approved by Senate in May 2026, it was recommended that the department create a certificate or shorter microprogram for new students not already registered in the Gina Cody School of Engineering and Computer Science and who might be looking for a shorter program. As detailed in the attached documentation, Senate is being requested to approve the creation of a Certificate in Artificial Intelligence.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new undergraduate program, Certificate in Artificial Intelligence (GCS-COMP-6085), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: September 22, 2026

ACADEMIC PROGRAMS COMMITTEE
August 28, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar Winter)

Faculty of Arts and Science

Department of Theological Studies
AS-THEO-5793; APC-2026-4-D5

- New undergraduate program: Microprogram in Christian Spirituality

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

Faculty of Arts and Science
AS-ARTSCI-5923; **APC-2025-8-D27**

- Regulation changes
- Summary: The Faculty of Arts and Science, in conjunction with the Faculty of Fine Arts, Gina Cody School, and John Molson School of Business, is modifying graduation regulations relative to assessing readmitted students from failed or conditional standing. The wording is standardized across faculties to ensure that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

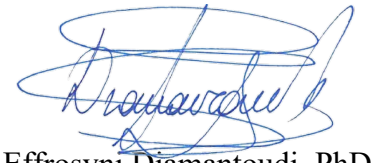
Gina Cody School of Engineering and Computer Science
Department of Computer Science and Software Engineering
GCS-COMP-6085; APC-2026-4-D6

- New undergraduate program: Certificate in Artificial Intelligence

Graduate Curriculum Proposals (Changes for the Winter 2027 Calendar)

John Molson School of Business
JMSB-JMSB-6042**; APC-2026-4-D19**

- New Graduate Program: Graduate Certification in Chartered Professional Accountancy (CPA)



Effrosyni Diamantoudi, PhD
Provost and Vice-President, Academic
September 1, 2026

New Undergraduate Program (Fast Track) - GCS-COMP-6085 - VERSION : 3

Summary and Rationale for Changes

The department recently proposed a Minor in Artificial Intelligence (submitted to the APC meeting of April 15th (dossier ID GCS-COMP-6001). When Provostial support was confirmed for that Minor, it was recommended that the department create a certificate or shorter microprogram for new students not already registered in the Faculty and who might be looking for a shorter program (see attached email). We are proposing a Certificate in Artificial Intelligence in this dossier and a micro-program in AI is being discussed.

Resource Implications

None. Most courses are existing and will fall under regular teaching loads. One new 2-credit project course will also be assigned as part of normal teaching loads.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 08 May 2026

Following the express process (new microprogram and new certificate with fewer than 30% new credits), this dossier is being submitted simultaneously to the Engineering and Computer Science Undergraduate Studies Committee (May 7, 2026) and APC (May 12, 2026). It is also being reported to the Faculty Council (May 8, 2026) for information.

Summary of Committee Discussion: Faculty Curriculum Committee Approval (FCC/FAPC)

For Submission to:

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 08 May 2026

Approved by:

Otmane Ait Mohamed, Associate Dean (Academic Programs),
ESC Undergraduate Studies Committee, 07 May 2026

Following the express process (new microprogram and new certificate with fewer than 30% new credits), this dossier is being submitted simultaneously to the Engineering and Computer Science Undergraduate Studies Committee (May 7, 2026) and APC (May 12, 2026). It is also being reported to the Faculty Council (May 8, 2026) for information.

Summary of Committee Discussion: Department Approval

For Submission to:

Otmane Ait Mohamed, Associate Dean, Academic Programs,
Engineering and Computer Science Undergraduate Studies Committee, 07 May 2026

Approved by:

Joey Paquet, Chair, Department of Computer Science and Software Engineering,
CSSE Department Council, 24 Apr 2026

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

Course Changes:

	Subject Code Change	Catalo-gue Number Change	Title Change	Descrip-tion Code Change	Prerequi-site Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Compon-ent Change	Mode of Instruct-ion Change	Cross-listed Course Change
COMP 494 - NEW	★	★	★	★	★		★	★	★	

Regulation Changes:

- Certificate in AI - Admission Requirements
- Certificate in AI - Description
- Certificate in AI - Requirements

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: Certificate in AI - NEW

Calendar Section Name: Admission Requirements
Calendar Section Type: Regulation
Description of Change: Certificate in AI - Admission Requirements

Proposed: Undergraduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.56 Certificate in Artificial Intelligence

Present Text calendar	Proposed Text
	Admission Requirements The admission requirements are the same as the requirements for admission to the Bachelor of Computer Science. See Section 71.10.2 Admission Requirements .

Rationale:

Resource Implications:

D1

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: Certificate in AI - NEW

Calendar Section Name: Program Description
Calendar Section Type: Regulation
Description of Change: Certificate in AI - Description

Proposed: Undergraduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.56 Certificate in Artificial Intelligence

Present Text calendar	Proposed Text
	Program Description The Certificate in Artificial Intelligence is a 30-credit credential for current students at Concordia and students external to Concordia who do not have a background in Computer Science and are therefore not eligible to enroll in the Minor in Artificial Intelligence. This includes students external to the University who wish to prepare for admission to a degree program who seek structured access to Artificial Intelligence education without prior preparation in computer science.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: Certificate in AI - NEW

Calendar Section Name: Program Requirements
Calendar Section Type: Regulation
Description of Change: Certificate in AI - Requirements

Proposed: Undergraduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.56 Certificate in Artificial Intelligence

Present Text calendar	Proposed Text
	Program Requirements The Certificate in Artificial Intelligence consists of 30 credits of courses as shown below.

Rationale:

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: Certificate in AI - NEW

Calendar Section Name: Certificate in Artificial Intelligence
Calendar Section Type: Program
Description of Change: Certificate in AI - title and credits

Proposed: Undergraduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering
Program Name: Certificate in Artificial Intelligence
Program Type: Certificate
Degree: Certificate

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

Path: Undergraduate > 2026-2027 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.56 Certificate in Artificial Intelligence > Program Requirements

Type of Change: New Program

Present Text calendar credits	**Proposed Text** **30 credits** Certificate in Artificial Intelligence
0	~~0~~ COMP 232 Mathematics for Computer Science (3) COMP 233 Probability and Statistics for Computer Science (3) COMP 248 Object-Oriented Programming I (3.5) COMP 249 Object-Oriented Programming II (3.5) COMP 332 Foundations for Artificial Intelligence (4) COMP 352 Data Structures and Algorithms (3) COMP 432 Machine Learning (4) COMP 433 Introduction to Deep Learning (4) COMP 494 Artificial Intelligence Project and Report (2)

Rationale:

Resource Implications:

D4

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)
Dossier Title: Certificate in AI - NEW

Calendar Section Name: COMP 494
Calendar Section Type: Course
Description of Change: COMP 494 - NEW

Proposed: Undergraduate Curriculum Changes

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

Department: Department of Computer Science and Software Engineering

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

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

Type of Change: New Course

Present Text calendar	Proposed Text
	COMP 494 Artificial Intelligence Project and Report (2 credits)
Prerequisites:	*Prerequisites:* The following course must be completed previously or concurrently: COMP 433 .
Description :	*Description :* This course involves the completion of a supervised project and the preparation of a state-of-the-art report on a selected topic in Artificial Intelligence within Computer Science. Students examine current technologies, tools, and real-world applications, analyze recent advances, and assess practical challenges and emerging trends in the field. Emphasis is placed on applied understanding, technical depth, and clear communication of complex concepts.
Component(s):	*Component(s):*
Notes :	*Notes :*

Rationale:

This new course is being created to form a component of the new Certificate in AI.

Note: Intentionally, no component type is selected because there are no existing component types that are appropriate for this course.

Resource Implications:
None.

Impact Report

Courses

COMP 494 - NEW

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

Source of Impact

Other Units

Addition of **Section 71.10.2 Admission Requirements** to **Admission Requirements** requirement

Source of other unit Impact

- Heading is housed in Section 71.10 Gina Cody School of Engineering and Computer Science

Amber Saunders

From: Rachel Berger
Sent: Tuesday, February 17, 2026 8:00 AM
To: Dean of Gina Cody School; Effrosyni Diamantoudi
Cc: Julie Johnston; Amber Saunders; Otmane Ait Mohamed; Daniel Therrien
Subject: Re: Proposal: Minor in Artificial Intelligence - Department of Computer Science and Software Engineering

Categories: academic affairs

Hello Mourad,

Thank you for submitting this proposal for the Minor in AI through the Department of CSSE. Attached is a memo confirming Provostial support for the program, pending a few minor correctiosn to the proposal.

We would also strongly recommend mounting either a mirrored certificate or a shorter microprogram made up of some of the courses to bring in new students not already registered in the Faculty, and who might be looking for a shorter program. I can touch base with Otmane if this idea appeals, and we can put them through governance at the same time. We won't require an additional proposal, and can support Amber with the curricular development process.

Thanks,
Rachel

Dr. Rachel Berger
Vice-Provost, Innovation in Teaching and Learning
Associate Professor of History
Concordia University

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

From: Dean of Gina Cody School <dean.ginacody@concordia.ca>
Date: Tuesday, February 3, 2026 at 3:52 PM
To: Rachel Berger <rachel.berger@concordia.ca>
Cc: Julie Johnston <julie.johnston@concordia.ca>, Amber Saunders <amber.saunders@concordia.ca>, Otmane Ait Mohamed <otmane.aitmohamed@concordia.ca>
Subject: Proposal: Minor in Artificial Intelligence - Department of Computer Science and Software Engineering

Dear Rachel,

I hope you are doing well. I am writing to forward the proposal for a new Minor in Artificial Intelligence proposed by the Department of Computer Science and Software Engineering at the Gina Cody School.

The Dean's office has carefully reviewed the proposal, and the Minor has been approved by the department as well as by the Undergraduate Studies Committee.

Please find attached the form duly signed. Upon confirmation from the Provost's Office, the proposal may then proceed to the GCS Faculty Council and subsequently to the APC and Senate for final approval.

Please let me know if you have any questions or require any additional information.

Warm regards,

MD.

Dr. Mourad Debbabi, Dean & Professor
Gina Cody School of Engineering and Computer Science
Concordia University
1515 St. Catherine St. West, EV002.169,
Montreal, QC, Canada H3G 2W1
Phone: (514) 848-2424 ext. 3062
Fax: (514) 848-4509
Email: dean.ginacody@concordia.ca
Web: ginacody.concordia.ca

COMP 494
Artificial Intelligence Project and Report
Department of Computer Science and Software Engineering

Course Instructor:
TBD

Office Hours:
TBD

Tutorials: Please see your class schedule for details
NA

Labs: Please see your class schedule for details
NA

Course Calendar Description:
This course involves the completion of a supervised project and the preparation of a state-of-the-art report on a selected topic in Artificial Intelligence within Computer Science. Students will examine current technologies, tools, and real-world applications, analyze recent advances, and assess practical challenges and emerging trends in the field. Emphasis is placed on applied understanding, technical depth, and clear communication of complex concepts.

Corequisite: COMP 433 Introduction to Deep Learning

Specific Knowledge and Skills Needed for this Course:
Students taking this course are expected to have sufficient knowledge of basic machine learning and deep learning concepts, including neural networks, model training and evaluation, datasets, and common AI development workflows.

