



## SENATE

### NOTICE OF MEETING

September 25, 2025

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, October 3, 2025, 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 2.301. 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 3, 2025  
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	<b>Approval</b>
1.2 Adoption of Minutes from the Open Session meeting of May 16, 2025	G. Carr	<b>Approval</b>

### CONSENT AGENDA

2. Committee reports (Document US-2025-4-D2)		<b>Information</b>
3. Committee appointments (Document US-2025-4-D3)		<b>Approval</b>
4. Appointment to the Concordia Council on Student Life (Document US-2025-4-D4)		<b>Approval</b>
5. Spring Graduation Report (Document US-2025-4-D5)		<b>Information</b>

### REGULAR AGENDA

6. Business arising from the Minutes not included on the Agenda		
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7.	President's remarks	G. Carr	<b>Information</b>
8.	Academic update (Document US-2025-4-D6)	E. Diamantoudi	<b>Information</b>
9.	Annual report of the Academic Hearing Panel (Document US-2025-4-D7)	G. Carr/ A. Beck	<b>Approval</b>
10.	School of Performance dossier (Document US-2025-4-D8)	G. Carr/ E. Diamantoudi/ A. Gérin	<b>Approval</b>
11.	Regulation change - AS-ARTISCI-5800 (Document US-2025-4-D9)	E. Diamantoudi / P. Sicotte	<b>Approval</b>
12.	Program change - AS-AHSC-5589 (Document US-2025-4-D10)	E. Diamantoudi/ P. Sicotte	<b>Approval</b>
13.	Impact International Students	G. Carr/ F.-A. Joli-Coeur	<b>Information</b>
14.	Question period ( <i>maximum 15 minutes</i> )		
15.	Other business		
16.	Adjournment	G. Carr	

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

Friday, May 16, 2025  
Immediately following the Closed Session  
in the Norman D. Hébert, LLD Meeting Room  
(Room EV 2.260) on the SGW Campus  
and via Zoom Videoconferencing

PRESENT

Voting members:

Graham Carr (Chair)	Niraj Dayanandan	Catherine Mulligan
Angelica Antonakopoulos	Mourad Debbabi	Xavier Ottenwaelder (zoom)
Sabine Bergler	Effrosyni Diamantoudi	Mireille Paquet
Beverley Best	Tim Evans	Véronique Pepin
Theresa Bianco (zoom)	Annie Gérin	Rosemary Reilly
Patrice Blais	Andrea Harland	(zoom)Ramin Sedaghati
Amy Buckland	Steve Henle	Anna Sheftel
Robin Chemtov	Mar Ibrahim (zoom)	Pascale Sicotte
Roy Cross	Asli Isaaq	Kamila Sobol
Anne-Marie Croteau	Mehdi Kharazmi	Ayyappan Subramanian
Fabienne Cyrius (zoom)	Michael Lecchino (zoom)	(zoom)
Alexandra Dawson	Vanessa Massot (zoom)	Sofiène Tahar
	Maggie McDonnell (zoom)	Anne Whitelaw

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

Also attending: Nicolas Alessandrone, Caroline Baril, Krista Byers-Heinlein, William Cheaib, Richard Courtemanche (zoom), Julie Fortier (zoom), Sandra Gabriele, Kristina Huneault

ABSENTVoting members:

Mohamad Abdallah	Matthew Barker	Moshe Lander
Duraipaandiyaan	Maria Chitoroaga	Christopher Moore
Anbumani Poongothai	Ariela Freedman	David Morris
Gabriela Aragon	Bonnie Harnden	Kareem Rahaman
Ryan Assaker	Arnav Ishaan	Ian Rakita
	Mia Kennedy	Ahmed Soliman

Non-voting members: Paul Chesser, Nadia Hardy

**1. Call to order**

The Chair called the meeting to order at 2:15 p.m.

**1.1 Approval of the Agenda**

*R-2025-3-6 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

**1.2. Adoption of March 21, 2025 Minutes**

*R-2025-3-7 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of March 21, 2025, be adopted.*

**CONSENT**

**2. Committee reports (Document US-2025-3-D4)**

The reports were provided for information only.

**3. Committee appointment (Document US-2025-3-D5)**

*R-2025-3-8 Upon motion duly moved and seconded, it was unanimously resolved that the Committee and Faculty Tribunal Pool appointments be approved.*

**4. Abrogation of the Policy on the Concordia Council for Student Life (BD-9)  
(Document US-2025-3-D6)**

This item was provided for information only.

**5. Suspension of Policy on Research Units and Infrastructure Platforms (VPRGS-8)**  
(Document US-2025-3-D7)

*R-2025-3-9 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Senate Research Committee, the application of the Policy on Research Units and Infrastructure Platforms (VPRGS-8) be temporarily suspended.*

**REGULAR**

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

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

**7. President's remarks**

- Dr. Carr began by welcoming everyone to the final Senate meeting of the academic year. He noted that participation in Senate is an important contribution to the governance work of the University, and he thanked everyone for their service.
- He reported the unfortunate event on Thursday, May 15<sup>th</sup> where the GM building was the target of a criminal attack. At around 2:00 a.m. on May 15<sup>th</sup>, a group of seven masked individuals vandalized the outside entrance to the GM building, spraying graffiti on the ground and breaking all the glass exterior doors. Campus Safety and Prevention Services (CSPS) called the police, and two agents followed the group as they were running north on Guy Street. Dr. Carr applauded the quick response of CSPS in intervening in the situation.
- This was a second such incident in two months, with the previous instance on Thursday, April 10<sup>th</sup>, when, in the evening, masked individuals entered the Monit Building on Guy St. The Azrieli Institute of Israel Studies was vandalized – the perpetrators broke glass and defaced doors and walls with graffiti, followed by extremely disturbing social media posts directed personally against the head of the Institute, a faculty member at Concordia.
- Dr. Carr underlined that there is no justification for such violence and that the University will not be intimidated by it and will continue to do its utmost to protect the safety of the University community. Such criminality reinforces the University's determination to model respectful behavior for society.
- Dr. Carr drew attention to an article in *Le Devoir* the previous week which noted that the combined costs to maintain security on campus at three universities - *Université du Québec à Montréal*, McGill and Concordia - were to the tune of \$200M in the past ten years, while only \$4M was spent on security at *Université de Montréal*. Their downtown campus location exposes universities to greater challenges in making their buildings safe, including being more vulnerable to criminal acts and misbehavior.

- Dr. Carr noted that at Convocation in June, the University looks forward to graduating 6,130-6,350 students in comparison to last year's 6,255. He congratulated all the graduates and thanked the faculty and staff for their work.
- The John Molson School of Business (JMSB) received the EQUIS accreditation, which is a European business school accreditation granted to only ten other business schools in Canada and 1.3% of business schools worldwide. Paired with its accreditation by the AACSB, JMSB has achieved the "double crown" granted to less than 1% of business schools across the globe. JMSB is now among this 1%, further raising its profile internationally. Dr. Carr commended JMSB Dean Anne-Marie Croteau, Associate Dean of Accreditation & Faculty Relations Alexandra Panaccio, and all others who contributed to the accreditation process.
- Dr. Carr congratulated vice-provost Innovation in Teaching and Learning Sandra Gabriele, the principal organizer behind the national conference for Senior Women Academic Administrators held recently. S. Gabriele will be taking on a new role as Vice-President Academic and Provost at Ontario College of Art and Design University, he thanked her for her service to Concordia.
- The University co-hosted with *l'École de technologie supérieure* (ÉTS) the *Association francophone pour le savoir* (ACFAS), the largest academic conference in French in the world. It was an excellent way to position the University as a Francophile anglophone university integrated into Quebec's science and culture. The University's was well-represented, and many students volunteered. He gave special thanks to Véronique Pepin, Interim Dean of the School of Health, Martin Lefebvre, Chair of the Mel Hoppenheim School of Cinema, and Sylvia Kairouz, Professor in the Department of Sociology and Anthropology.
- At the Montréal Climate Summit, the University made a major announcement with Hydro-Québec and Énergir of a three-way collaboration to assess the feasibility of developing an integrated district heating and cooling system on the Loyola campus. The goal is to integrate the 20+ buildings at Loyola into an optimized energy grid, reducing consumption and supporting Hydro-Québec during peak hours. This partnership is the first time any of the three major players have worked together on a project of this scale.
- Hydro-Québec had recently announced it was creating a \$10B fund to support new energy efficiency initiatives, which makes the Hydro-Québec-Énergir-Concordia project unique in Québec.
- Dr. Carr informed Senate that the Concordia University Inter-Generational Fund (CUif) had successfully completed the transition of its investment portfolio to 100% sustainable investments, removing the University from investments in the underground 200, and meeting its commitment to increase its social equity investing to 10% of its portfolio. This was presented at the global summit on sustainable finance, attracting a thousand delegates from around the world. The CUif is well-regarded as a leader and an innovator.

- On May 16<sup>th</sup>, the University hosted Christopher Skeete, a Concordia grad and Quebec's *Ministre délégué à l'Économie* who announced awarding of more than \$6,2M in funding for Concordia's *Centre collaborative pour l'énergie et sa transition*, supporting research, training and development initiatives around electrification. He thanked Minister Christopher Skeete, and Minister Christine Fréchette, Minister of Economy, Innovation and Energy. Dr. Carr emphasized that, the University remains a willing partner with Québec in advancing strategic priorities for research.
- Isabelle Dessurault, a graduate of the University's MBA program, was named the new President and CEO of the Chamber of Commerce of Greater Montréal. I. Dessurault currently is the *Déléguée du Québec* in Miami. Dr. Carr noted that I. Dessurault will also be a strong champion for the University.
- Noting the recently concluded federal election, thirteen Concordia graduates were elected. Of the thirteen, eleven are members of the governing Liberal Party; one is in the Bloc Québécois; and one from the Conservative Party. Two Concordia graduates have been appointed to cabinet positions: Mandy Gull-Masty, BA 06, BA 08, formerly Grand Chief of the Grand Council of the Cree's, was sworn in as the first Indigenous person to serve as Minister of Indigenous Services. Anna Gainey, MP for Westmount-NDG, was named Secretary of State for Children and Youth.
- In terms of key portfolios for the higher education sector, the University has very good working relationships with several key ministers, including:
  - Mélanie Joly, Minister of Industry and Minister responsible for Canada Economic Development for Québec Regions, Member of Parliament for Ahuntsic-Cartierville; and
  - François-Philippe Champagne, Minister of Finance and National Revenue, Member of Parliament for Saint-Maurice – Champlain.
- Dr. Carr expressed optimism that the new federal government will be receptive to the concerns of the university sector.
- Dr. Carr then spoke about the outcome of the legal proceedings that were instituted by the University (with McGill). The Québec Superior Court ruled that the government's changes to the tuition rates for out-of-province students and its target that 80% of non- Québec graduating students had to achieve a moderate level of French proficiency were unreasonable. The judge in the matter ordered that the francization requirements cease immediately and gave the government nine months to revisit its approach to Rest of Canada student tuitions.
- At the same time, the judge accepted the change to the funding formula for international students which has led to a major claw back on tuition by the government at great financial cost to the universities.



- Dr. Carr noted that the court decision was a moral victory that confirms what the University had been saying all along: that the targeting of the anglophone universities was unfair, that the rationales for the policies were not supported by any evidence and that the demands placed on the universities were unreasonable. This decision will allow the University to at least respond to students concerned about French-language requirements; however, the damage has been done in terms of the plummeting registrations that have been experienced last year from both the Rest of Canada and international students, plus the ongoing loss of revenue from the flow through.
- Although the judge had recognized that the universities were suffering grave and irreparable financial harm because of the policies, no financial restitution was ordered. The parties have 30 days to appeal, and there has been no direct contact with the government on the outcome of the judgment, but the University is preparing should there be any further legal action. Dr. Carr thanked all the members of our community and external friends for their support. He noted the over \$500K+ costs in dealing with this file, going back to October 2023.
- He commended the tireless work done by all members of the Senior Administration and various other members of the community, including the law firm Power Law for their good work.
- Dr. Carr then turned his attention to the financial challenges. The vast majority of universities in the province, including Concordia, are forecasting a deficit in their operating budgets for next year, which is the direct result of various government policies. More recently, the Spring budget brought no new investment to universities and the government also announced a freeze for next year; refusing to compensate universities for collective agreements within GSP; and eliminating various envelopes of funding designed to support engineering and education. These decisions continue to drastically impact the University's finances.
- The University has successfully met the deficit targets each of the last two years. The Board of Governors approved a deficit of \$31,6M at its meeting yesterday. Any deviation from this commitment to meet deficit targets would have an impact on the University's credit rating, impacting borrowing costs. Saving targets remain \$53M to meet the FY25-26 deficit of \$84M.
- All units have contributed to cutting the deficit, however, before any decisions are made, the University will approach minimizing unintended collateral damage. The big piece remains tackling the *masse salariale*, representing 72% of operating costs. Various positions have been cut, but continued fiscal discipline is needed.
- Dr. Carr summarized his comments on the budget with four main items:
  - First: the University plans to operate simultaneously on two tracks— budgeting for the immediate fiscal year 2025-26, and an accelerated short-term process to

transform the budget model. The need at hand is to align the institution's costs with revenues.