Course materials

Students will consult recent research papers, technical documentation, datasets, software tools, and other resources relevant to their selected Artificial Intelligence project and report topic.

Grading Scheme

Final project and report are worth 100%

Tentative Course Schedule
Weeks 1–2:
Select an Artificial Intelligence topic; define the project scope and report focus.

Weeks 3–5:
Review recent literature, tools, technologies, datasets, and applications related to the selected topic.

Weeks 6–9:
Complete the Artificial Intelligence project work, which may involve implementation, evaluation, comparison, replication, or technical investigation.

Weeks 10–11:
Analyze results; identify limitations, practical challenges, and emerging trends.

Week 12:
Submit the final Artificial Intelligence project and state-of-the-art report.

Engineering Tools
Tools may vary depending on the selected topic. Examples include Python, Jupyter, PyTorch, TensorFlow, scikit-learn, Hugging Face, cloud-based AI tools, datasets, APIs, or other relevant AI development environments.

Course Learning Outcomes (CLOs):

By the end of this semester, students are expected to be able to:

1. Define a focused topic, problem, or application area in Artificial Intelligence.

2. Review and synthesize recent work, tools, technologies, and applications related to the selected Artificial Intelligence topic.

3. Complete an Artificial Intelligence-related technical project involving implementation, evaluation, comparison, replication, or applied analysis.

4. Analyze practical challenges such as data quality, model performance, reproducibility, interpretability, fairness, reliability, and deployment constraints.

5. Communicate technical ideas, project results, limitations, and emerging trends clearly in a written report.

Health and Safety Guidelines
All health and safety rules specific to this course can be found in the lab manual. General health and safety instructions and available health and safety trainings can be found at:
Safety Programs - Concordia University (https://www.concordia.ca/campus-life/safety/general-safety.html)

On Campus Resources
Please visit Student services at Concordia University for the services available Gina Cody School students.

Section 71.70.56 Certificate in Artificial Intelligence

Admission Requirements

The admission requirements are the same as the requirements for admission to the Bachelor of Computer Science. See Section 71.10.2 Admission Requirements.

Program Description

The Certificate in Artificial Intelligence is a 30-credit credential for current students at Concordia and students external to Concordia who do not have a background in Computer Science and are therefore not eligible to enroll in the Minor in Artificial Intelligence. This includes students external to the University who wish to prepare for admission to a degree program who seek structured access to Artificial Intelligence education without prior preparation in computer science.

Program Requirements

The Certificate in Artificial Intelligence consists of 30 credits of courses as shown below.

Certificate in Artificial Intelligence (30 credits)

- COMP 232 Mathematics for Computer Science (3.00)
- COMP 233 Probability and Statistics for Computer Science (3.00)
- COMP 248 Object-Oriented Programming I (3.50)
- COMP 249 Object-Oriented Programming II (3.50)
- COMP 332 Foundations for Artificial Intelligence (4.00)
- COMP 352 Data Structures and Algorithms (3.00)
- COMP 432 Machine Learning (4.00)
- COMP 433 Introduction to Deep Learning (4.00)
- COMP 494 Artificial Intelligence Project and Report (2.00)

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US-2026-4-D9
FOR APPROVAL

SENATE
OPEN SESSION
Meeting of October 2, 2026

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New graduate program: Graduate Certification in Chartered Professional Accountancy (JMSB-JMSB-6042)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the following proposed new graduate program, Graduate Certification in Chartered Professional Accountancy (JMSB-JMSB-6042), for approval.

BACKGROUND:

The proposed creation of the 22.5-credit Graduate Certification in Chartered Professional Accountancy ("CPA") is to offer CPA candidates who do not wish to pursue the licensure track to become public accountants an efficient way to graduate from the CPA program with a credential. The proposed certificate consists of courses from the redesigned 30-credit Graduate Diploma in CPA that are required to write the order exams for the non-licensure option (i.e., Order Exam I-A and II). This means the proposed certificate does not include the Licensure Module and the 3-credit elective of the Graduate Diploma in CPA.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new graduate program, Graduate Certification in Chartered Professional Accountancy (JMSB-JMSB-6042), as detailed in the attached documentation.

PREPARED BY:

Name: Secretary of Senate
Date: September 22, 2026

ACADEMIC PROGRAMS COMMITTEE
August 28, 2026

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

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

Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar Winter)

Faculty of Arts and Science

Department of Theological Studies
AS-THEO-5793; APC-2026-4-D5

- New undergraduate program: Microprogram in Christian Spirituality

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

Faculty of Arts and Science
AS-ARTSCI-5923; **APC-2025-8-D27**

- Regulation changes
- Summary: The Faculty of Arts and Science, in conjunction with the Faculty of Fine Arts, Gina Cody School, and John Molson School of Business, is modifying graduation regulations relative to assessing readmitted students from failed or conditional standing. The wording is standardized across faculties to ensure that readmitted students have the same two options as conditional standing students to satisfy their graduation requirements.

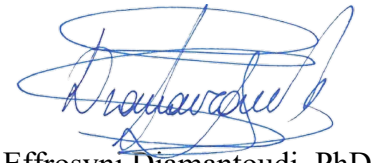
Gina Cody School of Engineering and Computer Science
Department of Computer Science and Software Engineering
GCS-COMP-6085; APC-2026-4-D6

- New undergraduate program: Certificate in Artificial Intelligence

Graduate Curriculum Proposals (Changes for the Winter 2027 Calendar)

John Molson School of Business
JMSB-JMSB-6042**; APC-2026-4-D19**

- New Graduate Program: Graduate Certification in Chartered Professional Accountancy (CPA)



Effrosyni Diamantoudi, PhD
Provost and Vice-President, Academic
September 1, 2026

New Graduate Program (Fast Track) - JMSB-JMSB-6042 - VERSION : 6

Summary and Rationale for Changes

The proposed creation of the 22.5-credit Graduate Certification in Chartered Professional Accountancy (CPA) is to offer CPA candidates that do not wish to pursue the licensure track to become public accountants (CPA Auditor) an efficient way to graduate from the CPA program with a credential. The proposed certificate consists of courses from the redesigned 30-credit Graduate Diploma in CPA that are required to write the order exams for the non-licensure option (i.e., Order Exam I-A and II). This means the proposed certificate does not include the Licensure Module and the 3-credit elective of the Graduate Diploma in CPA.

Resource Implications

No additional resource implications to the Graduate Diploma in Chartered Professional Accountancy as the Certificate encompasses the required Graduate Diploma courses without the 4.5 credits for the licensure track and without the additional 3-credits of CPA 677 Applied Professional Accounting I (or other 600-level elective).

Students in this graduate certificate take courses that will be already offered under the redesigned Graduate Diploma in CPA.

Summary of Committee Discussion: GCC approval

For Submission to:

Rachel Berger, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 May 2026

Approved by:

Jordan Lebel, Associate Dean, Academic Programs and Development,
GCC, 13 Apr 2026

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2526 5 D2). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Jordan Lebel, Associate Dean, Academic Programs and Development,
Graduate Curriculum Committee, 13 Apr 2026

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 20 Mar 2026

The JMSB Faculty Academic Programs Committee (FAPC) approved the enclosed curriculum changes on March 20, 2026.

Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier will be shared to Faculty Council but not submitted for approval at their meeting scheduled on May 1, 2026.

I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting on April 13, 2026.

Summary of Committee Discussion: Faculty Curriculum Approval (FCC/FAPC)

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 01 May 2026

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 20 Mar 2026

The JMSB Faculty Academic Programs Committee (FAPC) approved the enclosed curriculum changes on March 20, 2026.

Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier will be shared to Faculty Council but not submitted for approval at their meeting scheduled on May 1, 2026.

I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting on April 13, 2026.

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

Regulation Changes:

- Admission Requirements New
- Additional Admission Requirement New
- Degree Requirements New
- Additional Degree Requirements New
- Academic Regulations New

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Graduate Certificate in Chartered Professional Accountancy

Calendar Section Name: Admission Requirements
Calendar Section Type: Regulation
Description of Change: Admission Requirements New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2026/2027/Winter
Type of change: New Regulation

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Graduate Certificate > Chartered Professional Accountancy

Present Text calendar	Proposed Text
	Admission Requirements - Bachelor’s degree. Students holding an undergraduate degree with a major in Accountancy, with high academic standing (minimum GPA of 3.00 on a scale of 4.30, or the equivalent, and demonstrated overall proficiency in specific courses) will normally have satisfied the prerequisite requirements. - Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

Rationale:

Resource Implications:

D1

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Graduate Certificate in Chartered Professional Accountancy

Calendar Section Name: Additional Admission Requirement
Calendar Section Type: Regulation
Description of Change: Additional Admission Requirement New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2026/2027/Winter
Type of change: New Regulation

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Graduate Certificate > Chartered Professional Accountancy

Present Text calendar	Proposed Text
	Additional Admission Requirement Please refer to the Graduate Certificate in Chartered Professional Accountancy Admissions page to review specific entry requirements and the list of prerequisite courses. Applicants lacking the appropriate undergraduate work are required to successfully complete certain qualifying courses, as assigned by the program director.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Graduate Certificate in Chartered Professional Accountancy

Calendar Section Name: Degree Requirements
Calendar Section Type: Regulation
Description of Change: Degree Requirements New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2026/2027/Winter
Type of change: New Regulation

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Graduate Certificate > Chartered Professional Accountancy

Present Text calendar	Proposed Text
	Degree Requirements Fully-qualified candidates are required to complete a minimum of 22.5 credits. Please see the Chartered Professional Accountancy Graduate Diploma page for course descriptions.

Rationale:

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Graduate Certificate in Chartered Professional Accountancy

Calendar Section Name: Graduate Certificate in Chartered Professional Accountancy
Calendar Section Type: Program
Description of Change: Graduate Certificate in Chartered Professional Accountancy New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business
Program Name:
Program Type: Course-based
Degree: Course-based

Calendar publication date: 2026/2027/Winter
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Jan 0001

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Graduate Certificate > Chartered Professional Accountancy > Degree Requirements

Type of Change: New Program

Present Text calendar	Proposed Text
credits	**22.5 credits** Graduate Certificate in Chartered Professional Accountancy
0	~~0~~ 13.5 credits Foundational Development & Core Module: CPA 670 Foundational Seminars (1.5) CPA 671 Accounting Analytics & Artificial Intelligence (1.5) CPA 672 Financial Reporting Practices (3) CPA 673 Taxation (3) CPA 674 Compilations, Reviews & Audits (3) CPA 675 Financial & Non-Financial Reporting (1.5) 3 credits Capstone I-A Module: Core Common Preparation: CPA 676 Core Integration & Exam Preparation (3) 6 credits Capstone II Module: Leadership Preparation: CPA 680 Leadership Competencies (3) CPA 681 Leadership Integration & Exam Preparation (3) Note: In addition to the required certificate courses in the program, students may register for one or more tutorial courses, with the permission of the program director.

Rationale:

The purpose of the Graduate Certificate in Chartered Professional Accountancy is to offer students that do not wish to practice public accounting [licensure] the option to complete their CPA studies at Concordia University with graduating in a certificate degree without the need to take additional courses to reach 30-credits to earn the Graduate Diploma in Chartered Professional Accountancy.

Background: CPA candidates can either take the CPA common or CPA licensure track (for public accounting). The CPA common track requires 22.5-course credits to meet the CPA competency requirements, while the CPA licensure track requires an additional 4.5-course credits.

IMPORTANT: Please note that the original proposal indicates a total of 21 credits; however, GCC recommended changing this to 22.5 credits.

Resource Implications:

No additional resource implications to the Graduate Diploma in Chartered Professional Accountancy as the Certificate encompasses the required Graduate Diploma courses without the 4.5 credits for the licensure track and without the additional 3-credits of CPA 677 Applied Professional Accounting I (or other 600-level elective).

Students in this graduate certificate take courses that will be already offered under the redesigned Graduate Diploma in CPA.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Graduate Certificate in Chartered Professional Accountancy

Calendar Section Name: Additional Degree Requirements
Calendar Section Type: Regulation
Description of Change: Additional Degree Requirements New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2026/2027/Winter
Type of change: New Regulation

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Graduate Certificate > Chartered Professional Accountancy

Present Text calendar	Proposed Text
	Additional Degree Requirements Program Course Sequence. Students generally complete the courses:(CPA 670 , CPA 671 , CPA 672 , CPA 673 , CPA 674 , CPA 675) of the Foundational Development & Core Module prior to taking the Capstone I-A Module (CPA 676). Upon completion of the Capstone I-A Module (CPA 676), students can enter the Capstone II Module (CPA 680 , CPA 681). CPA 670 , CPA 672 , part of the CPA 673 , part of CPA 674 and part of CPA 675 fulfill the CPA competencies of the Foundational Development level. CPA 671 , part of CPA 673 , part of CPA 674 , part of CPA 675 , and CPA 676 fulfill the CPA competencies of the CPA core - Common level. CPA 680 and CPA 681 fulfill the CPA competencies of the CPA Leadership level. **MBA Option.** Students in good academic standing who meet the admission requirements of the MBA program may be eligible to transfer the completed credits of the Graduate Certificate in Chartered Professional Accountancy when admitted to the MBA program. **Graduate Diploma in Chartered Professional Accountancy Option:** Students in good academic standing who meet the admission requirements of the Graduate Diploma in Chartered Professional Accountancy may be eligible to transfer the completed credits of the Graduate Certificate in Chartered Professional Accountancy when admitted to the Graduate Diploma in Chartered Professional Accountancy. Please refer to the Chartered Professional Accountancy Graduate Diploma

Present Text calendar	Proposed Text
	section for more details. -

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Graduate Certificate in Chartered Professional Accountancy

Calendar Section Name: Academic Regulations
Calendar Section Type: Regulation
Description of Change: Academic Regulations New

Proposed: Graduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2026/2027/Winter
Type of change: New Regulation

Path: Graduate > See Summer 2026 Graduate Calendar > Programs > John Molson School of Business Programs > Graduate Certificate > Chartered Professional Accountancy

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

Rationale:

Resource Implications:

Impact Report

Other Units

Addition of **Chartered Professional Accountancy Graduate Diploma** to **Degree Requirements** requirement
Source of other unit Impact

- Sub Section is housed in Chartered Professional Accountancy Graduate Diploma

Addition of **CPA 672** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 673** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 675** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 670** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 671** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 674** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 676** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 680** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 681** to **Graduate Certificate in Chartered Professional Accountancy** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **Chartered Professional Accountancy Graduate Diploma** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Sub Section is housed in Chartered Professional Accountancy Graduate Diploma

Addition of **CPA 672** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 673** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 675** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 670** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 671** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 674** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 676** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 680** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

Addition of **CPA 681** to **Additional Degree Requirements** requirement
Source of other unit Impact

- Course is housed in Chartered Professional Accountancy Graduate Diploma Courses

DATE: March 6, 2025

TO: Anne-Marie Croteau, School of Graduate Studies

FROM: Dr. Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

SUBJECT: Graduate Certificate in Chartered Professional Accountancy

Dear Dean Croteau,

I am writing following my meeting with i/Provost Dr. Effrosyni Diamantoudi, where she confirmed her support for the Graduate Certificate in Chartered Professional Accountancy which will be housed at the John Molson School of Business.

The certificate meets an important need to both provide students who are not interested in pursuing an accounting licensure track a meaningful certification, while also allowing students who wish to pursue accountancy with no clear career path an option to enter an initial path that might lead to the licensure path. We suggest that the marketing of the program address a wide array of potential students – both those within needing new direction, as well as new learners with less defined interests.

A formal letter from the Dean is required as the proposal makes its way through governance; that said, we are eager to support you in shepherding this through.

Sincerely,

RACHEL BERGER

Dr. Rachel Berger

Vice-Provost, Innovation in Teaching and Learning

Cc:
Dr. Effrosyni Diamantoudi, i/Provost & Vice President, Academic
Dr. Geoffrey Dover, i/Dean, School of Graduate Studies
Dr. Jordan Lebel, Associate Dean, SGS
Dr. Sandra Betton, Associate Dean, JMSB
Ms. Julie Johnston, Office of the Provost
Mr. Daniel Therrien, Associate Vice President, Integrated Planning, Office of the Provost

Concordia Proposal for New Programs (Degree programs, certificates and diplomas))

Notes on the new template:

1. The intent for the proposal template is for it to be as light as possible, without requiring labour-intensive activities such as surveys, in-depth market analysis, detailed enrolment forecasting and budgeting. Nonetheless, the proposal should offer a general picture of the resources required to run the program and rough estimation of anticipated enrolment.
2. Once the "general idea" for the program has been approved by the Provost, additional documentation may be appended before the proposal moves through the committee approval process, for example market research and survey findings, environmental scan, detailed enrolment forecasts, hiring plan, budget projection, letters of support, curriculum map, etc.
3. The required documentation to be appended to the proposal before the dossier moves through the committee approval process will be outlined in the Provost's approval memo- it will vary depending on the nature of the program.
4. Only one template for the "Proposal" is used, regardless of whether it is for a degree program, certificate or diploma.. There is no separate template for the "LOI" and "Proposal". The only exception to this would be in the case of full new degree programs that require MES approval via their new program process. In this case, a curriculum developer may be assigned to support the department in completing the required MES documentation and templates.
5. An additional new element is a prompt to encourage departments to have a discussion with the Faculty recruitment officers in the development of the proposal, rather than waiting until it has been approved by Senate. The intention of adding this is to improve the way the target audience is articulated and include recruitment staff in the conversation early on.

GENERAL INFORMATION

New programs are developed collaboratively between the hosting unit(s), the Departments, the Faculties, the School of Graduate Studies and the Office of the Provost.

Type of credential	Certificate
Level of study	Graduate
Program name	Graduate Certificate in Chartered Professional Accountancy
Hosting unit(s)	Chartered Professional Accountancy (CPA) Program

Total credit value	21
Leads	CPA Program Committee, Accountancy
Proposed start date	Winter Term 2027
Dean signature	

PROGRAM OVERVIEW (250 words)

The proposed 21-credit Graduate Certificate in Chartered Professional Accountancy (CPA) offers CPA candidates that do not wish to pursue the licensure track in order to become public accountants (i.e., CPA Auditor) an efficient way to graduate from the existing CPA program with a "degree."

The proposed certificate consists entirely of courses from the redesigned 30-credit Graduate Diploma in CPA. It combines the required courses to write the order exams for the non-licensure option (i.e., Order Exam I-A and II). This means the proposed certificate neither includes the Licensure Module nor the 3-credit elective of the Graduate Diploma in CPA.

Offering both the Graduate Diploma and Graduate Certificate in CPA ensures that Concordia University can attract both types of CPA candidates; the ones that aim for the designation as CPA Auditor and the ones that aim for a general CPA designation.

SOCIETAL NEED, TARGET AUDIENCE, AND ENROLMENT STRATEGY (250 words)

The CPA Order has redesigned the competency and certification requirements to obtain the CPA designation, coming into effect on January 1, 2027. These changes led to an update of the existing Graduate Diploma in Chartered Professional Accountancy (CPA), which is currently in the curriculum approval and CPA Order accreditation process.

As part of the new CPA certification requirements by the Order, CPA candidates can choose either the licensure track to hold the designation as CPA Auditor, or they do not choose the licensure track and hold the designation CPA only (without Auditor title). The 30-credit Graduate Diploma in CPA is designed for the licensure track. Students that do not wish to become a CPA Auditor can complete the Graduate Diploma by taking alternative courses. However, these courses are not required to achieve the CPA certification. This makes is less attractive for non-licensure CPA students to enrol into our CPA program. Simply put, the Diploma requires more coursework than what is needed to become a CPA (without Auditor title).

For this reason, we propose to add the Graduate Certificate in Chartered Professional Accountancy as a program option to avoid that non-licensure CPA students either not join Concordia or will simply exit the Graduate Diploma without completing the degree. By offering this certificate, the CPA program can better reach CPA candidates that do not wish to work in audit, but in industry or taxation as it signals a clear and fast educational path to reach their career objective with Concordia of becoming a CPA (not CPA Auditor). As there are no additional courses required, the proposed certificate is a resource-optimized program addition to the CPA program portfolio.

PROGRAM AT THE GRADUATE/UNDERGRADUATE LEVEL (100 words)

It is a graduate level study that prepares and qualifies for CPA preparation.

ADMISSION REQUIREMENTS (100 words)

Bachelor's degree. Students holding an undergraduate degree with a major in Accountancy, with high academic standing (minimum GPA of 3.00 on a scale of 4.30, or the equivalent, and demonstrated overall proficiency in specific courses) will normally have satisfied the prerequisite requirements.

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

CURRICULUM (400 words)

Graduate Certificate in Chartered Professional Accountancy (21 credits)

13.5 credits - Foundational Development & Core Module • CPA 670 Foundational Seminars (1.50) • CPA 671 Accounting Analytics & Artificial Intelligence (1.50) • CPA 672 Financial Reporting Practices (3.00) • CPA 673 Taxation (3.00) • CPA 674 Compilations, Reviews & Audits (3.00) • CPA 675 Non-Financial & Financial Reporting (1.50)
3 credits - Capstone I-A Module: Core Common Preparation • CPA 676 Core Integration & Exam Preparation (3.00)
Up to 6 credits from Capstone II Module: Leadership Preparation • CPA 680 Leadership Competencies (3.00) • CPA 681 Leadership Integration & Exam Preparation (3.00)

CPA 670 - Foundational Seminars
This course consists of two foundational seminars designed to introduce students to the ethical, strategic, and performance dimensions of the accounting profession. The first seminar addresses

the topic areas of Ethical Decision-Making, Organizational Governance, and Sustainability. The second seminar focuses on the topic areas of Finance, Management Decision-Making, Strategy, Risk Management and Innovation as well as Value Creation. Students use case-based learning in both seminars. Upon successful completion of the seminars, students are able to integrate foundational accountancy competencies across a range of decision-making contexts, demonstrating awareness of the ethical and professional implications inherent in their judgments.

CPA 671 - Accounting Analytics & Artificial Intelligence
In this workshop, students acquire competencies in data analytics, data governance, the use of artificial intelligence, and other technologies relevant for assurance, business advisory, and industry mandates of professional accountants. Using an applied teaching approach, students use technology to analyze and assess a multitude of decision scenarios and contexts, supporting their development of the advanced professional competencies as well as the specific accountancy competencies in Big Data and Data Analytics, Data Governance, as well as in Management Decision-Making and Information Systems/Technology. Upon successful completion of the workshop seminar, students know how to integrate technology into the diverse work portfolio of professional accountants.