- Second: to think differently about how revenue streams can be expanded. With knowledge delivery as the core mission, how to make financial decisions that ensure mission sustainability for the University in the future. Expansion and re-imagining potential learners who are not 18-24 years old, delivery of alternate, no credit-based learning service and exploring the international market.
- Faye Diamantoudi, Dean of Graduate Studies has been tasked as executive lead for revenue innovation to lead this revenue generation push.
- Third: The University will be seeking the support and advice of its partners within the community, who can also be an important source of advice and solutions going forward; and
- Finally: the University has faced financial challenges before, when in the 1990s, registrations were declining the provincial government suddenly cut operating grants to universities by 25%. As a young University, Concordia responded by taking bold decisions, issuing a green bond for new buildings creating new academic and research programs, differentiating the University from others and attracted new students.
- Although the University is confronting a structural deficit, it is much larger and in a far stronger financial position in terms of assets, strength of investments, and balance sheet than it was 25-30 years ago. So, the University needs to capitalize on this strength, but it also needs to accept that there is a big task ahead and that the community will need to take bold decisions and smart risks to be sure that the University continues to thrive.

The first question was regarding the superior court's decision and the timeline available for the appeal. Dr. Carr noted that the right to appeal was available to all parties. To the question, Dr. Carr explained that the government had 30 days to appeal. The absence of an appeal the court requires the government to review the policy related to tuition for Rest of Canada students within 9 months. If no review is done, the policy would revert back to before the government implemented the change to increase the tuition for Rest of Canada students.

On a question related to exploring new revenue streams by developing niche programs, a Senator expressed that there was considerable bureaucracy at the University, which made response times long and implementation of new programs arduous. The aim should be to decentralize some decision making, particularly related to programs and perhaps even have committees at faculty levels, which committees could report to the relevant higher bodies of the University in terms of oversight and compliance.

Dr. Carr acknowledged that there was a broader concern related to many processes and there were initiatives already underway to see how many approvals were necessary,

drawing a comparison to the financial sector and that an audit process may perhaps be a better alternative to multiple approvals in a number of areas – although not necessarily in the case of curriculum approvals.

8. **Academic update** (Document US-2025-3-D8)

A. Whitelaw had nothing to add to the report that was included in the Senate documentation.

9. **Open Science and Open Scholarship** (Document US-2025-3-D9)

Nico Alessandrone and Krista Byers-Heinlein presented the Open Science and Open Scholarship dossier, which was detailed in the presentation included in the Senate documentation.

*R-2025-3-10 That, upon recommendation of the Senate Library Committee and the Steering Committee, Senate approves that Concordia University:*

- *actively encourage Concordians to learn about, implement, and recognize Open Science and Open Scholarship practices, adapting them to the specific needs and concerns of each discipline;*
- *recognize that Open Science and Open Scholarship interact with other academic values and considerations, such as intellectual property practices and Indigenous principles of data ownership, control, access, and possession;*
- *undertake to develop institutional policies and procedures that integrate equitable Open Science and Open Scholarship practices, in collaboration with existing communities of practice such as the Open Science Working Group, the Open Access Working Group, and the Library;*
- *commit to supporting training and infrastructural needs in Open Science and Open Scholarship, including for students, staff, and faculty;*
- *foster the expansion of provincial, national, and international collaborations in Open Science and Open Scholarship initiatives, engaging academic units, including the Library and the Office of the Vice-President, Research Innovation and Impact; and*
- *call on all academic units to review their incentive structures related to hiring, reappointment, promotion, and tenure to ensure alignment with Open Science and Open Scholarship requirements of major research funders and relevant collective agreements, while recognizing the added value these practices bring to each discipline.*

10. **Revisions to Membership and Power of Faculty Councils and School Councils** (Document US-2025-3-D10)

Dr. Carr presented the modifications that are being proposed to the School of Health Council, which was discussed and recommended by Senate Steering.

*R-2025-3-11 That, upon recommendation of the Steering Committee, Senate approve the modifications to the Membership and Powers of the Council of the School of Health as detailed in the attached documentation and recommend the same for approval by the Board of Governors.*

**10. Question period**

There were no further questions. Dr. Carr thanked Senators again for their service and wished everyone a productive summer.

**11. Other business**

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

**12. Adjournment**

The meeting was adjourned at 3:40 p.m.

*K. Singh*  
Karan Singh  
Secretary of Senate

**ACADEMIC PROGRAMS COMMITTEE  
REPORT OF APPROVED DOSSIERS****Sandra Gabriele, PhD  
May 13, 2025**

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

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

**1. Undergraduate Curriculum Proposals (Changes for the 2026-27 Calendar)****Faculty of Arts and Science****AS-ARTSCI-5788; APC-2025-4-D1**

- Program changes.

**Summary of changes:** The Faculty of Arts and Science (FAS) is updating the English requirements listed under Section 31.002 Alternative Entry Programs - Kaié:ri Nikawerá:ke Indigenous Bridging Program for the BA (Psychology).

**Department of Mathematics & Statistics****AS-MATH-4502; APC-2025-4-D3**

- Course changes

**Summary of changes:** The Department of Mathematics and Statistics proposes to remove ECON 325 *Mathematics for Economists I* as an equivalent to MATH 251 *Linear Algebra I* and MAST 234 *Linear Algebra and Applications I*. While these courses may have been sufficiently similar in the past, review of their current course outlines indicates that their current overlap is low.

**Department of Political Science****AS-POLI-5782; APC-2025-4-D4**

- Program changes
- Course changes

**Summary of 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 offerings: 1) create five new undergraduate courses that were previously offered as Special Topics courses; 2) deleting six courses that have not been offered in several years; 3) deleting POLI 419 *Strategic Studies* and replacing it with a 300-level course, POLI 369 *Nuclear Strategy*; 4) including the newly added course POLI 439 *International Human Rights Institutions* as one of the courses students can take towards their Minor in Human Rights Studies; 5) identifying the corresponding defined group(s) for the newly added courses, as well as for two courses that were previously not included in any defined group.

**Gina Cody School of Engineering and Computer Science****Department of Chemicals and Materials Engineering****GCS-CME-5789; APC-2025-4-D6**

- Program changes
- Course changes

**Summary of changes:** Following approval by the University, the BEng in Chemical Engineering proposal was submitted to the Bureau de coopération interuniversitaire (BCI) and a site visit took place in October 2024. After the visit, the experts provided their expert opinions to the BCI. As a result, the Commission d'évaluation des projets de programmes (CEP) gave a favourable "Avis" to the Ministère de l'Éducation et de l'Enseignement supérieur (adopted December 16, 2024). This report included ten conditions and four recommendations for approval of the program. The changes in this dossier are being proposed in response to CEP Avis.

### **John Molson School of Business**

#### **JMSB-MARK-5794; APC-2025-4-D7**

- Course changes

**Summary of changes:** The Department of Marketing proposes changes to the course descriptions for MARK 451 *Service Marketing*, MARK 456 *Brand Management*, MARK 463 *Strategic Retail Management*, and MARK 485 *Business-to-Business Marketing*. The revised course descriptions better reflect the content, pedagogy, and learning outcomes of each of the courses. In addition, the Department proposes removing course equivalencies that have not been used for many years.

## **2. Graduate Curriculum Proposals (Changes for the 2025-26 Calendar)**

### **Faculty of Arts and Science**

#### **AS-ARTSCI-5762; APC-2025-4-D8**

- Course changes

**Summary of changes:** The Interdisciplinary Studies area of the Faculty of Arts and Sciences proposes to introduce three new special topics courses at the 500-, 600-, and 800- levels. These courses will be used to offer graduate courses that were previously offered under INDI codes and those that might be developed in the future across units.

### **John Molson School of Business**

#### **JMSB-MBA-5786; APC-2025-4-D10**

- Course changes

**Summary of changes:** The MBA program proposes minor changes to the graduate calendar, including removing the course MBA 641 as a prerequisite for several core courses that do not share a close content alignment. The second change concerns removing the course MANA 683 as the pre-/co-requisite for MBA 660.

#### **JMSB-MSCM-5771; APC-2025-4-D11**

- Program changes
- Course changes

**Summary of changes:** The dossier proposes changes to the title and description of the courses MSCM 681 and MSCM 684, as well as the introduction of a new course, MSCM 687, to better align the program with recent developments in the field.



*S. Gabriele*

Sandra Gabriele, PhD  
Vice-Provost, Innovation in Teaching and Learning  
May 13, 2025

**Summary and Rationale for Changes**

The Faculty of Arts and Science (FAS) is updating the English requirements listed under Section 31.002- Alternative Entry Programs - Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA (Psychology). In streamlining its bridging programs, the Faculty previously removed ENCS 272 *Composition and Argumentation for Engineers*, ENCS 282 *Technical Writing and Communication*, ENGL 207 *Fundamentals of Written English Stage II* and ENGL 213 *English Composition Stage II* from the Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA (Journalism) and BSc programs; however the Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA (Psychology) was never adjusted. This dossier corrects the oversight.



**Resource Implications**

None.

**Summary of Committee Discussion: Faculty Council Approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 09 May 2025

**Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 10 Apr 2025

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Academic Programs Committee (APC). The Faculty of Arts and Science (FAS) is updating the English requirements listed under Section 31.002-Alternative Entry Programs - Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA (Psychology). In streamlining its bridging programs, the Faculty previously removed ENCS 272 Composition and Argumentation for Engineers, ENCS 282 Technical Writing and Communication, ENGL 207 Fundamentals of Written English Stage II and ENGL 213 English Composition Stage II from the Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA (Journalism) and BSc programs; however the Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA (Psychology) was never adjusted. This dossier corrects the oversight.

The Faculty Curriculum Committee acknowledges that there are no resource implications for these changes.

### **Summary of Committee Discussion: FCC/FAPC Approval**

#### **For Submission to:**

Pascale Sicotte, Dean, Faculty of Arts and Science,  
Arts and Science Faculty Council, 09 May 2025

#### **Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 10 Apr 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 Academic Programs Committee (APC).