CPA 672 - Financial Reporting Practices
In this course, students obtain core competencies in financial reporting for routine transactions of many financial accounting and reporting issues at a low to moderate level of complexity. Using a case-based teaching approach, students apply appropriate accounting treatment, using alternative accounting frameworks. By the end of the course, students are equipped to make routine financial reporting decisions, using an ethical mindset and the advanced professional competencies.

CPA 673 - Taxation
In this course, students develop core competencies in taxation. Using a case-based teaching approach, students apply appropriate tax treatment in compliance with tax laws and regulations for a broad range of routine tax events or transactions and tax planning at a low to moderate complexity. Upon successful completion of the course, students are capable to address routine taxation issues, using an ethical mindset and the advanced professional competencies.

CPA 674 - Compilations, Reviews & Audits
In this course, students obtain core competencies in compilations, reviews, and audits of historical financial information. Using a variety of teaching methods that focus on a case-based teaching approach, students apply appropriate standards with an ethical mindset to these projects. Upon successful completion of this course, students are trained to perform compilations, reviews, and audits of historical financial information that serves the public interest.

CPA 675 - Financial & Non-Financial Reporting
In this course, students develop core accountancy competencies in financial and non-financial reporting at a low to moderate complexity. Using a case-based teaching approach, students apply the advanced professional competencies in making financial and non-financial reporting decisions. By the end of the course, students are prepared to analyze the appropriateness of financial and non-financial reporting options in diverse decision scenarios and contexts.

CPA 676 - Core Integration & Exam Preparation

In this course, students integrate and enhance the previously acquired accountancy competencies to apply them to performance-related decisions in a multitude of scenarios and contexts at increased levels of proficiency. Using exam simulations, the course is designed specifically for students writing the CPA Professional Final Exam – Part 01 on the CPA Core – Common.
Note: There will be a surcharge for this course.

CPA 680 - Leadership Competencies
In this course, students foster the acquired accountancy competencies in the topic areas of Ethical Decision-Making and Organizational Governance, Finance, Management Decision-Making, Strategy, Risk Management, and Innovation, as well as Value Creation. Using a case-based teaching approach, students refine their ethical mindset and advanced professional competencies to a higher proficiency level. Upon successful completion of the course, students are prepared to make, facilitate, communicate and implement performance-related decisions in a multitude of scenarios and contexts of higher ambiguity and complexity.
Note: There will be a surcharge for this course.

CPA 681 - Leadership Integration & Exam Preparation
In this course, students integrate and apply the previously acquired accountancy competencies in a decision context of higher ambiguity and complexity. Using a case-based teaching approach and exam simulations, students put to test in an undirected manner their ethical mindset and advanced professional competencies across all topic areas in a multitude of scenarios and contexts. By the end of the course, students are well equipped to use their developed competencies to tackle real-world challenges encountered by professional accountants. The course is designed specifically for students intending to write the CPA Professional Final Exam – Part 02 on the CPA Leadership.
Note: There will be a surcharge for this course.

INSTITUTIONAL FIT (150 words)

Concordia University runs the second largest university CPA graduate program in Quebec, known for its strong success rate on CPA exams and flexible program delivery to cater to working and non-working students.

The professional degree program contributes to and aligns with JMSB's vision to be recognized as one of the world's most relevant, responsible, and respected business schools. Each year the CPA program contributes more than 100 new CPAs entering the relevant profession who were trained with an emphasises on professional ethics and responsible conduct to protect the public interests through audit and other CPA engagements.

CONSULTATION & INSTITUTIONAL FIT (200 words)

The reason for the proposed certificate is to ensure that Concordia University captures as many undergraduate students as possible from the Major of Accountancy who wish to pursue their CPA studies for the CPA graduate studies, while offering attractive CPA options to accountancy students from other universities.

The combination of a Graduate Diploma and Certificate in CPA offers learners three career pathways:

- CPA Auditor pathway by pursuing the Graduate Diploma with the licensure track

- More-than-CPA (without Auditor) pathway by pursuing the Graduate Diploma with value-adding elective learnings beyond CPA requirements, and
- CPA (without Auditor) pathway by pursuing the Graduate Certificate

Not offering the Certificate risks that Concordia does not attract students with a non-audit career objective.

Background: The current CPA training requires students to choose one among four CPA roles (Audit, Finance, Performance Management, and Taxation). This will no longer be the case under the new CPA Certification, starting 01.01.2027. Hence, in the past, there was no need to offer a different program for a non-audit career as CPA students had to choose an alternative role within the Diploma. The new CPA Certification only offers the CPA Audit option and no other role. The proposed Certificate packages all required courses of the Diploma to meet the academic CPA (without Audit title) requirements.

ENROLMENT PROJECTIONS AND RESOURCE REQUIREMENTS

Teaching costs:
The Certificate uses entirely courses from the updated Graduate Diploma. There are no resource requirements for new courses.

Administrative support:
The program will be supported by the current administrative support.

Facilities, equipment, and technological report:
The program will use the same facilities, equipment, and technological support as the Graduate Diploma.

To: Effrosyni Diamantoudi, i/Provost and Vice-President, Academic

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

Copy Rachel Berger, Vice-Provost, Innovation in Teaching and Learning

Sandra Betton, Associate Dean, Professional Graduate Programs

Matthäus Tekathen, Chair of the Accountancy Department and Director of the CPA Program

Date: March 11, 2026

Subject: Endorsement—Graduate Certificate in Chartered Professional Accountancy (21 credits)

Dear Faye,

I am pleased to convey my full support for the Graduate Certificate in Chartered Professional Accountancy (21 credits) and to confirm that it can launch and operate within our current resources.

The CPA Order's redesigned competency and certification framework, effective January 1, 2027, creates two routes to the designation—CPA Auditor (licensure) and general CPA (non-licensure)—to which our program portfolio must now respond. This pairing of credentials will enable us to attract and retain both segments of CPA candidates, minimizing attrition and keeping our School well aligned with the new provincial certification landscape.

Based on this proposal, the Certificate will require no additional teaching, administrative, or facility resources beyond what is already in place for the updated Diploma.

I therefore recommend approval for a Winter 2027 launch to sustain and strengthen JMSB's leadership in CPA education

Internal Memorandum

To: Members of Senate

From: Faye Diamantoudi, Provost and Vice-President, Academic

Date: September 25, 2026

Re: Academic Update

Announcements and Key Items

The Office of the Provost is proud to welcome Ted Stathopoulos to the team! Ted joins us as Vice-Provost, Faculty Development and Inclusion, effective July 1. In his role, Ted will oversee faculty development and academic personnel matters, while fostering collaborative relationships with faculty unions and associations and advancing best practices in equity, diversity, inclusion, accessibility and professional development across the university.

Open House – Concordia's largest student recruitment event – will take place on Saturday, October 24. We look forward to welcoming thousands of prospective students and their families to both campuses. The event will showcase Concordia through tabling, presentations, workshops, and other activities, with the participation of our faculty, staff, and students. I hope to see many of you there.

Concordia's John Molson School of Business (JMSB) is the only Canadian institution to be included among *The Princeton Review*'s Best Business Schools for 2027 report. JSMB also earned a spot on its Best On-Campus MBA list.

Accolades

Concordia faculty members had many successes since the last Senate:

- Elena Baranova (Chemical and Materials Engineering) has joined the Department of Chemical and Materials Engineering as Canada Research Chair in Electrochemical Energy Conversion and Storage.
- Helena Osana (Education) was awarded a Leverhulme Trust Visiting Professorship at Loughborough University (UK), held from May 1 to September 1. The program lets UK universities host distinguished senior academics from abroad for three to twelve months, bringing novel expertise to enhance staff and student skills in areas underrepresented in the UK.
- Max Bergholz (History) won the Dan David Prize – the world's largest history award. The $300,000 award recognizes Bergholz's research on violence, nationalism, and memory in modern Europe.
- Aphrodite Salas (Journalism) and her team launched a CTV documentary titled: *ᑰᒃ ᑰᑦᑐᖅ The Flowing River*. The documentary appears alongside other solutions-oriented journalism projects on the Climate Leadership Story Hub, a multimedia journalism and community-engaged research platform documenting Indigenous-led clean energy transitions launched in June by Salas.

- Alina Stancu (Mathematics and Statistics) was named a Fellow of the Canadian Mathematical Society as part of its 2026 Class of Fellows.
- Jessica Murphy (Health, Kinesiology and Applied Physiology) received the July 2026 Jacques-Genest Rising Star Award, presented by the *Fonds de recherche du Québec*. Her article, published in *Frontiers in Immunology*, shows that the age at which obesity develops influences the immune response of adipose tissue cells following weight loss.
- Saul Carliner (Education) received the Ronald S. Blicq Award for Distinction in Technical Communication Education from the IEEE Professional Communication Society. The award recognizes educators whose innovative teaching has shaped technical communication in universities, professional training and beyond.
- Jill Didur (English and Associate Dean Faculty Affairs and Inclusion, FAS) is leading a $2.5 million national partnership that will advance climate solutions through the environmental humanities. Funded by a seven-year SSHRC Partnership Grant, the initiative will bring together researchers, museums, conservation organizations and communities to rethink sustainability.
- Karen Li (Psychology) was awarded $1,254,600 over 5 years for their research on training to improve complex listening and mobility in older adults with hearing loss: Moving from Lab to Life. This project will study whether brain-training exercises that strengthen attention, memory, and decision-making can help older adults with hearing loss better manage these everyday tasks.
- M. Iordanova (Psychology) has been awarded $1,036,576 over 5 years for their work on understanding sex differences in behavioural change. This project will investigate how the brain learns to reduce reward-driven behaviours and whether these processes differ between males and females.
- Brandon Helfield (Biology/Physics) has been awarded $1,189,576 over 5 years for their work on focused ultrasound mediated CRISPE-Cas9 cardiac gene editing to reverse familial hypertrophic cardiomyopathy. This project aims to develop a new, non-invasive treatment that uses ultrasound to deliver gene-editing technology (CRISPR) directly to affected heart cells.
- Hassan Rivaz (Electrical and Computer Engineering) was awarded $100,000 for one year for his work on breast cancer-related lymphedema (BCRL). His project will develop an artificial intelligence (AI) tool that uses portable ultrasound scans to diagnose and monitor BCRL without requiring specialized expertise. The tool aims to improve early detection, increase access to care, and support ongoing monitoring of the condition.
- Brian Vermeire (Mechanical, Industrial and Aerospace Engineering) has received a five-year, $5 million NSERC Alliance grant to lead a national project developing new machine-learning models for weather prediction. The project brings together researchers from Concordia and eight partner universities across Canada, government and industry partners.
- In collaboration with Ericsson Canada, Dr. Chadi Assi is leading a NSERC Mitacs project entitled “Automating Security for Resilient 5G/6G Networks”. The 5-year project focuses on security automation for future cellular technologies by developing AI-driven frameworks for automated threat detection, adaptive security posture management, policy-based security orchestration, and self-healing mechanisms. The funding will support 345 internship units through Mitacs.
- Post-doctoral researcher Ceyda Yolgörmez, Indigenous Futures Research Centre (IFRC) Co-Director Jason Lewis, and member Suzanne Kite co-authored *Future Imaginaries of Indigenous AI*. Drawing on findings from their workshop series, the paper explores relational, community-grounded technologies rooted in Indigenous knowledge systems to reimagine future AI governance.

Concordia students were also recognized for their work:

- Three student-led startups each received a $20,000 award at the Gina Cody School Innovation Fund Demo Day on May 25: **AEGIS** won the Public's Choice Award for a gamified cybersecurity training tool using interactive challenges to teach threat recognition; **MiSC Robotics** won the Most Innovative Award for technology supporting robotic movement and automation research; and **HarV** won the Judges' Award for a manufacturing knowledge system helping engineering teams organize technical information during product development.
- Roxanne Ross (MFA) was named a recipient of the 2026 Claudine and Stephen Bronfman Fellowship in Contemporary Art, alongside UQAM graduate Marion Schneider. The fellowship provides $88,800 over two years plus teaching opportunities, supporting Ross's lens-based practice exploring portraiture, domestic space, kinship and intergenerational family narratives.
- Antoine Boulanger's (Film Production) short film *La Pichenotte* won a 2026 Student Academy Award – Concordia's first – selected from nearly 3,000 entries and the only Canadian production recognized this year. Produced independently at the Mel Hoppenheim School of Cinema, the film uses dark humour to explore grief, connection and healing. Gold, Silver and Bronze placements will be announced September 14 at the Toronto International Film Festival.
- Syd Hamidreza Hosseini, François Lespinasse, Kamyar Karimi, Franck Ouelette, and Paolo Gruni presented *Viraf 2.0* at the Montreal Fringe Festival from June 14-21. Written and directed by Ph.D student Hosseini, the play is a modern retelling of *Ardā Wīrāz Nāmag*, a Zoroastrian tale of a monk's journey to the underworld for wisdom, following the author's quest to communicate with his cousin Majid, who died in the Israel-Iran war.

Rémi Quirion (DSc 11), Darren Entwistle (BA 86, LLD 12) and Martine Hébert (MA 85), three prominent individuals with ties to Concordia have been appointed to the *Ordre national du Québec*, the province's highest distinction. The 2026 investiture took place on June 17 in Quebec City.

Three Concordia researchers have been selected to the Pierre Elliott Trudeau Foundation's 2026 cohort. Historian Steven High has been named a Fellow – one of the foundation's most prestigious distinctions. Célia Bensiali-Hadaud (PhD candidate, Political Science) and Guillaume Jabbour (PhD candidate, Communication Studies) have each received doctoral scholarships.

Four members of the Concordia community are among the 17 recipients awarded the insignia of the Order of Montreal on May 8: Stephen Bronfman, donor to Concordia; Bernard Voyer (LLD 17); Richard Renaud (BComm 69, LLD 09); and Louise Champoux-Paillé, Co-Director of Concordia's Lorenzetti Centre. The city's highest civic honour recognizes individuals whose exceptional dedication and contributions have helped shape and elevate the influence of the metropolis.

Concordia alumna Nancy Nicol (BFA 74) has been named a Member of the Order of Canada in recognition of her enduring contributions to human rights through activism, documentary filmmaking, scholarship and teaching. A professor of Visual Arts at York University since 1989, Nicol has documented the history of 2SLGBTQIA+ advocacy in Canada through award-winning films and influential research, preserving vital queer histories and advancing public understanding.

Concordia has recently named the first recipients of the Volt-Age Spark Fellowship, a new research-creation award developed in collaboration with the Faculty of Fine Arts (FoFA). Alexandre Franchi (MDes 24), and Pauline Batamu Kasiwa Lomami (GrDip Communication Studies 22, MFA Studio Arts 26), will each receive approximately $50,000 to develop artistic research exploring electrification, climate transition and socio-environmental change. Their projects will examine topics ranging from

decarbonized food production and food sovereignty to critical minerals and resource extraction, contributing artistic perspectives to Concordia's broader Volt-Age research program.

In May, Concordia University Press (CUP) published *Illuminating Media: Transmitting the Renaissance in England, 1400–1550* by Kathleen E. Kennedy, the second book in its Media Before 1800 series. The book offers the first book-length study of late medieval English manuscript illumination and highlights its lasting influence on contemporary design. Separately, two CUP titles were recognized in the Association of University Presses' annual Book, Jacket, and Journal Design Show. Among more than 500 titles nominated by 169 publishers, only 94 were selected. Colin Ripley's *The House Is (Not) a Prison: On the Queerness of Architecture* was recognized in the Scholarly Typography category, while Matthew Purvis's *The Pornographic Delicatessen: Midcentury Montreal's Erotic Art, Media, and Spaces* was named among the year's best book covers.

New initiatives

The Gina Cody School established a new bilateral exchange with École Polytechnique in France this spring. The agreement will create exchange opportunities for Gina Cody School students and faculty, supporting the exchange of expertise and strengthening academic connections between the two institutions.

The Department of Chemistry and Biochemistry recently received a 400 MHz nuclear magnetic resonance (NMR) spectrometer as an in-kind donation from CDN Isotopes, a brand of LGC Standards. This donated piece of equipment will give students and researchers more opportunities to get hands-on experience with a powerful tool used to understand the molecules that make up the world around us. The instrument adds capacity to the department's existing NMR facility, which includes 300 MHz and 500 MHz spectrometers.

The Bureau de la valorisation du français launched the OUI can help! program. Last spring, Concordia signed an agreement with Quebec's Ministry for Higher Education to support French-language learning among new international and out-of-province students enrolled in an undergraduate degree program. As a first step, Oui can help! connects students with French-language courses, support services, and learning resources. Concordia students are encouraged to take advantage of the opportunities to learn or improve their French language skills.

Concordia has launched the new Co-op, Experiential Learning and Career Centre, bringing together career development, co-op and experiential learning services under one centre. The centre connects services formerly offered through the Institute for Co-operative Education, Career Advising and Professional Success and Experiential Learning. The integrated approach provides students with a more connected pathway from classroom learning to the workplace, with support for career planning, employment preparation, co-op, internships, mentorship and other hands-on learning opportunities. The centre will also strengthen employer engagement and expand opportunities for students across a range of work-integrated learning and employment experiences.

In collaboration, the Office of the Registrar, faculties and Student Success Centre launched the Academic Support Program in spring 2026 to support undergraduate students in first-time failed standing who were automatically readmitted on probation as part of a pilot process shift. The program provides structured academic recovery pathway that includes a kick-off information session, self-assessment, academic advising and group programming focused on reflection, resilience, motivation, time

management, study strategies and healthy habits. The program will continue to support students assessed in first-time failed standing this academic year.

In spring 2026, Campus Wellness and Support Services expanded Concordia's sentinel network for suicide prevention by training four additional groups of staff and faculty members in collaboration with the Suicide Prevention Centre of Montreal. This initiative, aligned with Quebec's *Plan d'action sur la santé mentale étudiante en enseignement supérieur* and equipped participants to recognize signs of distress, talk about suicide and direct individuals to appropriate resources at Concordia and in the community. The expanded network of 44 sentinels in suicide prevention strengthens Concordia's collective ability to recognize distress, connect individuals to support and promote the well-being of students, faculty and staff across the university community.

The Equity Office has worked in collaboration with eConcordia in the final stages of creating the new e-module in the *It Takes All of Us* sexual violence awareness and prevention training. It covers Technology-Facilitated Sexual Violence and has been successfully released to the Concordia community.

Building on the Doctoral Peer Mentorship Program, the School of Graduate Studies (SGS) is set to launch a new GradSkills Conversations series in fall 2026. These interactive sessions will bring graduate students and postdoctoral fellows together with peers and experts to explore common academic challenges and share practical strategies for navigating graduate studies. The series got an early start this summer, with two pilot sessions drawing almost 40 graduate students.

The Graduate Awards Office completed a comprehensive redesign of its web presence to improve access to funding information and support graduate students navigating funding opportunities. Enhancements include a new Funding Opportunities search tool, expanded application guidance, information on scholarship support services, and scholarship achievements. Together, these improvements strengthen access to funding information and support students throughout the external scholarship application process.

Events – upcoming

This fall, SGS will partner with 4TH SPACE to host three Graduate Student Ambassador panels. The format extends the reach of each session by engaging students on campus while also making the conversation accessible to prospective students joining remotely. Topics will explore the realities of graduate student life and address common questions, assumptions, and misconceptions about graduate school.

The Homeroom program (Office of Student Life and Engagement) is entering its seventh year of offering new students a space to make friends, develop new skills and navigate the university. This year, Homeroom will be offering distinct groups dedicated to supporting students who are looking to improve their French and learn about Quebec culture in the *En Français* Pod. We will also be offering a Sustainability Pod and an Access Pod for students with disabilities.

Graduate Studies Virtual Info Day will take place on November 3. This event offers prospective students from around the world the opportunity to explore Concordia's graduate programs, connect with faculty, staff and current students, and learn more about admissions, funding, research opportunities and student life.

On October 9, SGS will host a redesigned Graduate (re)Orientation for master's and doctoral students. Delivered in a half-day format, the session will support students at key stages of their graduate journey from developing greater independence as researchers to maintaining momentum toward degree completion. The program will combine practical strategies, peer perspectives, and connections to university resources to help students navigate research, writing, supervision, and other common academic challenges.

FoFA supports the launch of a new Indigenous Public Art Mural Program in partnership with MU, a Montreal-based mural organization. The project will be unveiled on September 30, National Day for Truth and Reconciliation, and features *Teionihtiohtià*, a panoramic mural by Indigenous artists Hannah Claus, a Concordia alumna and Studio Arts professor, and Kaia'tanó Dumoulin Bush. Concordia artists and students also worked with MU on the mural. Co-commissioned by the Indigenous Directions Leadership Council (IDLC) and Concordia's Public Art Office, the project also includes a sculptural bronze floor medallion by Indigenous Studio Arts student Jason Sikoak (BFA 2023). The initiative creates opportunities for Indigenous artists and students while increasing the visibility of Indigenous artistic voices on campus.

The Law Meets Engineering series returns on September 30 with *Ctrl+Alt+Defend: Your Next Hacker May Not Be Human*. The panel explores how AI and deepfakes are changing cyber threats and organizational responses to crises. Concordia Jurist-in-Residence Morton S. Minc welcomes Larry Markowitz of NATIONAL Public Relations, Nareg Froundjian of Fasken and Marco Manglaviti of Deloitte.

On September 28, the John Molson Climate Business Institute hosts its "Sustainability in Business" Conference". The institute hosts two panels, each designed for the business community, on the topic of financing food security systems at the 50th parallel and beyond.

Leading up to the Fall 2026 term, The SHIFT Centre for Social Transformation (SHIFT) and the Office of Community Engagement (OCE) recruited 29 undergraduate students into experiential learning placements with Montreal community organizations. Through these paid internships, students will work in various roles with groups across the city focused on issues ranging from food security and housing to migrant rights and community mental health.