**Summary of Changes (Undergraduate Program Regular Curriculum Change)**

**Defined Group Changes:**

**Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
31.002 Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA Psychology Change		X	

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-27 31.002 Kaié:ri Nikawerá:ke Indigenous Bridging Program (BA Psychology) English requirement change

**Calendar Section Name:** Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA Psychology

**Calendar Section Type:** Defined group

**Description of Change:** 31.002 Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA Psychology Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Faculty of Arts and Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerá:ke Indigenous Bridging Program

**Type of Change:** Defined Group Change

Present Text calendar		Proposed Text	
<b>24 credits</b>	Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA Psychology  6 credits: KNBP 200 Kaié:ri Nikawerá:ke Indigenous Bridging Seminar I (1.5) KNBP 201 Kaié:ri Nikawerá:ke Indigenous Bridging Seminar II (1.5) UNSS 200 Self-Management Strategies (1.5) UNSS 201 Successful Study Strategies (1.5)  3 credits: PSYC 205 Introductory Psychology (3)  <del>6 credits chosen from one of the following options:-</del>  <del>Option 1:- ENCS 272 Composition and Argumentation for Engineers (3)-</del> <del>ENCS 282 Technical Writing and Communication (3)-</del>  <del>Option 2:-</del> <del>ENGL 207 Fundamentals of Written English—Stage II (3)-</del> ENGL 210 Introduction to Essay Writing (3) ENGL 212 English Composition — Stage I (3) <del>ENGL 213 English Composition — Stage II (3)</del>  3 credits chosen from: BIOL 201 Introductory Biology (3) BIOL 202 General Biology (3)	<b>24 credits</b>	Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA Psychology  6 credits: KNBP 200 Kaié:ri Nikawerá:ke Indigenous Bridging Seminar I (1.5) KNBP 201 Kaié:ri Nikawerá:ke Indigenous Bridging Seminar II (1.5) UNSS 200 Self-Management Strategies (1.5) UNSS 201 Successful Study Strategies (1.5)  3 credits: PSYC 205 Introductory Psychology (3)  6 credits: ENGL 210 Introduction to Essay Writing (3) ENGL 212 English Composition — Stage I (3)  3 credits chosen from: BIOL 201 Introductory Biology (3) BIOL 202 General Biology (3)  3 credits: MATH 200 Fundamental Concepts of Algebra (3)  3 credits of elective courses  Note: Students who are exempt from any required courses are responsible for replacing these credits in consultation with the Kaié:ri Nikawerá:ke Indigenous Bridging advisor.

### **Present Text calendar**

3 credits:

MATH 200 Fundamental Concepts of Algebra (3)

3 credits of elective courses

Note: Students who are exempt from any required courses are responsible for replacing these credits in consultation with the Kaié:ri Nikawerá:ke Indigenous Bridging advisor.

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram: KNBP 200 , KNBP 201 , UNSS 200 , UNSS 201 .

### **Proposed Text**

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram: KNBP 200 , KNBP 201 , UNSS 200 , UNSS 201 .

### **Rationale:**

The English requirements are modified to align with the bridging requirements in place for Kaié:ri Nikawerá:ke Indigenous Bridging Program BA (Journalism) and BSc bridging programs.

### **Resource Implications:**

None.

## Impact Report

### Regulations

#### Department Objectives

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Department of Psychology  
Source of Impact

- Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA Psychology

**From:** [Nicole Freeman](#)  
**To:** [Saba Din](#)  
**Cc:** [FAS Curriculum](#)  
**Subject:** AS-ARTSCI-5788  
**Date:** March 19, 2025 3:14:37 PM

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Hi Saba,

As you are aware, we simplified the English language requirement in the Alternative Entry bridging programs for BSc and Journalism in 2024, however, the Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA (Psychology) was overlooked. We are moving a new dossier forward to align the Psychology bridging program with the others. We wanted to let you know that this is now at the committee review levels. ENCS 272 *Composition and Argumentation for Engineers*, ENCS 282 *Technical Writing and Communication*, ENGL 207 *Fundamental of Written English Stage II* and ENGL 213 *English Composition Stage II* are removed.

Kind regards,

Nicole Freeman  
Administrator, Academic Programs  
Faculty of Arts and Science  
Concordia University  
514-848-2424 ext. 2088

***Hybrid office hours:***

Monday, Tuesday, Thursday, Friday – on campus (L-AD-224)

Wednesday – remote – contact via Teams or email



## Kaié:ri Nikawerá:ke Indigenous Bridging Program

The Kaié:ri Nikawerá:ke Indigenous Bridging Program is offered to eligible Indigenous students, specifically from First Nations, Métis and Inuit communities located in Canada, seeking an alternative admission pathway to the undergraduate program of their choice. Students acquire the prerequisite courses and skills to access and transition into the undergraduate program of their choice at Concordia University. For the admissions criteria, please see [Section 14.5 Admission as a Kaié:ri Nikawerá:ke Indigenous Bridging Program Student](#).

Please see the Kaié:ri Nikawerá:ke Indigenous Bridging Program website for more information:

[concordia.ca/students/new/indigenous-bridging-program](https://concordia.ca/students/new/indigenous-bridging-program)

### Kaié:ri Nikawerá:ke Indigenous Bridging Program for General BSc (37 credits)

6 credits:

- [KNBP 200](#) Kaié:ri Nikawerá:ke Indigenous Bridging Seminar I (1.50)
- [KNBP 201](#) Kaié:ri Nikawerá:ke Indigenous Bridging Seminar II (1.50)
- [UNSS 200](#) Self-Management Strategies (1.50)
- [UNSS 201](#) Successful Study Strategies (1.50)

19 credits:

- [BIOL 201](#) Introductory Biology (3.00)
- [CHEM 205](#) General Chemistry I (3.00)
- [MATH 201](#) Elementary Functions (3.00)
- [MATH 203](#) Differential and Integral Calculus I (3.00)
- [MATH 205](#) Differential and Integral Calculus II (3.00)
- [PHYS 204](#) Mechanics (3.00)
- [PHYS 224](#) Introductory Experimental Mechanics (1.00)

6 credits:

- [ENGL 210](#) Introduction to Essay Writing (3.00)
- [ENGL 212](#) English Composition — Stage I (3.00)

3 credits of elective courses

3 credits chosen from the appropriate BSc Bridging Stream:

[Biology Stream](#)

Chemistry Stream

Geography, Planning and Environment Stream

Health, Kinesiology, and Applied Physiology Stream

Mathematics and Statistics Stream

Neuroscience Stream

Physics Stream

Psychology Stream

Note: Students who are exempt from any required courses are responsible for replacing these credits in consultation with the Kaié:ri Nikawerá:ke Indigenous Bridging advisor.

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram:

KNBP 200, KNBP 201; UNSS 200, UNSS 201.

## **Biology Stream**

3 credits:

- CHEM 206 General Chemistry II (3.00)

## **Chemistry Stream**

3 credits:

- CHEM 206 General Chemistry II (3.00)

## **Geography, Planning and Environment Stream**

3 credits chosen from:

- BIOL 225 Form and Function of Organisms (3.00)
- BIOL 226 Biodiversity and Ecology (3.00)
- CHEM 206 General Chemistry II (3.00)
- GEOG 272 The Natural Environment: Air and Water (3.00)
- GEOL 210 Introduction to the Earth (3.00)

## Health, Kinesiology, and Applied Physiology Stream

3 credits:

- CHEM 206 General Chemistry II (3.00)

Note: Students may register for EXCI 253 or KCEP 210 instead of CHEM 206 if recommended by the academic advisor.

## Mathematics and Statistics Stream

3 credits:

- MATH 204 Vectors and Matrices (3.00)

## Neuroscience Stream

3 credits of elective courses

Note: Students may register for MATH 204 if recommended by the academic advisor.

## Physics Stream

3 credits chosen from:

- PHYS 205 Electricity and Magnetism (3.00)
- PHYS 284 Introduction to Astronomy (3.00)

## Psychology Stream

3 credits:

- PSYC 205 Introductory Psychology (3.00)

## Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA Journalism (24 credits)

6 credits:

- [KNBP 200](#) Kaié:ri Nikawerá:ke Indigenous Bridging Seminar I (1.50)
- [KNBP 201](#) Kaié:ri Nikawerá:ke Indigenous Bridging Seminar II (1.50)
- [UNSS 200](#) Self-Management Strategies (1.50)
- [UNSS 201](#) Successful Study Strategies (1.50)

6 credits chosen from:

- [ENGL 210](#) Introduction to Essay Writing (3.00)
- [ENGL 212](#) English Composition — Stage I (3.00)
- [JOUR 206](#) Introduction to Reporting (3.00)

9 credits:

- [JOUR 205](#) Principles of Journalistic Thought and Practice (3.00)
- [JOUR 207](#) Introduction to Multimedia (3.00)
- [JOUR 212](#) Introduction to Indigenous Journalism (3.00)

3 credits chosen from:

- [JOUR 209](#) Intermediate Multimedia (3.00)
- [JOUR 216](#) Law and Ethics in Journalism (3.00)
- [JOUR 298](#) Special Topics in Journalism (3.00)

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram: [KNBP 200](#), [KNBP 201](#), [UNSS 200](#), [UNSS 201](#).

### **Kaié:ri Nikawerá:ke Indigenous Bridging Program for BA Psychology (24 credits)**

6.0 credits:

- [KNBP 200](#) Kaié:ri Nikawerá:ke Indigenous Bridging Seminar I (1.50)
- [KNBP 201](#) Kaié:ri Nikawerá:ke Indigenous Bridging Seminar II (1.50)
- [UNSS 200](#) Self-Management Strategies (1.50)
- [UNSS 201](#) Successful Study Strategies (1.50)

3.0 credits:

- [PSYC 205](#) Introductory Psychology (3.00)

6.0 credits:

- [ENGL 210](#) Introduction to Essay Writing (3.00)
- [ENGL 212](#) English Composition — Stage I (3.00)

3.0 credits chosen from:

- [BIOL 201](#) Introductory Biology (3.00)
- [BIOL 202](#) General Biology (3.00)

3.0 credits:

- [MATH 200](#) Fundamental Concepts of Algebra (3.00)

3.0 credits of elective courses

Note: Students who are exempt from any required courses are responsible for replacing these credits in consultation with the Kaié:ri Nikawerá:ke Indigenous Bridging advisor.

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram: [KNBP 200](#), [KNBP 201](#), [UNSS 200](#), [UNSS 201](#).



**Summary and Rationale for Changes**

The **Department of Mathematics and Statistics** proposes to remove ECON 325 *Mathematics for Economists I* as an equivalent to MATH 251 *Linear Algebra I* and MAST 234 *Linear Algebra and Applications I*. MATH 251 is required for all of our Specialization/Honours undergraduate programs; MAST 234 is required for all of our Major, Joint Major, and Minor undergraduate programs.

While these courses may have been sufficiently similar in the past, review of their current course outlines indicates that their current overlap is low. Removing ECON 325 as an equivalency will ensure that our program students complete MATH 251 or MAST 234 as the correct pre-requisite for the next course in their required sequences (MATH 252 *Linear Algebra II* and MAST 235 *Linear Algebra and Applications II*, respectively). Recent course outlines for all courses are included in this dossier.

The Department of Economics has been notified of these proposed changes.

**Resource Implications**

None.



**Summary of Committee Discussion: Faculty Council Approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 13 May 2025

**Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 10 Apr 2025

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Academic Programs Committee (APC). The Department of Mathematics and Statistics is proposing removing ECON 325 Mathematics for Economists I as an equivalent to MATH 251 Linear Algebra I and MAST 234 Linear Algebra and Applications I. While these courses may have been sufficiently similar in the past, review of their current course outlines indicates that their current course content overlap is low. Removing ECON 325 as an equivalency will ensure that program students complete MATH 251 or MAST 234 as the correct pre-requisite for the next course in their required program sequences.

The Faculty Curriculum Committee acknowledges that there are no resource implications for this change.

## **Summary of Committee Discussion: FCC/FAPC/GCS Approval**

### **For Submission to:**

Pascale Sicotte, Dean, Faculty of Arts and Science,  
Arts and Science Faculty Council, 09 May 2025

### **Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 10 Apr 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 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, 10 Apr 2025

**Approved by:**

Lisa Kakinami, on behalf of Marco Bertola (Chair), Associate Professor and Associate Chair, Department of  
Mathematics and Statistics,  
Department Council, 11 Mar 2025

Proposal was approved at the Department Curriculum Committee meeting (March 5, 2025) and Department  
Council (March 17, 2025).

**Summary of Changes (Undergraduate Program Regular Curriculum Change)****Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross- listed Course Change
MAST 234 Linear Algebra and Applications I Change										
MATH 251 Linear Algebra I Change										

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** Removal of ECON 325 antirequisite from MAST 234 and MATH 251

**Calendar Section Name:** MAST 234

**Calendar Section Type:** Course

**Description of Change:** MAST 234 Linear Algebra and Applications I  
Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Mathematics and Statistics

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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:** Course Change

### Present Text calendar

MAST 234 Linear Algebra and Applications I (3 credits)

#### *Prerequisites:*

The following course must be completed previously: MATH 204 or equivalent.