This year, in collaboration with six local community organizations and four FAS faculty members (Drs. Bengi Akbulut and Leila Ghaffari, Geography, Urban Planning, and Environment; Dr. Meghan Joy, Political Science; Dr. Felice Yuen, Applied Human Sciences), SHIFT is launching its second Research and Advocacy Program cohort. Over the 2026-2027 academic year, six graduate students will work on research questions developed by community organizations linked to the theme "Development without Displacement."

Events – past

On September 24, SGS hosted the 2026 PhD Welcome Reception, welcoming more than 150 newly admitted doctoral students. This annual event provided the incoming PhD cohort with an opportunity to engage with peers, graduate program directors, and members of the University's leadership. The reception also brought together Public Scholars and mentors from the Doctoral Peer Mentorship Program, further strengthening connections across Concordia's graduate community.

On September 24, SGS hosted the inaugural 5-Minute Research Talks Postdoctoral Showcase at 4TH SPACE. The event challenged postdoctoral scholars to communicate their research to a broad audience in five minutes, strengthening research communication and knowledge mobilization skills. Presenters represented multiple faculties and disciplines, and both in-person and online audiences participated in selecting a People's Choice winner.

On September 10, the FoFA Gallery and Leonard & Bina Ellen Art Gallery jointly launched their fall exhibition seasons with *La Rentrée Concordia 2026*. The evening brought together three exhibitions across both galleries: *FOODWAYS*, curated by Zoë Chan (MA 08) at the Ellen Gallery, and *The Earth We Carry*, curated by Hanss Lujan Torres, and Kandis Friesen's *Where you have not first of all to uproot a whole forest* at FOFA. The event featured guided tours, artist encounters and a performance by Moe Clark, a master's candidate in the INDI program, bringing together the Concordia community to mark the start of the university's fall cultural season.

Throughout the summer, the Leonard & Bina Ellen Art Gallery featured multiple exhibits:

- On September 1, the Fall exhibition FOODWAYS opened. Curated by Zoë Chan, the exhibition included works by 12 artists who explore food and food cultures.
- Their annual MFA student exhibition, IGNITION, ran until June 13 and attracted an audience of 545 people during that time. This does not include the thousands of people who saw Sam Lee's related satellite project in the FoFA Gallery courtyard on Ste Catherine Street.
- The Leonard & Bina Ellen Art Gallery ran a special summer installation in the Gallery's vitrines from June 19 to August 6, Love Songs to End Colonization, and hosted a performance on June 20.
- On June 3, they opened the latest edition of SIGHTINGS in the Hall Building, featuring a newly commissioned work by local artist Alexia Laferté-Coutu.

Building on the successful cooperation established with the Aristotle University of Thessaloniki, Greece – through signing an agreement and the Global Media in Greece field school – Concordia welcomed Dr. Vassilia Kazamia as an Erasmus+ visitor. Erasmus+, the European Union's flagship program supporting international education and academic mobility, provided financial support for Dr. Kazamia's visit and further strengthened opportunities for research and academic collaboration for Concordia in Greece. During her visit, Dr. Kazamia delivered presentation skills workshops to graduate students and staff through the GradProSkills program, contributing to professional development and fostering international knowledge exchange within the Concordia community.

On August 31, First Stop launched across four campus locations (Hall, LB, MB and AD) and online chat. In their first two weeks of fall 2026 operation, First Stop had more than 1,200 interactions with new students. In 72% of cases, students' questions were resolved on the spot, while the remaining 28% were referred and connected to appropriate campus services.

On August 27, Machine Agencies presented its latest work, *The Monolith* at MUTEK Forum. Developed during a four-month residency at Milieux by Dr. Bart Simon, Dr. Aurélie Petit, PhD students Cristina Jimenez, Paolo Gruni, Syd Hamidreza Hosseini, Milton Lim, and François Lespinasse, alongside Master's student Kamyar Karimi, the project is a Live Action Role Playing game that invites participants to reflect on their relationship to AI. Over 50 attendees participated in the presentation and follow-up discussion.

On August 27, IFRC members Jackson 2bears and Ceyda Yolgörmez participated in the panel Land-Based Ecologies. They discussed Abundant Intelligences' initiatives demonstrating how Indigenous communities are building alternative technological futures rooted in responsibility, relation and place.

On August 27, Speculative Life member Jacqueline Beaumont joined Anouk Either, Karim Jerbi, Isabella Salas, and Erin Gee for a panel discussion on biosignals in Digital Art. Following presentations of their respective practices and research, the panelists adressed moderator Jean-Michaël Celerier's questions regarding the increasing use of physiological signals and data in visual art.

On August 21, Grad School 101, SGS's annual online event for Concordia undergraduates considering graduate studies, welcomed 161 participants. The session introduced attendees to graduate education pathways and provided information on program options, admissions processes and student experiences.

From August 10 to 21, Milieux hosted its Summer Institute, Experiments in Environmental Ethnography. Led by Kregg Hetherington (Sociology and Anthropology), MDes student Patrizio McLelland and Polina Shubina (PhD Candidate, INDI, Fine Arts), the intensive program explored innovative approaches to environmental ethnography through participant listening. Working along the Verdun shoreline, students created collaborative sound-based projects that were presented at the institute's conclusion.

In August, Concordia's Social Justice Centre co-organized Animals at Large: Critical Animal Studies Perspectives on Wild, Feral, and Free-Living Animals, a three-day hybrid conference bringing together scholars, artists and activists to examine the political, ethical and social dimensions of human relationships with wild and free-living animals. The event was organized in partnership with the Canadian Society for Critical Animal Studies, the *Centre interuniversitaire de recherche en éthique* and Toronto Metropolitan University's Department of Criminology, with additional support from several research organizations and funders.

On July 14, District 3 celebrated the 10th anniversary of the Alan Shepard Residency, a program that connects student teams with Montreal-based organizations to solve complex challenges through experiential learning. Trying a new format for the event, the teams set up around the space as 4TH SPACE's hand-held cameras visited them for the audience to hear them talk about their findings. The challenges of building organizational resilience, narrowing the scope of large problems, and identifying the existing resources to make change were all part of the problem-solving.

This summer, a delegation from Concordia's Departments of Journalism and Communication hit the road to take part in the *FIJC Festival du journalisme de Carleton-sur-Mer*. Thirteen students, accompanied by Amélie Daoust-Boisvert (Journalism), Magda Konieczna (Journalism), and Lucie Laumonier (Journalism), had the opportunity to attend panels, screenings, public discussions and meaningful encounters with renowned journalists and deeply engaged members of the public.

Throughout July and August, 4TH SPACE partnered with Concordia Summer Camps to give youth a behind-the-scenes look at Concordia labs and projects through a series of livestreamed tours across the university's two campuses. Campers watched and participated from 4TH SPACE, where they engaged directly with researchers through live Q&A sessions facilitated by the team.

- A *Closer Look at SunBlock* took campers to the EV Building rooftop, where Dr. Bart Simon, Milieux Director, showcased solar-powered computers running a custom version of *Minecraft*.
- Campers toured the Hall Building's Solar Simulator and Environmental Chamber with Jean-Christophe Pelletier-De Koninck (PhD 2024), and Yearim Yang (PhD, Building Engineering).

- A livestream from the Dylan Fraser Fish Lab in the Applied Science Hub introduced campers to brook trout research.
- The final tour visited the Building Aerodynamics & Wind Tunnel Lab in the EV Building with Dr. Murad Aldoum, a postdoctoral fellow.

On June 27, Milieux hosted a workshop *From Formal Benchmarks to Street-Smart AI Certifications: Community-Grounded Approaches* as part of the 9th annual ACM FAccT conference. The workshop convened around 50 interdisciplinary practitioners to establish expanded benchmarking and evaluation frameworks for AI.

The John Molson Climate Business Institute (CBI) launched its inaugural Business and Climate Action Summer School (June 8–20), bringing together 17 undergraduate, graduate, and MBA students for a two-week program combining classroom learning, company visits, climate-policy fieldwork, and decarbonization simulations. Led by JMSB faculty and a guest instructor from the UN Capital Development Fund, the program centred on an interdisciplinary case study that students developed and presented throughout the course. Some participants also joined an optional North Shore field trip connecting climate-business concepts with real-world decarbonization challenges. The program marked an important first step in translating CBI's research into hands-on training for future business leaders.

The inaugural Studio Baie-Saint-Paul residency took place this summer at the *Musée d'art contemporain de Baie-Saint-Paul*, immersing students in a fully francophone artistic environment in the Charlevoix region. Over five weeks, these 18 emerging artists and students combined French-language learning with artistic production, critiques, research and collaboration, culminating in public presentations and open studios on June 12. A collaboration between the museum, FoFA, the Bureau de la valorisation du français and the Département d'études françaises, the residency is intended to become an annual program.

Office of Student Tribunals
Annual Academic Hearing Report
July 1, 2025 to June 30, 2026

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 first meeting of Senate for the academic year. 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 2025-2026 as of July 1, 2026, is provided below:

							TOTAL HEARING REQUESTS				TOTAL ACADEMIC HEARING PANELS ("AHP") HELD		
	INCIDENT REPORTS	CHARGES DISMISSED AT FACULTY LEVEL		CHARGES UPHELD AT FACULTY LEVEL		INCIDENT REPORTS PENDING DECISIONS BY FACULTY	SENT TO AHP BY FACULTY	AHP REQUESTED BY STUDENT	AHP[1] PENDING FROM PREVIOUS YEARS	WITH-DRAWN	DISMISSED	UPHELD	AHP PENDING
Faculty			% of incident reports		% of incident reports								
Arts and Science	130	15	*12%*	106	*82%*	9	10	1	30	5	1	19	16
Gina Cody School of Engineering and Computer Science	101	33	*33%*	68	*67%*	0	15	5	14	5	1	11	17
Fine Arts	11	4	*36%*	7	*64%*	0	0	0	0	0	0	0	0
John Molson School of Business	135	57	*42%*	76	*56%*	2	4	0	7	2	1	4	4
School of Graduate Studies	18	6	*33%*	12	*67%*	0	2	0	0	0	1	1	0
TOTAL	**395**	**115**	*29%*	**269**	*68%*	**11**	**31**	**6**	**51**	**12**	**4**	**35**	**37**
							37				**39**		

By July 1, 2026, a total of 395 **incidents** were reported for courses taken during the academic period covered by this report. A total of 269 (68%) charges were upheld at the Faculty level, 115 (29%) charges were dismissed, and 11 (3%) of these incidents are still pending decisions by the Faculties.

Out of the 269 charges upheld by the Faculties, the Office of Student Tribunals received a total of 6 requests for AHPs from students and 31 requests from the Faculties. Adding the

[1] The number of hearings pending from previous years column includes hearings requested during the 2025-2026 academic year for courses taken during previous academic years.

above to the 51 AHP requests carried over from previous years, there were a total of 88 **AHP requests to process this past year,** including 57 for repeat offences.

Our office conducted hearings with respect to **42 cases** under the Code in the 2025-2026 academic year, as follows:

- **39 Academic Hearing Panels** (including 30 for repeat offence cases)
- **3 Appeals Authorization Panels**

As of July 1, 2026, we begin the 2026-2027 academic year with the following number of cases awaiting hearings:

- 37 Academic Hearing Panels (including 27 for repeat offence cases)

The hearings carried over from 2025-2026 are due to:

- 8 separate requests to postpone hearings;
- 12 separate requests to withdraw hearing requests;
- Several hearings scheduled under other policies;
- Several hearing requests received toward the end of the 2025-2026 academic year, including 15 hearing requests received by the Office of Student Tribunals after April 1, 2026.