#### *Description :*

In this course, students focus on two major concepts: vector spaces and linear transformations. Topics include system of linear equations, matrix operations, row echelon form; linear dependence;  $\mathbb{R}^n$  and general vector spaces, subspaces; bases and coordinates; linear operators and their matrix representations; similar matrices; applications of determinants; eigenvalues and eigenvectors; diagonalization of matrices; and the applications of diagonalization (e.g. Markov chains). Computing environments/software may be used in the course as tools and/or assignment platforms, but not as objects of study.

#### *Component(s):*

Lecture

#### *Notes :*

**Equivalent Courses :** Students who have received credit for MATH 251 ~~or ECON 325~~ may not take this course for credit.

#### **Rationale:**

Course outlines for MAST 234 and ECON 325 do not have sufficient overlap to maintain them as equivalent.

#### **Resource Implications:**

None.

### Proposed Text

MAST 234 Linear Algebra and Applications I (3 credits)

#### *Prerequisites:*

The following course must be completed previously: MATH 204 or equivalent.

#### *Description :*

In this course, students focus on two major concepts: vector spaces and linear transformations. Topics include system of linear equations, matrix operations, row echelon form; linear dependence;  $\mathbb{R}^n$  and general vector spaces, subspaces; bases and coordinates; linear operators and their matrix representations; similar matrices; applications of determinants; eigenvalues and eigenvectors; diagonalization of matrices; and the applications of diagonalization (e.g. Markov chains). Computing environments/software may be used in the course as tools and/or assignment platforms, but not as objects of study.

#### *Component(s):*

Lecture

#### *Notes :*

**Equivalent Courses :** Students who have received credit for MATH 251 may not take this course for credit.



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** Removal of ECON 325 antirequisite from MAST 234 and MATH 251

**Calendar Section Name:** MATH 251

**Calendar Section Type:** Course

**Description of Change:** MATH 251 Linear Algebra I Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Mathematics and Statistics

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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

MATH 251 Linear Algebra I (3 credits)

*Prerequisites:*

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

*Description :*

This course is an introduction to vector spaces and linear transformations. The following topics are treated with mathematical rigour: matrices and linear equations; vector spaces; bases, dimension and rank; linear mappings and algebra of linear operators; matrix representation of linear operators; determinants; eigenvalues and eigenvectors; diagonalization.

*Component(s):*

Lecture

*Notes :*

**Equivalent Courses :** Students who have received credit for MAST 234 ~~or ECON 325~~ may not take this course for credit.

**Rationale:**

Course outlines for MATH 251 and ECON 325 do not have sufficient overlap to maintain them as equivalent.

**Resource Implications:**

None.

### Proposed Text

MATH 251 Linear Algebra I (3 credits)

*Prerequisites:*

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

*Description :*

This course is an introduction to vector spaces and linear transformations. The following topics are treated with mathematical rigour: matrices and linear equations; vector spaces; bases, dimension and rank; linear mappings and algebra of linear operators; matrix representation of linear operators; determinants; eigenvalues and eigenvectors; diagonalization.

*Component(s):*

Lecture

*Notes :*

**Equivalent Courses :** Students who have received credit for MAST 234 may not take this course for credit.

## Impact Report

### Programs

#### Honours in Actuarial Mathematics

Undergraduate -> 2025-2026 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 -> Actuarial Mathematics -> BA/BSc Honours in Actuarial Mathematics -> Program Requirements  
Source of Impact

- MATH 251

#### Honours in Pure and Applied Mathematics

Undergraduate -> 2025-2026 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 251

#### Honours in Statistics

Undergraduate -> 2025-2026 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 -> Statistics -> BA/BSc Honours in Statistics -> Program Requirements  
Source of Impact

- MATH 251

#### Major in Mathematics and Statistics

Undergraduate -> 2025-2026 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

- MAST 234
- MATH 251

#### Minor in Mathematics and Statistics

Undergraduate -> 2025-2026 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

- MAST 234
- MATH 251

#### Minor in Quantitative Finance and Insurance

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.200 Department of Mathematics and Statistics -> Mathematics and Statistics Programs -> Quantitative Finance and Insurance -> Minor in Quantitative Finance and Insurance -> Program Requirements  
Source of Impact



- MAST 234
- MATH 251

#### Specialization in Actuarial Mathematics

Undergraduate -> 2025-2026 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 -> Actuarial Mathematics -> BA/BSc Specialization in Actuarial Mathematics -> Program Requirements

Source of Impact

- MATH 251

#### Specialization in Actuarial Mathematics/Finance

Undergraduate -> 2025-2026 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 -> Actuarial Mathematics -> BA/BSc Specialization in Actuarial Mathematics/Finance -> Program Requirements

Source of Impact

- MATH 251

#### Specialization in Mathematical and Computational Finance

Undergraduate -> 2025-2026 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 -> Mathematical and Computational Finance -> BA/BSc Specialization in Mathematical and Computational Finance -> Program Requirements

Source of Impact

- MATH 251

#### Specialization in Pure and Applied Mathematics

Undergraduate -> 2025-2026 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 251

#### Specialization in Statistics

Undergraduate -> 2025-2026 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 -> Statistics -> BA/BSc Specialization in Statistics -> Program Requirements

Source of Impact

- MATH 251

## **Defined Groups**

#### Additional Science Foundations Courses

Undergraduate -> 2025-2026 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

- MAST 234

### Mathematics Electives: BCompSc

Undergraduate -> 2025-2026 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 71.70.2 Degree Requirements (BCompSc) -> Degree Requirements -> BCompSc in Computer Science

Source of Impact

- MATH 251

### Mathematics and Statistics Core: Joint Major in Data Science

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.85 Data Science -> BCompSc Joint Major in Data Science -> Degree Requirements -> Joint Major in Data Science

Source of Impact

- MAST 234

### Mathematics and Statistics Course Requirements

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.200 Department of Mathematics and Statistics -> Mathematics and Statistics Programs -> Data Science -> BA/BSc Joint Major in Data Science -> Program Requirements -> Joint Major in Data Science

Source of Impact

- MAST 234
- MATH 251

## **Courses**

### ECON 325

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.080 Department of Economics -> Department of Economics Courses

Source of Impact

- MAST 234
- MATH 251

### MAST 234

Undergraduate -> 2025-2026 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 251

### MAST 235

Undergraduate -> 2025-2026 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

- MAST 234

### MAST 331

Undergraduate -> 2025-2026 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

- MAST 234
- MATH 251

#### MAST 334

Undergraduate -> 2025-2026 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

- MAST 234
- MATH 251

#### MATH 202

Undergraduate -> 2025-2026 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 251

#### MATH 203

Undergraduate -> 2025-2026 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 251

#### MATH 204

Undergraduate -> 2025-2026 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 251

#### MATH 205

Undergraduate -> 2025-2026 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 251

#### MATH 208

Undergraduate -> 2025-2026 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 251

#### MATH 251

Undergraduate -> 2025-2026 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

- MAST 234

MATH 252

Undergraduate -> 2025-2026 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 251

MATH 370

Undergraduate -> 2025-2026 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

- MAST 234
- MATH 251

MATH 478

Undergraduate -> 2025-2026 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

- MAST 234
- MATH 251

STAT 380

Undergraduate -> 2025-2026 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 -> Statistics Courses

Source of Impact

- MAST 234
- MATH 251

STAT 385

Undergraduate -> 2025-2026 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 -> Statistics Courses

Source of Impact

- MAST 234
- MATH 251

**MATH 251**  
Linear Algebra I  
*Winter 2025*

**Instructor:** Dr. N. Ben Ghorbel  
Email: [noomen.benghorbel@concordia.ca](mailto:noomen.benghorbel@concordia.ca)

**Class Schedule:** Mondays & Wednesdays, 16:15-17:30.

**Office Hours:** Mondays, 14:45-15:45 and Wednesdays, 12:00-12:45.

**Textbook:** *Linear Algebra*, by S. Friedberg, A. Insel and L. Spence, 5th Edition, Prentice Hall.  
The digital and print versions of the textbook will be available at:  
<https://www.bkstr.com/concordiastore/home>

**Note:** Students should order textbooks as early as possible, especially for print versions in case books are back ordered or there are any shipping delays.

**Note:** The 4th Edition of the textbook will suffice.

**Assignments:** Assignments are very important as they indicate the level of difficulty of the problems that students are expected to solve and understand independently. Students are expected to submit assignments weekly **as a single PDF file on the Moodle site**. Solutions must be written up carefully, showing all work for full credit. **Late assignments will not be accepted.**

**Midterm Test:** There will be one midterm test during lecture time in week 7 covering weeks 1-6. **Midterm test will be held on Wednesday, March 05, 2025, in class.**

**PLEASE NOTE:** It is the Department's policy that tests missed for any reason, including illness, cannot be made up. If you miss a test, the Final Exam will count for 85% of your final grade.

**Final Exam:** At the end of the course, there will be a final examination during the period assigned by Concordia's Exam Office.

**PLEASE NOTE:** Students are responsible for finding out the date and time of the final exam once the schedule is posted by the Examination Office. Any conflicts or problems with the scheduling of the final exam must be reported directly to the Examination Office, **not** to your instructor. It is the Department's policy and the Examination Office's policy **that students are to be available until the end of the final exam period. Conflicts due to travel plans will not be accommodated.**

**Final Grade:** The highest of the following: (15% assignments + 25% midterm test + 60% final exam) or (15% assignments + 85% final exam).

If the grading scheme for this course includes graded assignments, a reasonable and representative subset of each assignment may be graded. Students will not be told in advance which subset of the assigned problems will be marked and should therefore attempt all assigned problems.

**Calculators:** Only calculators approved by the Department (with a sticker attached as proof of approval) are permitted for the class test and final examination.  
For a list of Approved calculators see  
<http://www.concordia.ca/artsci/math-stats/services.html#calculators>.

Week	Sections	Topics	Assignments
1. Jan. 13	1.2, 1.3	Vector Spaces, Subspaces	1.2: 18, 19 1.3: 10, 12, 17
2. Jan. 20	1.4, 1.5	Linear Combinations Systems of Equations Linear Dependence and Independence	1.4: 5(d, f, h), 6 1.5: 2(b, d, f), 8(a), 10
3. Jan. 27	1.6	Basis and Dimension	1.6: 3(b, d), 5, 8, 14, 30
4. Feb. 03	2.1	Linear Transformations, Null Spaces, Ranges	2.1: 3, 9(b), 11, 17
5. Feb. 10	2.2	Matrix Representation of Linear Transformations	2.2: 2(b, e), 4, 5(a, d, f)
6. Feb. 17	2.3	Composition of Linear Transformations, Matrix Multiplication	2.3: 3(a, b), 9, 11, 12(c), 13, 15
<b>February, 24 - March, 02: Reading Week</b>			
7. March 03		<b>Review Midterm Test</b>	
8. March 10	2.4, 2.5	Invertibility and Isomorphism	2.4: 6, 15, 2.5: 2(b, d), 3(f), 6(b, d)
9. March 17	3.1, 3.2, 3.3	Elementary Matrices, Rank of Matrices, Matrix Inverses, Systems of Equations	3.2: 2(f), 4(b), 5(h), 6(d, f), 20(a) 3.3: 2(d), 3(d), 6, 8(b)
10. March 24	3.4	Systems of Equations – Computational Aspects	3.4: 2j, 6*, 8, 10, 12 (*In question 6: Determine A if the first, third and <b>FIFTH</b> columns ...)

11. March 31	4.4, 5.1	Summary about Determinants Eigenvalues and Eigenvectors	4.4: 3(h), 4(h) 5.1: 3(d), 4(b, d), 5(c, d, g)
12. April 07	5.2	Diagonalizability <b>Review</b>	

### Student Services

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### Academic Integrity and the Academic Code of Conduct

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### Behaviour

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### Extraordinary circumstances

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**MAST 234**  
Linear Algebra and Applications I  
**Winter 2025**

- Instructor:** Dr. Benjamin Hersey  
Email: [benjamin.hersey@concordia.ca](mailto:benjamin.hersey@concordia.ca)  
When sending me an email, please include “MAST 234” in the subject line.
- Class Schedule:** Tuesdays and Thursdays, 10:15-11:30.  
Note: There will be a mid-term break from February 24 to March 2.
- Office hours:** TBA.
- Text:** There is no mandatory textbook for this course, all the material will be available in the Lecture files and the Classwork files that will be posted on the course page on Moodle. For additional reading and practicing at home most of the topics learned in this course can be found in the following complementary open-source text:  
  
(A) *Linear Algebra with Applications*, by W. Keith Nicholson, Open Texts by Lyryx  
<https://lyryx.com/wp-content/uploads/2018/01/Nicholson-OpenLAWA-2018A.pdf>
- Prerequisites:** MATH 204 or equivalent is a prerequisite for this course.
- Objectives:** There are two major concepts, *General Vector Spaces* and *Linear Transformations*, on which this course is based. In learning these concepts we will use related constructs such as *vectors*, *matrices*, and *systems of linear equations*. The objective of the course is to master your understanding and skills in these key concepts of Linear Algebra that will be critical for further Linear Algebra courses in your curriculum.
- Pedagogy:** Classes are interactive and start with a lecture introducing the principal concepts of the topic considered that day, followed by problem solving by students in the lab equipped with computers. Mathematical issues that arise during problem solving are discussed in class.
- Software:** All coursework will be carried out using *SageMath*, using *JupyterLab* as an IDE. Both *SageMath* and *JupyterLab* are free, open source, software systems. If you would like to install these programs on your personal computer, you can visit <https://www.sagemath.org/> and <https://jupyter.org/>, or ask your instructor for help. In this course the software is only used as a computational tool, *not as*



**an object of study** in itself. All assignments, quizzes, the midterm test and the final examination are done using SageMath.

**Assignments:** Assignments (home work) are given and submitted online through Moodle. Late assignments **will not** be accepted. Assignments contribute 10% to your final grade (see the Grading Scheme). Working regularly on the assignments, class attendance and working on the problems in the class, is essential for success in this course.

**Midterm Test:** There will be **one midterm test**, written in class on **Tuesday March 4 2025**, and will be based on the material of weeks one through 6. The midterm test is closed-book and written in the class using SageMath. It will contribute up to 30% to your final grade (see the Grading Scheme).

**NOTE:** It is the Department's policy that tests missed for any reason, **including illness**, cannot be made up. If you missed the midterm for a valid reason, the final exam can count for 85% of your final grade, and 15% will be contributed by the assignments and the quizzes.

**Final Exam:** The Final Examination will be 3 hours long (**closed-book** exam, no notes or electronic material is allowed) written using SageMath in the class equipped with computers. Students are responsible for finding out the date and time of the final exam once the schedule is posted by the Examinations Office. Conflicts with the schedule of the final exam must be reported directly to the Examinations Office, **not** to the Instructor. **Students are to be available until the end of the final exam period.** Conflicts due to travel plans **will not** be accommodated.

**NOTE:** There are **no supplemental exams** for this course.

**Grading Scheme:** The final grade will be based on the higher of (a) and (b) below:

- (a) 15% for the assignments  
30% for the class test  
55% for the final examination
- (b) 15% for the assignments  
10% for the class test  
75% for the final examination

If the grading scheme for this course includes graded assignments, a reasonable and representative subset of each assignment may be graded. Students will not be told in advance which subset of the assigned problems will be marked and should therefore attempt all assigned problems.

**Disclaimer:** The instructor reserves the right to make changes to the course outline and course content should this be necessary for academic or other reasons.

## CONTENTS

Week	Lectures TOPICS	Sub-Topics considered	Complementary Reading (KN Text)
1	Linear Systems Row Equivalent Matrices & GJ Method for LS	<ul style="list-style-type: none"> <li>Review of systems of linear equations. <ul style="list-style-type: none"> <li>Matrix form of a system</li> <li>Matrix of the system; augmented matrix</li> <li>Elementary Row Operations</li> <li>Row Echelon Form</li> <li>GJ Solutions for a system of linear equations</li> </ul> </li> </ul>	<b>Sections</b> <b>KN: 1.1, 1.2</b>
2	Span of Vectors Matrices Consistent systems RANK	<ul style="list-style-type: none"> <li>Review of vectors and matrices <ul style="list-style-type: none"> <li>Vectors in <math>\mathbb{R}^n</math>. Linear combination of vectors</li> <li>Matrix Operations, Matrix-vector products</li> </ul> </li> <li>Span of a set of vectors</li> <li>Matrix Rank, Column &amp; Row Spaces</li> <li>Rank Theorems, Consistency of systems <math>Ax=b</math></li> </ul>	<b>Sections</b> <b>KN: 1.2, 2.1, 2.2, 2.3</b>
3	Homogeneous Systems Linear Dependence	<ul style="list-style-type: none"> <li>Linear dependence of vectors/vector sets</li> <li>Homogeneous Systems of Equations</li> <li>Null Space of a matrix</li> </ul>	<b>Sections</b> <b>KN: 1.3, 5.2, 5.4</b>
4	Operations on Matrices Determinants	<ul style="list-style-type: none"> <li>Operations on matrices <ul style="list-style-type: none"> <li>Multiplication of matrices: definition and properties</li> <li>Special matrices</li> </ul> </li> <li>Determinants (an introductory overview)</li> </ul>	<b>Sections</b> <b>KN: 2.3, 2.4, 3.1, 3.2, 5.4</b>
5	Matrix Inverse	<ul style="list-style-type: none"> <li>Left and Right inverses of Matrices.</li> <li>Invertible matrix (square)</li> <li>Properties of invertible matrices.</li> </ul>	<b>Sections</b> <b>KN: 2.4, 3.2</b>
6	Linear Transformations in $\mathbb{R}^n$	<ul style="list-style-type: none"> <li>Linear transformations in <math>\mathbb{R}^n</math> <ul style="list-style-type: none"> <li>Domain, Co-domain, Range:</li> <li>The Linearity properties: definition and examples</li> <li>Matrices and linear maps: Theorems 1-3.</li> <li>Composition of linear mappings (Theorem 2.3.8)</li> </ul> </li> </ul>	<b>Sections</b> <b>KN: 2.2, 2.3, 2.6</b>
7	General Vector Spaces and Subspaces	<p><b>MIDTERM TEST</b> (based on the material of Lectures 1-6)</p> <ul style="list-style-type: none"> <li>Examples of Vector Spaces <math>\mathbb{R}^n</math> &amp; Euclidean vector spaces Polynomials as vectors</li> <li>Definition of Vector spaces, and its Properties</li> <li>Linear Independence in Vector spaces.</li> <li>Vector Subspaces</li> </ul>	<b>Sections</b> <b>KN: 6.1, 6.2, 6.3</b>
8	Basis, Coordinatization Transition Matrices	<ul style="list-style-type: none"> <li>Basis for a vector space &amp; Dimension</li> <li>Theorems on Spans and Basis</li> <li>Coordinate vector, Coordinatization</li> <li>Coordinates in different basis</li> <li>Transition matrices from one basis to another.</li> </ul>	<b>Sections</b> <b>KN: 6.3, 6.4</b>
9	LINEAR MAPS (GENERAL) LINEAR MAPS & MATRICES	<ul style="list-style-type: none"> <li>Linear transformations in abstract vector spaces, other than <math>\mathbb{R}^n</math></li> <li>Rank-Nullity Theorem</li> <li>Matrix representation of a linear transformation</li> <li>Matrices of linear mappings of a vectors space into itself <ul style="list-style-type: none"> <li>Similar matrices</li> </ul> </li> </ul>	<b>Sections</b> <b>KN: 9.1, 9.2, 5.5</b>

10	EIGENVALUES & EIGENVECTORS, EIGENTHEORY	<ul style="list-style-type: none"> <li>Eigentheory Basics <ul style="list-style-type: none"> <li>Eigenvectors and eigenvalues of matrices</li> <li>Characteristic polynomial</li> <li>Eigenvectors and eigenvalues of a linear operator</li> </ul> </li> </ul>	<b>Sections</b> <b>KN: 3.3, 5.5, 9.3</b>
11	DIAGONALIZATION OF SQUARE MATRICES & APPLICATIONS	<ul style="list-style-type: none"> <li>Diagonalizable matrices and diagonalizable linear operators <ul style="list-style-type: none"> <li>Conditions of diagonalizability: basis of eigenvectors.</li> <li>Numerical methods for diagonalization</li> </ul> </li> <li>Application of diagonalization (Dynamical systems)</li> </ul>	<b>Sections</b> <b>KN: 5.5, 9.2</b>
12	<b>REVIEW</b>	Review Classes	

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## COURSE OUTLINE

<p><b>Econ 325-A (Mathematics for Economists I)</b> Fall 2024 (3 Credits)</p>
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**Instructor:** Asefeh Salarinezhad

**Office:** H 1155.65

**Lectures:** Mo and We 4:15PM - 5:30PM, Room - FB S150 SGW

**Office Hours:** Tuesdays 3:30pm. to 4:30pm.

**Email:** [asefeh.salarinezhad@concordia.ca](mailto:asefeh.salarinezhad@concordia.ca)

**Tutorials:** Fr 11:45AM - 12:45PM (starting on the third week of the term), Room - H 501 SGW

**TA:** TBA

**Textbook:** *Fundamental methods of mathematical economics, Chiang and Wainwright, 4th ed., McGraw Hill Ryerson*

*I highly recommend buying a copy of the book. A few chapters may be available online via Concordia Library Course Reserves: <https://library.concordia.ca/help/textbooks/>.*

### Course description:

The course will develop the mathematical tools of calculus and matrix algebra and show how these tools can be used in doing economic analysis. Topics that will be covered include sets and functions, linear systems, matrices, determinants and inverse matrices; limits, continuity and differentiability; derivatives and partial derivatives; and optimization problems. The course will follow the textbook chapters 1-7, and 9; however, depending on time constraints, some of the material may not be covered in these chapters.

**Prerequisites:** ECON201 and ECON203; MATH203 or MATH209 or equivalent.

### Evaluation\*:

- 3 Assignments: 21% (7% each)
- Midterm exam\*\*: 34%
- Final exam: 45%

\*in compliance with [Concordia Grading System](#)

\*\*The weight of a missed midterm for any reason is automatically transferred to the final. No justification or notification is needed.

### Assignments\*:

- Assignment 1 due on September 20<sup>th</sup>

- Assignment 2 due on October 11<sup>th</sup>
- Assignment 3 due on November 29<sup>th</sup>

\*The schedule may change.

Students can access the assignments through [Moodle](#) learning management system. The assignments can be done in groups of maximum 2 students but only one copy which includes the names and student ID numbers of both the group members on the top of the first page should be submitted. This single copy should be submitted in the instructor's mailbox (Economics department, Hall building 11<sup>th</sup> floor) before **4pm.** of the due date.

There are no supplemental assignments or make-up exams in this class.

**Exams:**

- Exams are in person and closed book.
- The midterm exam is in class on October 28<sup>th</sup> subject to adjustment if needed.
- The weight of a missed midterm, for any reason is shifted automatically to the final. There are no makeup, alternative or deferred midterms under any circumstances, nor may they be written early.
- The final exam will be announced once the Examinations Office of the university sets the timetable for the final examination. Any potential conflict will have to be dealt directly with that office.
- Finally, note there will be no supplemental privilege in this course, as per departmental practices.

**Expectations:**

In order to get the most out of each class, please make sure that you attend the lectures and take notes. You may also find it useful to read ahead for each lecture. The solutions for all assignments and the midterm will also be provided only in class and it is your responsibility to take notes.

**Lecture topics:**

- Part I: Introduction
  - Economic models (Variables and equation, sets, functions and types of functions)  
Chapters 1 and 2
- Part II: Static Analysis
  - Equilibrium analysis in economics (partial and general equilibrium models, polynomial equations, substitution and elimination)  
Chapter 3
  - Linear model and matrix algebra (matrix operations, types of matrices, rank of a matrix, determinants, inverse matrix and Cramer's rule)  
Chapters 4 and 5
- Part III: Comparative Static Analysis

- Comparative statics and the concept of derivatives (rate of change, derivatives, limits, continuity and differentiability)  
Chapter 6
- Rules of differentiation and their use in comparative statics (rules of differentiation, partial differentiation, Jacobian matrix and Jacobian determinant)  
Chapter 7
- Part IV: Optimization Problems
  - Optimization: A special variety of equilibrium analysis (relative and absolute extrema, first-derivative test, second-derivative test, nth-derivative test and Taylor series)  
Chapter 9

### **Correspondence:**

Students are required to use their Concordia student email account in all correspondence in this course to prevent emails from landing in spam folder. To activate your account, please follow the instructions at <http://www.concordia.ca/it/services/office-365-education.html>

Note: Please check the course outline before sending an email. The answer to lots of your questions can be found in the course outline.