Submitted by Laura Landry
Student Tribunals Officer
tribunal@concordia.ca
Date: August 21, 2026

Encl.

US-2026-4-D12
FOR INFORMATION

SENATE
OPEN SESSION
Meeting of October 2, 2026

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: September 24, 2026

SENATE
OPEN SESSION
Meeting of October 2, 2026

AGENDA ITEM: Merger of the Department of Art Education and the Department of Creative Arts Therapies

ACTION REQUIRED: For approval

SUMMARY: Senate is being requested to consider for approval the merger of the Department of Art Education and the Department of Creative Arts Therapies.

BACKGROUND: The Department of Art Education and the Department of Creative Arts Therapies train students in fine arts pedagogy; community-based practices; teacher training and qualitative research; and art therapy, drama therapy, music therapy, and play therapy practices; and their faculty members and students are active practitioners and researchers in their respective disciplines.

Three consultation sessions open to students, faculty and staff from the two aforementioned departments were conducted on February 18, 2026, February 24, 2026, and March 11, 2026 to seek input about maintaining the visibility and identity of the programs housed within each department; about how student experience could be enriched with exposure to students and curriculum from different disciplines; about how a culture of collaboration across disciplines could be fostered for teaching, learning and research.

Three consultation sessions open to students, faculty and staff from the two aforementioned departments were conducted on March 17, 2026, April 17, 2026, and April 22, 2026 to seek input about the name for the proposed department and to identify further issues that will need to be collectively discussed and addressed in the academic year 2026-2027, such as governance, staffing, infrastructure, curriculum, student experience, accessibility and so on.

The proposal to merge the Department of Art Education with the Department of Creative Arts Therapies and establish a Department of Art Education and Creative Arts Therapies was endorsed unanimously by the department councils of the Departments of Art Education (June 2, 2026) and the Department of Creative Arts Therapies (June 22, 2026) and was approved by the Faculty Council on September 11, 2026.

Following recommendation of the Faculty Council, Senate Steering at its meeting of September 22, 2026 requested Senate to consider the approval of the merger.

DRAFT MOTION:

That, following recommendation of the Faculty of Fine Arts, Senate approves the merger of the Department of Art Education and the Department of Creative Arts Therapies; and

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

PREPARED BY:

Name: Secretary of Senate
Date: September 22, 2026

MAKING THINGS THAT MATTER

CONCORDIA FINE ARTS

To: Karan Singh, Secretary of the Board of Governors/Senate

From: Dr. Annie Gérin, Dean, Faculty of Fine Arts

Date: September 11, 2026

Subject: Request for the merger of the department of Art Education with the department of Creative Arts Therapies, and establishment of the department of Art Education and Creative Arts Therapies

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Executive Summary

The Faculty of Fine Arts proposes to merge the department of Art Education with the department of Creative Arts Therapies, into a new department of "Art Education and Creative Arts Therapies".

The department of Art Education and Creative Arts Therapies will promote teaching, learning and research excellence through:

- Greater symbiosis between areas of expertise shared by faculty in Art Education and in Creative Arts Therapies, notably around questions of equity and accessibility, disability studies and disability justice, community outreach and impact, sustainability and climate justice.
- Stronger alignment and increased collaboration between the areas for teaching and research, pedagogical innovation, and student mobility across elective courses, as well as improved pathways between the undergraduate program in Art Education and the graduate programs in Art Education and in the Creative Arts Therapies.
- Increased profile for our programs, with renewed opportunities for partnerships, public relations and recruitment of students, as well as fundraising
- Better resource management, including integrated staffing and more equitable distribution of service workload among faculty members

The new administrative structure has already been partially implemented, with significant cost reductions. The new departmental structure will also increase the visibility of our programs and allow for stronger recruitment, and enable us to leverage partnership opportunities for experiential learning and research. It will better correspond to our aspirations for teaching, learning and research.

The new department will continue to offer all the programs that are currently active in the departments of Art Education and Creative Arts Therapies. Eventual program modifications or new programs may be elaborated and implemented over time.

Vision

At the time of writing this document, our vision is to set the new standard for student excellence in art education and in the creative arts therapies by focusing on shared values of accessibility, community impact and sustainability, by harnessing creativity, and by fostering agency and the ability to collaborate with partners across professional communities. A refined vision statement will be developed collaboratively by the members of the new department when formed.

Context

Concordia's department of Art Education was created in 1977. Prior to this, art education courses had been offered as part of a joint program integrated with Studio Arts offerings. In 1983, following the creation of an art therapy program, Concordia officially changed the name of the department of Art Education to the department of Art Education and Art Therapy. It operated under this name until 2004, when it was divided into a department of Art Education and a department of Creative Arts Therapies following the creation of the drama therapy program, as an expression of the desire for the clinical programs in art and drama therapy to gain visibility within a distinct department. Music therapy programs were integrated into the department of Creative Arts Therapies in 2009.

As of Fall 2026, the Department of Art Education is composed of seven permanent CUFA members (including one joint-appointed member and two members starting a three-year gradual retirement period) and roughly 175 FTEs (250 headcount) distributed across undergraduate and graduate programs. The Department of Creative Arts Therapies is composed of seven permanent CUFA members (including one starting a three-year gradual retirement period) and roughly 90 FTEs (125 headcount) distributed across graduate programs.

These are extremely small departments, and faculty members shoulder an outsized service load. The departments often struggle to form collective agreement-mandated committees, such as DPCs, DTCs and DHCs, to the detriment of their members. Merging the two departments into a department of Art Education and Creative Arts Therapies will provide opportunities to better distribute and share collegial governance responsibilities, while also creating the conditions for greater collaboration and increased student access to courses, expertise and resources, renewing partnership and recruitment strategies, improving resource management, and so on.

Consultation

A Steering Committee was established in the Fall of 2025, with the goals of exercising leadership over the project, leading a consultation with the Faculty of Fine Arts community, and preparing the present proposal. The Steering Committee is composed of the 2025-2026 academic year chairs of the departments of Art Education (MJ Thompson) and Creative Arts Therapies (Cynthia Bruce), Tristan Khaner, Director, Office of the Dean and Faculty Operations, and Annie Gérin, Dean, Faculty of Fine Arts.

Consultations were led in the 2025-2026 academic year through Faculty of Fine Arts Council and multiple Department Council visits. Furthermore, consultation sessions opened to students, faculty and staff from the two aforementioned departments were conducted in person and on campus on February 18, 2026 and February 24, 2026, and online on March 11, 2026 to seek input about maintaining the visibility and distinct identity of the programs housed within each department; about how student experience could be enriched with exposure to students and curriculum from different disciplines; about how a culture of collaboration across disciplines could be fostered for teaching, learning and research.

Further consultation sessions opened to students, faculty and staff from the two aforementioned departments were conducted in person and on campus on March 17, 2026 and April 17, 2026, and online on April 22, 2026 to seek input about the name for the proposed department and to identify further issues that will need to be collectively discussed and addressed in the academic year 2026-2027, such as governance, staffing, infrastructure, curriculum, student experience, accessibility and so on.

The proposal to merge the department of Art Education with the department of Creative Arts Therapies, and establish a department of Art Education and Creative Arts Therapies was endorsed unanimously by the department councils of the departments of Art Education (June 22, 2026) and of Creative Arts Therapies (June 2, 2026). The proposal was then brought forward to the Faculty of Fine Arts Council on September 11, 2026, which recommended the creation of the new department unanimously.

Structure of the Department of Art Education and Creative Arts Therapies and governance

The structure we propose for the department of Art Education and Creative Arts Therapies will not depart much from the current configuration. Because the art education and creative arts therapies programs are tied to provincial teacher certification and professional association frameworks and certification processes, program coordination needs to remain disciplinary. The main difference will be that all the programs will be united into one department lead by a single academic unit head (Chair), supported in their work by a departmental steering committee that will include representation from all the new department’s areas.

Consultations conducted on March 17, April 17, 2026, and April 22, 2026 with students, faculty and staff, as well as discussions in department councils and other venues have clearly indicated the desire on the part of our members to further refine the proposed governance model and define collegial decision-making processes, as well as the administrative structure, to best support the teaching and research ambitions of the department. This will be done in the 2026-2027 academic year.

It is important to note that since March 2025, a single department administrator has been overseeing the operations of the department of Art Education and of the department of Creative Arts Therapies and that the departments share a single academic unit head since July 2026.

A New Environment to Support Synergies

The new department will strengthen opportunities for students and faculty to engage with community partners across educational, cultural, health, and social sectors. By building on the complementary strengths of Art Education and Creative Arts Therapies, the department will support collaborative initiatives, experiential learning, and partnerships that enhance student learning while responding to community needs.

Concordia University is renowned for the quality of its programs and experiential learning opportunities. The Department of Art Education offers one of the only BFA in Community-based Art Education degree programs in Canada. The program, from which students can shift to a BFA specialisation that leads to teacher certification in Quebec and is transferable across Canada with additional certification required in some provinces, is supported by internships in community art programs and in schools. The department also offers an MA degree and a PhD in Art Education, Canada's first and only standalone doctoral program housed in a Faculty of Fine Arts. The department of Creative Arts Therapies offers an MA in Creative Arts Therapies, Art Therapy; MA in Creative Arts Therapies, Drama Therapy; and a MA in Creative Arts Therapies, Music Therapy (research thesis option or advanced clinical practice option); as well as a Graduate Diploma in Music Therapy; and a Graduate Certificate in Play Therapy. All these programs are supported by internships and experiential learning opportunities in health, mental health, education, and long-term care settings and also in community-based organizations. Concordia’s department of Creative Arts Therapies is the only one in Canada offering drama therapy and play therapy programs, and the only one to propose more than one modality (art, drama, music, play). Faculty members from both departments supervise PhD students through Concordia’s Individualised PhD Program (INDI) and Humanities Interdisciplinary PhD Program (HUMA).

Consultations conducted on February 18, February 24, and March 11, 2026 with students, faculty and staff, as well as discussions in department councils and other venues have clearly indicated the desire on the part of our members to maintain all the disciplinary programs in Art Education and in the Creative Arts Therapies, while also increasing opportunities for interdisciplinary collaboration in teaching, learning and research, and pedagogical innovation.

Therefore, the new Department will continue to offer all the programs that are currently active in the departments of Art Education and Creative Arts Therapies.

However, there was great interest on the part of those consulted to develop interdisciplinary elective courses around topics that bridge the programs and support educational and clinical practices and pedagogical innovation, notably around questions of equity and accessibility, disability studies and disability justice, community impact and sustainability. Some of these courses may eventually provide the foundation for program modifications or for new, joint programs to be elaborated and implemented over time. There was also sustained discussion around leveraging partnerships and internship sites compatible with different programs across Art Education and the Creative Arts Therapies, and showcasing faculty research expertise in joint graduate supervision. Students spoke passionately about the need for clear pathways from the undergraduate degrees in Art Education to the graduate programs in Creative Arts Therapies, and they expressed their interest in increasing student access to resources and opportunities for collaboration for scholarly, community or creative purposes.