### **Discussion Forums on Moodle:**

Students are encouraged to interact with their peers, exchange ideas and discuss topics in the online discussion forums on [Moodle](#) by posting comments. Solving assignments or exams is not allowed on forums.

### **Academic Integrity:**

Concordia University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Academic Code of Conduct.

(see <https://www.concordia.ca/students/academic-integrity.html> for more information)

*Note: Every effort has been made to ensure the accuracy of the information contained in this course outline. In the event of extraordinary circumstances and pursuant to the Academic Regulations, the University and/or the instructor may modify the delivery, content, structure, forum, location, dates and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes. See <https://www.concordia.ca/students/regulations.html>*

### **Useful links:**

- [IITS Service Desk \(for IT support\)](#)
- [Important Academic Dates](#)
- [Concordia's COVID-19 updates](#)
- [Undergraduate Calendar 2020-2021](#)
- [Concordia's Code of Rights and Responsibilities](#)
- [Concordia Academic Code of Contact](#)
- [Concordia Policy on Intellectual Property](#)

- [Concordia Academic Integrity](#)
- [Department of Economics. Advising.](#)
- [Student Hub](#)
- [Student Success Centre](#)
- [International Students Office](#)
- [Access Centre for Students with Disabilities \(ACSD\)](#)
- [Aboriginal Student Resource Centre](#)
- [Dean of Students Office](#)
- [Concordia Sexual Assault Resource Centre](#)
- [Counselling and Psychological Services](#)
- [Health Services](#)
- [Financial Aid and Awards](#)
- As a Concordia student, you are a member of the Concordia Student Union and have many resources available to you including:
  - a. [HOJO \(Off Campus Housing and Job Bank\)](#)
  - b. [CSU Advocacy Centre](#)

**From:** [Christian Sigouin](#)  
**To:** [Lisa Kakinami](#)  
**Subject:** RE: ECON 325 course equivalent to MATH 251?  
**Date:** March 12, 2025 2:57:56 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)

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Thanks Lisa for informing us!

Christian

Christian Sigouin  
Associate Professor,  
Graduate Program Director,  
Department of Economics,  
Concordia University

[Online appointments](#)

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**From:** Lisa Kakinami <lisa.kakinami@concordia.ca>  
**Sent:** March 12, 2025 14:51  
**To:** Damba Lkhagvasuren <damba.lkhagvasuren@concordia.ca>; Asefeh Salarinezhad <asefeh.salarinezhad@concordia.ca>; Christian Sigouin <christian.sigouin@concordia.ca>  
**Subject:** RE: ECON 325 course equivalent to MATH 251?

Dear Asefeh, Christian, and Damba,

Asefeh, thank you so much for this! We discussed and approved this antireq removal at our curriculum committee last week and will propose it at our Monday's dept council. The dossier is attached. I don't think ECON needs to remove ours as antireqs if they serve a purpose for you; we're just finding random program students taking ECON 325 instead of their required MATH 251 course so we're just closing that loophole on our side.

Lisa

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Lisa Kakinami, Ph.D.  
Associate Professor and Associate Chair  
Department of Mathematics & Statistics  
Concordia University

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**From:** Asefeh Salarinezhad <[asefeh.salarinezhad@concordia.ca](mailto:asefeh.salarinezhad@concordia.ca)>  
**Sent:** March 5, 2025 1:27 PM  
**To:** Lisa Kakinami <[lisa.kakinami@concordia.ca](mailto:lisa.kakinami@concordia.ca)>  
**Subject:** Re: ECON 325 course equivalent to MATH 251?



Hi Lisa,

Sorry for late reply. Please kindly find my course outline attached. As for the removal of the antireq, I have informed the department to decide.

Best,  
Asefeh

---

**From:** Lisa Kakinami  
**Sent:** February 27, 2025 3:33 PM  
**To:** Asefeh Salarinezhad <[asefeh.salarinezhad@concordia.ca](mailto:asefeh.salarinezhad@concordia.ca)>  
**Subject:** ECON 325 course equivalent to MATH 251?

Dear Asefeh,

One of my department's faculty members noticed the antireq on ECON 325 and MATH 251 that students couldn't get credit for both. However, based on their course descriptions, we don't think there's too much overlap. Can you send me your ECON 325 course outline? Our MATH 251 is attached here. If the courses are distinctive enough, we would like to remove the antireq of ECON 325 from our MATH 251 (and ECON can decide to do the same for ECON 325 if deemed relevant for your department).

Thank you so much in advance!

Lisa





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Lisa Kakinami, Ph.D.  
Associate Professor and Associate Chair  
Department of Mathematics & Statistics  
Concordia University

### **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 five new undergraduate courses that were previously offered as Special Topics courses:

- POLI 347 Urban Politics in Latin America
- POLI 439 International Human Rights Institutions
- POLI 440 Literature and Politics
- POLI 444 Politics of International Development
- POLI 445 Scandinavian Politics

Secondly, we are deleting six courses that have not been offered in several years and that we do not plan to offer again:

- POLI 202 Introduction to Political Science
- POLI 207 Introduction to Political Science Research
- POLI 216 Introduction to the United Nations
- POLI 217 Comparing Democracies
- POLI 219 Governance and Organized Crime
- POLI 480 Workshops on Social Science Research

Thirdly, we are deleting POLI 419 Strategic Studies and replacing it with a 300-level course, POLI 369 Nuclear Strategy. The reason for this change is that, for students seeking an education in strategic studies, the 400-level seminar should be offered as a special topics course to allow for flexibility with regard to topic, given the constantly changing topics of interest in this field. Topic-specific courses in this field are more suited to the 300-level lecture format.

Fourthly, we are including newly added course POLI 439 International Human Rights Institutions as one of the courses students can take towards their Minor in Human Rights Studies. The topic of this course is appropriate for students enrolled in the Minor in Human Rights Studies. Adding a new course to this Minor program increases the selection of courses available to students, thus making it easier for them to complete their program requirements.

Fifthly, we are identifying the corresponding defined group(s) for the newly added courses, as well as for two courses that were previously not included in any defined group: POLI 300 Not for Profit Organizations and the Law, and POLI 325 Administrative Law. Students completing a Major or an Honours in Political Science are required to select their 300 and 400-level courses from at least three of the five defined groups. 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:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 13 May 2025

**Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 10 Apr 2025

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Academic Programs Committee (APC). The Department of Political Science is proposing the following curriculum changes: five new courses that were successfully offered as Special Topics courses will now be permanent course offerings; course description changes which better reflect what is taught in the courses; six course deletions as they have not been offered in several years. Additionally, the course POLI 419 Strategic Studies will be replaced with POLI 369 Nuclear Strategy as a 300-level course that was deemed more suitable as a topics-specific course in strategic studies. A new course, POLI 439 International Human Rights Institutions, is added as an additional course option to the Minor in Human Rights Studies. Finally, courses are added to the appropriate defined groups as to facilitate course selection.

The Faculty Curriculum Committee acknowledges that there are no resource implications to these changes.

## **Summary of Committee Discussion: FCC/FAPC/GCS Approval**

### **For Submission to:**

Pascale Sicotte, Dean, Faculty of Arts and Science,  
Arts and Science Faculty Council, 09 May 2025

### **Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 10 Apr 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 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, 01 Apr 2025

**Approved by:**

Daniel Salée, Professor and Chair, Political Science,  
Political Science Department Council, 14 Mar 2025

The dossier was discussed at the February 14, 2025 Political Science Department Council meeting and approved at the March 14, 2025 Political Science Department Council meeting.

**Summary of Changes (Undergraduate Program Regular Curriculum Change)****Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross- listed Course Change
POLI 202 Introduction to Political Science Delete	X	X	X	X			X	X	X	
POLI 207 Introduction to Political Science Research Delete	X	X	X	X			X	X	X	
POLI 216 Introduction to the United Nations Delete	X	X	X	X			X	X	X	
POLI 217 Comparing Democracies Delete	X	X	X	X			X	X	X	
POLI 219 Governance and Organized Crime Delete	X	X	X	X			X	X	X	
POLI 347 Urban Politics in Latin America New	X	X	X	X	X		X	X	X	
POLI 369 Nuclear Strategy New	X	X	X	X	X		X	X	X	
POLI 419 Strategic Studies Delete	X	X	X	X	X		X	X	X	



POLI 439 International Human Rights Institutions New	X	X	X	X	X		X	X	X	
POLI 440 Literature and Politics New	X	X	X	X	X		X	X	X	
POLI 444 Politics of International Development New	X	X	X	X	X		X	X	X	
POLI 445 Scandinavian Politics New	X	X	X	X	X		X	X	X	
POLI 480 Workshops on Social Science Research Delete	X	X	X	X	X		X	X	X	

#### **Program Changes:**

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

#### **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		X	
Group 2: Comparative Politics Change		X	
Group 3: Canadian and Quebec Politics Change		X	
Group 4: Public Policy and Administration Change		X	
Group 5: Political Theory Change		X	

## PROGRAM CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** Minor in Human Rights Studies

**Calendar Section Type:** Program

**Description of Change:** Minor in Human Rights Studies Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Program Name:** Minor in Human Rights Studies

**Program Type:** Minor

**Degree:** Non-degree program (certificate or minor)

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.240 Department of Political Science > Political Science Programs > Human Rights Studies > Minor in Human Rights Studies > Program Requirements

**Type of Change:** Program Change

### Present Text calendar

**24**  
**credits** Minor in Human Rights Studies

6 credits:

PHIL 241 Philosophy of Human Rights (3)

POLI 214 Human Rights: An Overview (3)

18 credits chosen from:

ANTH 380 Contemporary Issues in Human Rights (3)

ENGL 369 African-American Literature (3)

ENGL 380 Indigenous Literatures (3)

ENGL 382 Literature of Migration and Diaspora (3)

ENGL 383 African Literatures (3)

ENGL 387 South Asian Literature (3)

FPST 321 First Peoples and Justice (3)

GEOG 407 Indigenous Peoples and the Environment  
(3)

HIST 315 Rights and Freedoms in Canadian Society  
(3)

HIST 359 The History and Sociology of Genocide to  
1945 (3)

HIST 360 The History and Sociology of Genocide  
from 1945 to the Present (3)

HIST 477 Advanced Study in the History of Human  
Rights and Justice (3)

JOUR 442 International Journalism (3)

LOYC 240 Global Environmental Issues and  
Ecological Justice (3)

PHIL 232 Introduction to Ethics (3)

PHIL 342 Political Philosophy (3)

### Proposed Text

**24**  
**credits** Minor in Human Rights Studies

6 credits:

PHIL 241 Philosophy of Human Rights (3)

POLI 214 Human Rights: An Overview (3)

18 credits chosen from:

ANTH 380 Contemporary Issues in Human Rights (3)

ENGL 369 African-American Literature (3)

ENGL 380 Indigenous Literatures (3)

ENGL 382 Literature of Migration and Diaspora (3)

ENGL 383 African Literatures (3)

ENGL 387 South Asian Literature (3)

FPST 321 First Peoples and Justice (3)

GEOG 407 Indigenous Peoples and the Environment  
(3)

HIST 315 Rights and Freedoms in Canadian Society  
(3)

HIST 359 The History and Sociology of Genocide to  
1945 (3)

HIST 360 The History and Sociology of Genocide  
from 1945 to the Present (3)

HIST 477 Advanced Study in the History of Human  
Rights and Justice (3)

JOUR 442 International Journalism (3)

LOYC 240 Global Environmental Issues and  
Ecological Justice (3)

PHIL 232 Introduction to Ethics (3)

PHIL 342 Political Philosophy (3)

PHIL 343 Philosophy of Law: General Jurisprudence (3)  
 PHIL 345 Legal Philosophy: Legal Rights and Duties (3)  
 POLI 208 Global Environmental Issues and Ecological Justice (3)  
 POLI 301 Social Movements and Protest Politics (3)  
 POLI 324 Parliament and the Charter (3)  
 POLI 328 Public Policy and the Politics of Equality (3)

POLI 388 Human Rights and International Justice (3)  
 POLI 389 Religion and Politics (3)  
 POLI 407 Parliamentary Bills of Rights (3)  
 RELI 310 Self and Other: Identity and Ethical Development (3)  
 RELI 312 Justice and Social Conflict in a Globalized World (3)  
 SOCI 367 The History and Sociology of Genocide from 1945 to the Present (3)  
 SOCI 380 Contemporary Issues in Human Rights (3)  
 THEO 343 Religion and Politics (3)  
 WSDB 381 Indigenous Women and Feminisms (3)  
 WSDB 385 Introduction to Trans Studies (3)  
 WSDB 386 Framing the Prostitute (3)  
 WSDB 390 Feminist Perspectives on Peace (3)

Note: The following courses are cross-listed:

HIST 360 and SOCI 367

LOYC 240 and POLI 208

POLI 389  
 and THEO 343

ANTH 380  
 and SOCI 380

PHIL 343 Philosophy of Law: General Jurisprudence (3)  
 PHIL 345 Legal Philosophy: Legal Rights and Duties (3)  
 POLI 208 Global Environmental Issues and Ecological Justice (3)  
 POLI 301 Social Movements and Protest Politics (3)  
 POLI 324 Parliament and the Charter (3)  
 POLI 328 Public Policy and the Politics of Equality (3)

POLI 388 Human Rights and International Justice (3)  
 POLI 389 Religion and Politics (3)  
 POLI 407 Parliamentary Bills of Rights (3)  
[POLI 439 International Human Rights Institutions \(3\)](#)  
 RELI 310 Self and Other: Identity and Ethical Development (3)  
 RELI 312 Justice and Social Conflict in a Globalized World (3)  
 SOCI 367 The History and Sociology of Genocide from 1945 to the Present (3)  
 SOCI 380 Contemporary Issues in Human Rights (3)  
 THEO 343 Religion and Politics (3)  
 WSDB 381 Indigenous Women and Feminisms (3)  
 WSDB 385 Introduction to Trans Studies (3)  
 WSDB 386 Framing the Prostitute (3)  
 WSDB 390 Feminist Perspectives on Peace (3)

Note: The following courses are cross-listed:

HIST 360 and SOCI 367

LOYC 240 and POLI 208

POLI 389  
 and THEO 343

ANTH 380  
 and SOCI 380

#### **Rationale:**

The subject of the newly added course POLI 439 is appropriate for students enrolled in the Minor in Human Rights Studies. Adding a new course to this Minor program increases the selection of courses available to students, and makes it easier for students to complete their program requirements.

#### **Resource Implications:**

There are no resource implications for this change, as the course will be taught as part of the regular department course allotment.

**DEFINED GROUP CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change**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:** 2026/2027/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2026**Path:** Undergraduate > 2025-2026 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

<b>Present Text calendar</b>		<b>Proposed Text</b>
Group 1: International Politics	<b>credits</b>	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 388 Human Rights and International Justice (3)		POLI <a href="#">369 Nuclear Strategy</a> (3)
POLI 391 Middle East and Global Conflict (3)		<a href="#">POLI 388</a> Human Rights and International Justice (3)
POLI 394 Globalization and Sustainable Development (3)		POLI 391 Middle East and Global Conflict (3)
POLI 400 Advanced Seminar in International Relations Theory (3)		POLI 394 Globalization and Sustainable Development (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)
<del>POLI 419 Strategic Studies (3)</del>		POLI 404 International Institutions (3)
<del>POLI 420</del> Politics of Conservation (3)		POLI 420 Politics of Conservation (3)
POLI 421 Transnational Politics (3)		POLI 421 Transnational Politics (3)
POLI 422 Canadian Foreign Policy (3)		POLI 422 Canadian Foreign Policy (3)
POLI 423 Peace Studies and Global Governance (3)		POLI 423 Peace Studies and Global Governance (3)
POLI 451 Directed Studies in International Politics (3)		<a href="#">POLI 439 International Human Rights Institutions</a> (3)
POLI 486 Advanced Seminar in International		<a href="#">POLI 444 Politics of International Development</a>

**Present Text calendar**

Relations (3)

**Proposed Text**

(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 369, POLI 439, and POLI 444 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.

We are also removing deleted course POLI 419.

**Resource Implications:**

There are no resource implications for this change.

**DEFINED GROUP CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change**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:** 2026/2027/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2026**Path:** Undergraduate > 2025-2026 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

<b>Present Text calendar</b>		<b>Proposed Text</b>
Group 2: Comparative Politics	<b>credits</b>	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 352 Comparative Urban Politics and Government (3)		POLI <a href="#">347 Urban Politics in Latin America</a> (3)
POLI 366 Politics of Africa (3)		<a href="#">POLI 352</a> Comparative Urban Politics and Government (3)
POLI 376 Politics of Northern Ireland (3)		POLI 366 Politics of Africa (3)
POLI 379 Politics of Latin America (3)		POLI 376 Politics of Northern Ireland (3)
POLI 387 Islamic Law and Society (3)		POLI 379 Politics of Latin America (3)
POLI 395 Politics of the Middle East (3)		POLI 387 Islamic Law and Society (3)
POLI 405 Comparative Electoral Systems (3)		POLI 395 Politics of the Middle East (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 431 State-Society Relations in China (3)		POLI 429 Political Socialization in Canadian and Comparative Perspective (3)

**Present Text calendar**

POLI 434 Politics of Violence in Latin America (3)  
POLI 435 Advanced Seminar in U.S. Politics (3)  
POLI 436 State and Society in the Middle East (3)  
POLI 437 Special Issues in African Development (3)  
POLI 438 Decentralization and Development (3)  
POLI 452 Directed Studies in Comparative Politics (3)  
POLI 481 Advanced Seminar in European Politics (3)  
POLI 483 State and Society in Latin America (3)  
POLI 484 Post-Communist Democracies (3)  
POLI 485 Issues in Development and Democracy (3)  
POLI 487 Advanced Seminar in Comparative Politics (3)

**Proposed Text**

POLI 431 State-Society Relations in China (3)  
POLI 434 Politics of Violence in Latin America (3)  
POLI 435 Advanced Seminar in U.S. Politics (3)  
POLI 436 State and Society in the Middle East (3)  
POLI 437 Special Issues in African Development (3)  
POLI 438 Decentralization and Development (3)  
[POLI 445 Scandinavian Politics](#) (3)  
POLI 452 Directed Studies in Comparative Politics (3)  
POLI 481 Advanced Seminar in European Politics (3)  
POLI 483 State and Society in Latin America (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 347 and POLI 445 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:** 2026-2027 Political Science Undergraduate Curriculum Change**Calendar Section Name:** Group 3: Canadian and Quebec Politics**Calendar Section Type:** Defined group**Description of Change:** Group 3: Canadian and Quebec Politics  
Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Arts and Science**Department:** Political Science**Calendar publication date:** 2026/2027/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2026**Path:** Undergraduate > 2025-2026 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

<b>Present Text calendar</b>	<b>Proposed Text</b>
Group 3: Canadian and Quebec Politics	<b>credits</b> Group 3: Canadian and Quebec Politics
POLI 309 Women and Politics in Canada (3)	POLI 309 Women and Politics in Canada (3)
POLI 314 Special Topics in Canadian and Quebec Politics (3)	POLI 314 Special Topics in Canadian and Quebec Politics (3)
POLI 321 Canadian and Quebec Law (3)	POLI 321 Canadian and Quebec Law (3)
POLI 324 Parliament and the Charter (3)	POLI 324 Parliament and the Charter (3)
POLI 334 Political Participation in Canada (3)	POLI <a href="#">325 Administrative Law (3)</a>
POLI 339 Quebec Politics and Society/La vie politique québécoise (3)	<a href="#">POLI 334</a> Political Participation in Canada (3)
POLI 340 Canadian Political Culture (3)	POLI 339 Quebec Politics and Society/La vie politique québécoise (3)
POLI 341 Provincial and Territorial Politics (3)	POLI 340 Canadian Political Culture (3)
POLI 351 Canadian Federalism (3)	POLI 341 Provincial and Territorial Politics (3)
POLI 354 Immigration in Quebec and Canada (3)	POLI 351 Canadian Federalism (3)
POLI 356 Canadian Political Parties (3)	POLI 354 Immigration in Quebec and Canada (3)
POLI 363 Issues in Canadian Public Policy (3)	POLI 356 Canadian Political Parties (3)
POLI 365 Canadian Public Administration (3)	POLI 363 Issues in Canadian Public Policy (3)
POLI 367 Quebec Public Administration (3)	POLI 365 Canadian Public Administration (3)
POLI 407 Parliamentary Bills of Rights (3)	POLI 367 Quebec Public Administration (3)
POLI 408 Public Opinion and Public Policy (3)	POLI 407 Parliamentary Bills of Rights (3)
POLI 409 Canada: State-Society Relations (3)	POLI 408 Public Opinion and Public Policy (3)
POLI 428 Constitutional Politics in Canada (3)	POLI 409 Canada: State-Society Relations (3)
POLI 429 Political Socialization in Canadian and Comparative Perspective (3)	POLI 428 Constitutional Politics in Canada (3)
POLI 453 Directed Studies in Canadian and Quebec Politics (3)	POLI 429 Political Socialization in Canadian and Comparative Perspective (3)
POLI 488 Advanced Seminar in Canadian and Quebec Politics (3)	POLI 453 Directed Studies in Canadian and Quebec Politics (3)
	POLI 488 Advanced Seminar in Canadian and Quebec Politics (3)



**Rationale:**

POLI 325, while already included in the Undergraduate Calendar, is not listed under any of the Political Science course groups. With this change, we are identifying that it falls under Group 3: Canadian and Quebec Politics. 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.

Please note that POLI 325 also falls under Group 4: Public Policy and Administration, as it covers topics relevant for both course groups.

POLI 325 is also listed in the Minor in Law and Society, offered by the Department of History and this change has no impact on the Minor.

**Resource Implications:**

There are no resource implications for this change.

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**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:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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 316 Special Topics in Public Policy and Administration (3)		POLI <a href="#">300 Not-for-Profit Organizations and the Law</a> (3)
POLI 320 Development of Western Legal Systems (3)		<a href="#">POLI 316</a> Special Topics in Public Policy and Administration (3)
POLI 328 Public Policy and the Politics of Equality (3)		POLI 320 Development of Western Legal Systems (3)
POLI 330 Principles of Public Administration (3)		<a href="#">POLI 325 Administrative Law</a> (3)
POLI 349 Political and Social Theory and the City (3)		POLI 328 Public Policy and the Politics of Equality (3)
POLI 352 Comparative Urban Politics and Government (3)		POLI 330 Principles of Public Administration (3)
POLI 353 Principles of Public Policy (3)		POLI 349 Political and Social Theory and the City (3)
POLI 354 Immigration in Quebec and Canada (3)		POLI 352 Comparative Urban Politics and Government (3)
POLI 361 Advocacy Groups and Public Policy (3)		POLI 353 Principles of Public Policy (3)
POLI 363 Issues in Canadian Public Policy (3)		POLI 354 Immigration in Quebec and Canada (3)
POLI 365 Canadian Public Administration (3)		POLI 361 Advocacy Groups and Public Policy (3)
POLI 367 Quebec Public Administration (3)		POLI 363 Issues in Canadian Public Policy (3)
POLI 410 Environmental Policy in the Developing World (3)		POLI 365 Canadian Public Administration (3)
POLI 411 Gender and Public Policy (3)		POLI 367 Quebec Public Administration (3)
POLI 412 Comparative Social Policy (3)		POLI 410 Environmental Policy in the Developing World (3)
POLI 438 Decentralization and Development (3)		POLI 411 Gender and Public Policy (3)
POLI 454 Directed Studies in Public Policy and Administration (3)		POLI 412 Comparative Social Policy (3)
POLI 463 Government and Business in Canada (3)		POLI 438 Decentralization and Development (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 Administration (3)

**Rationale:**

POLI 300 and POLI 325, while already included in the Undergraduate Calendar, are not listed under any of the Political Science course groups. With this change, we are identifying that these courses fall under Group 4: Public Policy and Administration. 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.