Faculty members from the departments of Art Education and Creative Arts Therapies, as well as their graduate students already actively collaborate on scholarly and on research-creation projects across departments and contribute to interdisciplinary research clusters and centers, such as the Centre for Interdisciplinary Studies in Society and Culture (CISSC), the MILIEUX Institute for Arts Culture and Technology, the Centre for Arts in Human Development (CAHD), Center for Oral History and Digital Storytelling (COHDS), the Centre for Research on Aging (engAGE), as well as the Concordia Arts in Health Center (CAiHC). In many instances, their own creative and professional practices integrate multiple artistic, scholarly, and community-based perspectives. Building on these existing collaborations, the new department will create additional opportunities to connect students with faculty expertise through teaching, research, research-creation, and community partnerships, while preserving the distinct identities of the Art Education and Creative Arts Therapies programs.

A Differentiator in the Quebecois, Canadian and International ecosystem

Concordia University offerings in Art Education and in the Creative Arts Therapies are already quite unique, and complementary to what is offered in other institutions. Concordia is the only university in Quebec that proposes accredited music therapy, drama therapy and play therapy training, and the only English-language program for art therapy. The Université du Québec en Abitibi-Témiscamingue (UQAT) dispenses Quebec's only master's program in art therapy taught in French. Concordia is also the only university in Quebec that offers art education programs in English, including the only PhD program in Art Education in the province, while Université du Québec à Montréal (UQAM) provides art education programs in French at the undergraduate and MA levels, and Université Laval proposes an undergraduate degree in art education jointly with Université du Québec à Trois-Rivières (UQTR) and Université du Québec à Chicoutimi (UQAC).

Across Canada, the following universities and institutes offer degrees in art therapy: Adler University (Master of Counselling Psychology: Art Therapy), Kutenai Art Therapy Institute (Post-Baccalaureate Art Therapy Diploma Program), Vancouver Art Therapy Institute (Graduate-Level Diploma Program in Art Therapy), Toronto Art Therapy Institute (Graduate Level Diploma in Art Therapy), and St. Stephen's College, University of Alberta (Master of Psychotherapy and Spirituality with an Art Therapy Specialization). The following universities offer degrees in music therapy: Canadian Mennonite University (Bachelor of Music Therapy), Capilano University (Bachelor of Music Therapy); Wilfrid Laurier University (Bachelor, Master, and PhD in Music Therapy), and University of Toronto (MA and PhD in Music and Health Sciences). No Canadian universities offer drama therapy or play therapy programs.

Across Canada, the following universities offer undergraduate degrees in art education as concurrent BA/BEd or BFA/BEd programs: York University, University of Windsor, Brock University, Queen's University, and University of Lethbridge. Mount Saint Vincent University and University of Regina offer a BEd with a specialisation in the fine arts. The following universities offer either an MA in Art Education or an MEd program with a specialization in the Fine Arts: University of British Columbia, Simon Fraser University, University of Victoria, and Nova Scotia College of Art and Design (NSCAD). While Concordia's PhD in Art Education is unique in Canada in its dedication to the fine arts, the University of British Columbia offers a PhD in Curriculum Studies with a specialization stream in Art Education, Simon Fraser University offers an interdisciplinary PhD in Arts Education (fine arts, performing arts, cinema), and University of Victoria and University of Alberta each offer a PhD in Education (Curriculum and Instruction) where students can complete their doctoral dissertations focusing on Art/Visual Literacy Education.

This enumeration of programs demonstrates that the programs in art education and in the creative arts therapies are few across Canada, and clearly respond to needs for teacher training, therapists and cultural workers. The list above also reveals that no Canadian university other than Concordia offers the combination of art education and creative arts therapies, or the opportunity to bridge distinct teaching and therapeutic trainings and requirements with shared contextual supports such as critical disability studies, community practice, research-creation, art in/and the environment.

In many international universities, Art Education is housed strictly within a university's Faculty of Education (teacher training), while Art Therapy is classified under clinical mental health, medical faculties, or psychiatry departments. A few notable exceptions are the Department of Art and Art Professions, New York University, which hosts programs in art education, art therapy, and Studio Arts; the Department of Art Education and Community Art Practices at Temple University offers art education and art therapy programs; the Department of Art at Marywood University dispenses programs in art education, art therapy, and Studio Arts; the Florida State University (Tallahasse) Department of Art Education, grants degrees in art education, art therapy and art administration; and Capital University in Columbus Ohio, which proposes an art, art therapy and art education program in its Department of Art. Further afield, Complutense University of Madrid boasts a department of Educación Artística y Arteterapia, which translates directly to the Department of Art Education and Art Therapy, Munster Technological University in Ireland combines the disciplines in the Crawford Department of Arts

in Health & Education, and the School of Social Sciences at Western Sydney University, Australia, dispenses degrees in Art Education and Art Therapy, along with other disciplines such as social work, humanitarian development, criminology and so on.

A new Department of Art Education and Creative Arts Therapies will reflect Concordia's steadfast commitment to the societal impact of the arts on society beyond economic measures. Its creation will bring about the conditions for Concordia to better leverage the complementary strengths of Art Education and Creative Arts Therapies by fostering collaboration around areas of shared expertise, including equity and accessibility, disability studies and disability justice, community impact, and sustainability. The new structure can also enable stronger alignment and collaboration in teaching, research, pedagogical innovation, and student mobility across elective courses, while supporting improved pathways between the undergraduate program in Art Education and the graduate programs in Art Education and Creative Arts Therapies. In addition, it will provide new opportunities to raise the profile of our programs through partnerships, public engagement, student recruitment, and fundraising. Finally, it will support more effective resource management, including integrated staffing and a more equitable distribution of service responsibilities among faculty members.

Resources and financial implications

The proposal to merge the departments of Art Education and Creative Arts Therapies into a new department of Art Education and Creative Arts Therapies does not entail new resources or expenses. It does, however, create structural and permanent operational budget savings. Indeed, as we initiated the process in 2025 we shifted to one department administrator overseeing the operations of both departments, and moved as of July 2026 to one single academic unit head. As the new department comes together, the new structure will allow for better organisation of administrative roles. From this place of increased administrative efficiency we can focus on shoring up critically required faculty member capacity along the department's areas of strength and emerging interest with the student population. We believe that more collaboration between students, faculty and staff will also allow us to maximize our resources.

Furthermore, increased collaboration between the areas and more equitable sharing of collegial governance and service responsibilities among a larger number of individuals will diminish duplication of work and allow for better use of faculty members' time. These objectives of increasing collaboration, sustainability and agility, and lightening the administrative load of faculty members refer directly to the strategic orientations we developed as part of the Faculty of Fine Arts' 2022-2027 Strategic Plan.

Impact of Art Education and the Creative Arts Therapies in Canada and Quebec

Art and culture are vital engines of the Quebec economy. The cultural sector contributes over $14.4 billion to Quebec's GDP and accounts for 21.4% of Canada's total culture GDP. It provides

over 3.3% of total employment across the province.[1] While statistical information about jobs in the cultural sector do not include art teachers, art therapists, music therapists or drama therapists, the above data demonstrates the importance placed by the Province of Quebec on the cultural sector. Furthermore, a study commissioned by Canada Council for the Arts, Canadian Heritage and Ontario Arts Council[2] demonstrates solid evidence of a connection between cultural participation and mental health, as well as health and well-being in general. It also argues that if arts activities are demonstrably related to health and well-being, then access to culture can be related to equitable health outcomes. This is a particularly important statement about the role of art education in the Quebec school system, and the impact that community arts and the creative arts therapies have in Quebec society.

Art education in Quebec schools is a core component of the *Québec Education Program (PFEQ)*, fostering cognitive growth, emotional intelligence, and cultural appreciation. It improves academic outcomes and lowers dropout rates. The exact number of art teachers is not published by the *Ministère de l'Éducation* as a distinct provincial statistic. Concordia Art Education students contribute approximately 16,000 yearly internship hours in Quebec schools and community organisations.

Art, drama, music and play therapists work in health and mental health care, rehabilitative, education, long term care, private practice, and community settings. They are certified professionals through processes governed by the Canadian Art Therapy Association, https://arttherapy.org/the Canadian Association of Music Therapists, the North American Drama Therapy Association, and the Canadian Association for Play Therapy (*in process*). Concordia Creative Arts Therapies students contribute greatly to the Quebec mental health system and community with more than 50,000 yearly internship hours.

Communications, recruitment plan and advancement opportunities

There is strong interest in Concordia's programs in Art Education and Creative Arts Therapies programs. A communication plan will help ensure that current and prospective students understand that the programs and their professional affiliations remain, while highlighting new opportunities for collaboration and shared resources.

The proposed external communications and recruitment strategy includes:

- Communications support for public-facing events that engage prospective students, media, and potential donors (through University Advancement) while showcasing the department's collaborative and creative spirit.
- Updated material in support of recruitment, partnership building and other needs.

[1] Source : https://canadacouncil.ca/research/research-library/2026/06/provincial-and-territorial-cultural-indicators-2
[2] Source : https://canadacouncil.ca/research/research-library/2021/03/canadians-arts-participation-health-and-well-being

- Highlighting alumni testimonials and endorsements from professional partners, community organizations, and professional associations through communications materials, through University Advancement, in support of donor and partners outreach.
- Enhanced program-specific information through Concordia's digital communications and dedicated social media channels.

Furthermore, we have confidence that this exciting project will open new opportunities for philanthropic support. We are hoping to partner with donors for student funding and public facing events. We are also open to the possibility of naming the department, given the right opportunity.

Next Steps and Timeline

Here are some important future milestones for our project.

- 2026-2027 academic year, consultation continues on issues such as governance, staffing, infrastructure and space use, student experience, advising, curriculum and course outcomes, and areas of action for the first years.
- September 2026, proposal submitted to Board of Governors Finance Committee
- October 2026, proposal submitted to Concordia Senate
- October 2026, proposal submitted to Board of Governors
- Fall 2026, changes to University Calendar and the Office of the Registrar
- Fall 2026, recruitment of students begins for all the current programs in art education and in the creative arts therapies under the new banner of the department of Art Education and Creative Arts Therapies
- Summer 2027, launch of the department of Art Education and Creative Arts Therapies

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We are living through a pivotal moment. The whole university sector in Canada and beyond is facing unprecedented pressure due to chronic underfunding and other external factors. In this context university-based fine arts programs are particularly vulnerable. In fact, over the past five years, several programs in Canadian universities have been shut down or indefinitely paused.

There is, however, an opportunity for Concordia to be bold and consolidate our position as a world class Faculty of Fine Arts, according to the QS World University Rankings, and a pillar institution in Montreal. We can assume a leadership role in shaping how emerging practitioners will be trained for an increasingly sophisticated and interdisciplinary cultural/educational/health sector, that requires transferable skills and a strong grounding in accessibility, community impact strategies and sustainability, competencies that resonate strongly with the anchoring values of our Art Education and the Creative Arts Therapies programs. Building on the strength of our programs, expertise of our faculty and staff, and on the talent and drive of the students we attract, we can achieve our vision of setting a new

standard for student excellence by harnessing creativity, by fostering agency and the ability to collaborate across disciplines, and by deepening our already extensive partnerships across the professional community in Montreal, Canada and beyond.