Please note that POLI 325 also falls under Group 3: Canadian and Quebec Politics, as it covers topics relevant for both course groups.

POLI 300 and POLI 325 also count towards the Minor in Law and Society, offered by the Department of History. The current change has no impact on that program.

**Resource Implications:**

There are no resource implications for this change.

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** Group 5: Political Theory

**Calendar Section Type:** Defined group

**Description of Change:** Group 5: Political Theory Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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 5: Political Theory	credits	Group 5: Political Theory
POLI 306 Classical Political Thought (3)		POLI 306 Classical Political Thought (3)
POLI 317 Special Topics in Political Theory (3)		POLI 317 Special Topics in Political Theory (3)
POLI 345 Contemporary Political Philosophy (3)		POLI 345 Contemporary Political Philosophy (3)
POLI 349 Political and Social Theory and the City (3)		POLI 349 Political and Social Theory and the City (3)
POLI 364 Hellenistic, Roman, Medieval Political Philosophy (3)		POLI 364 Hellenistic, Roman, Medieval Political Philosophy (3)
POLI 368 Media, Technology and Politics (3)		POLI 368 Media, Technology and Politics (3)
POLI 371 Early Modern Political Philosophy (3)		POLI 371 Early Modern Political Philosophy (3)
POLI 373 Late Modern Political Philosophy (3)		POLI 373 Late Modern Political Philosophy (3)
POLI 384 Principles of Political Theory (3)		POLI 384 Principles of Political Theory (3)
POLI 386 Contemporary Liberalism and Its Critics (3)		POLI 386 Contemporary Liberalism and Its Critics (3)
POLI 389 Religion and Politics (3)		POLI 389 Religion and Politics (3)
POLI 401 American Political Thought (3)		POLI 401 American Political Thought (3)
POLI 414 Authors of Political Imagination (3)		POLI 414 Authors of Political Imagination (3)
POLI 415 Modern Political Theory and Religion (3)		POLI 415 Modern Political Theory and Religion (3)
POLI 416 Ancient Political Texts (3)		POLI 416 Ancient Political Texts (3)
POLI 417 Governance (3)		POLI 417 Governance (3)
POLI 418 Machiavelli (3)		POLI 418 Machiavelli (3)
POLI 425 Foundations of Liberalism (3)		POLI 425 Foundations of Liberalism (3)
POLI 426 Nietzsche (3)		POLI 426 Nietzsche (3)
POLI 427 Political Thought of the Enlightenment (3)		POLI 427 Political Thought of the Enlightenment (3)
POLI 433 Critics of Modernity (3)		POLI 433 Critics of Modernity (3)
POLI 455 Directed Studies in Political Theory (3)		POLI 440 Literature and Politics (3)
POLI 490 Advanced Seminar in Political Theory (3)		POLI 455 Directed Studies in Political Theory (3)
		POLI 490 Advanced Seminar in Political Theory (3)

**Rationale:**

We are identifying that newly added course POLI 440 falls under Group 5: Political Theory. 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:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 202

**Calendar Section Type:** Course

**Description of Change:** POLI 202 Introduction to Political Science

Delete

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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:** Course Deletion

### Present Text calendar

~~POLI 202 Introduction to Political Science (3 credits)~~

*Prerequisites:*

*Description :*

~~This course seeks to develop a broad basis from which to pursue further political inquiry. It offers an introductory examination of basic ideas regarding the state, power, authority, and systems of government. The course examines the diverse approaches to the specific study of political phenomena and provides a fundamental understanding of political concepts.~~

*Component(s):*

~~Lecture~~

*Notes :*

### Rationale:

This course was last offered in Winter 2016 and we do not plan to offer it again in the future. POLI 202 was replaced with POLI 203 as a requirement for students, since it is more consistent to offer introductory courses for each subfield, rather than a general introductory course.

### Resource Implications:

There are no resource implications for this change.

### Proposed Text

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 207

**Calendar Section Type:** Course

**Description of Change:** POLI 207 Introduction to Political Science

Research Delete

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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:** Course Deletion

### Present Text calendar

~~POLI 207 Introduction to Political Science Research (3 credits)~~

*Prerequisites:*

*Description :*

~~This course demonstrates how research is conducted in political science. Students learn how to develop a research design. The course introduces them to various research methodologies and provides several approaches for reporting and presenting research.~~

*Component(s):*

~~Lecture ; Tutorial~~

*Notes :*

**Equivalent Courses :** ~~Students who have received credit for POLI 392 or POLI 393 may not take this course for credit.~~

### Rationale:

This course was last offered in Fall 2018 and we do not plan to offer it again in the future. POLI 392 and POLI 393 cover similar material. This type of content is better suited for the smaller class, more advanced, 300-level courses.

### Resource Implications:

There are no resource implications for this change.

### Proposed Text

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 216

**Calendar Section Type:** Course

**Description of Change:** POLI 216 Introduction to the United Nations

Delete

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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:** Course Deletion

### Present Text calendar

~~POLI 216 Introduction to the United Nations (3 credits)~~

*Prerequisites:*

*Description :*

~~This course examines the operations and issues of the United Nations organization. It covers the operation of the Security Council and other components of the United Nations. It surveys micro issues such as routine operations, the internal bureaucracy, the ethics of its procedures, and its historical background.~~

*Component(s):*

~~Lecture~~

*Notes :*

**Equivalent Courses :** ~~Students who have received credit for this topic under a POLI 298 number may not take this course for credit.~~

### Rationale:

This course was last offered in Winter 2016 and we do not plan to offer it again in the future. The material is covered in some of our more advanced courses, such as POLI 315 and some topics offered under POLI 486.

### Resource Implications:

There are no resource implications for this change.

### Proposed Text

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 217

**Calendar Section Type:** Course

**Description of Change:** POLI 217 Comparing Democracies Delete

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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:** Course Deletion

### Present Text calendar

~~POLI 217 Comparing Democracies (3 credits)~~

*Prerequisites:*

*Description :*

~~This course introduces students to the field of comparative politics by examining the institutional structures of established, advanced industrial democracies. Particular emphasis is placed on the study of constitutions; the legislative, executive, and judicial branches of government; and electoral and party systems.~~

*Component(s):*

~~Lecture~~

*Notes :*

**Equivalent Courses :** ~~Students who have received credit for this topic under a POLI 298 number may not take this course for credit.~~

### Rationale:

This course was last offered in Fall 2014 and we do not expect to offer it again in the future. The content of this course is covered in some of our more advanced courses, such as POLI 327 and some topics offered under POLI 487.

### Resource Implications:

There are no resource implications for this change.

### Proposed Text

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 219

**Calendar Section Type:** Course

**Description of Change:** POLI 219 Governance and Organized Crime

Delete

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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:** Course Deletion

### Present Text calendar

~~POLI 219 Governance and Organized Crime (3 credits)~~

*Prerequisites:*

*Description :*

~~This course describes and defines organized crime, providing an overview of its history, different theories and models explaining it and the legal processes related to it. The course examines the role played by government agencies, such as the police and the bureaucracy, and the international bodies that combat it. Issues addressed in this course may include drug trafficking, racketeering, human trafficking, extortion, and economic crimes. A number of actual organized crime groups are analyzed.~~

*Component(s):*

~~Lecture~~

*Notes :*

**Equivalent Courses :** ~~Students who have received credit for this topic under a POLI 298 number may not take this course for credit.~~

### Rationale:

This course was last offered in Winter 2017 and we do not expect to offer it again in the future.

### Resource Implications:

There are no resource implications for this change.

### Proposed Text

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 347

**Calendar Section Type:** Course

**Description of Change:** POLI 347 Urban Politics in Latin America  
New

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

### Rationale:

This course was offered as POLI 313 Special Topics in Comparative Politics in Winter 2019 (Enrolment 58/60), Fall 2019 (Enrolment 60/50), Winter 2021 (Enrolment 60/60), Winter 2024 (Enrolment 60/60), and Fall 2024 (Enrolment 60/60).

We have the faculty member expertise to continue offering this course on a regular basis. As such, we would like to include this course in our permanent offerings.

This course is listed under Group 2: Comparative Politics.

### Resource Implications:

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

### Proposed Text

**POLI 347 Urban Politics in Latin America (3 credits)**

*Prerequisites:*

The following course must be completed previously: POLI 203 . If prerequisites are not satisfied, permission of the Department is required.

*Description :*

This class focuses on key issues in Latin American urban politics. Students learn about the origins, development, and contemporary conditions of cities in the region, within a global context. Emphasis is placed on inequality, including citizens' everyday responses to it, their engagement with the state, the state's policy approaches, and the potential for progress.

*Component(s):*

**Lecture**

*Notes :*

**Equivalent Courses :** Students who have received credit for this topic under a POLI 313 number may not take this course for credit.



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 369

**Calendar Section Type:** Course

**Description of Change:** POLI 369 Nuclear Strategy New

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

### Rationale:

We are replacing POLI 419 Strategic Studies with a 300-level course. The reason for this is that, for students seeking an education in strategic studies, the 400-level seminar should be offered as a special topics course to allow for flexibility with regard to topic, given the constantly changing topics of interest in this field. Topic-specific courses in this field are more suited to the 300-level lecture format.

POLI 419 Strategic Studies was offered in Winter 2020 (Enrolment 18/20), Fall 2020 (Enrolment 20/20), Winter 2022 (Enrolment 19/20), and Winter 2024 (Enrolment 20/20).

POLI 369 is listed under Group 1: International Politics.

### Resource Implications:

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

### Proposed Text

**POLI 369 Nuclear Strategy** (3 credits)

*Prerequisites:*

The following course must be completed previously: POLI 205 . If prerequisites are not satisfied, permission of the Department is required.

*Description :*

This course covers the theory and application of nuclear weapons as a means of deterrence in warfare. It surveys issues in nuclear control, missile defense, and deterrence design. Special attention is given to contrasting theories on the utility of nuclear force.

*Component(s):*

**Lecture**

*Notes :*

**Equivalent Courses :** Students who have received credit for POLI 419 may not take this course for credit.



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 419

**Calendar Section Type:** Course

**Description of Change:** POLI 419 Strategic Studies Delete

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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:** Course Deletion

### Present Text calendar

~~POLI 419 Strategic Studies (3 credits)~~

*Prerequisites:*

~~Courses at the 400-level are taught as seminars and are generally open to students enrolled in a Political Science program who have successfully completed 60 credits and POLI 205. If prerequisites are not satisfied, permission of the Department is required.~~

*Description :*

~~This seminar covers the theory and application of nuclear weapons as a means of deterrence to warfare. It surveys issues in nuclear control, missile defense, and deterrence design. Through simulations, special attention is given to contrasting theories on the utility of nuclear force.~~

*Component(s):*

~~Seminar~~

*Notes :*

### Rationale:

We are replacing POLI 419 Strategic Studies with POLI 369 Nuclear Strategy. The reason for this is that, for students seeking an education in strategic studies, the 400-level seminar should be offered as a special topics course to allow for flexibility with regard to topic, given the constantly changing topics of interest in this field. Topic-specific courses in this field are more suited to the 300-level lecture format.

### Resource Implications:

There are no resource implications for this change.

### Proposed Text

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 439

**Calendar Section Type:** Course

**Description of Change:** POLI 439 International Human Rights  
Institutions New

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

### Rationale:

This course was offered as POLI 486 Advanced Seminar in International Relations in Winter 2018 (Enrolment 19/20), Fall 2018 (Enrolment 18/20), Winter 2020 (Enrolment 19/20), Summer 2020 (Enrolment 20/20), Summer 2021 (Enrolment 18/20), Winter 2023 (Enrolment 18/20), and Fall 2023 (Enrolment 18/20).

POLI 439 is listed under Group 1: International Politics and as a requirement for the Minor in Human Rights.

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. Also, this allows us to include the course under the Minor in Human Rights and increase the choices available to students in this program.

**Resource Implications:**

### Proposed Text

**POLI 439 International Human Rights Institutions (3 credits)**

*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 :*

This course is an advanced seminar examining the politics of international institutions, such as treaties and international organizations, for the protection of internationally recognized human rights. Students apply the major theoretical perspectives on international relations, including realism, liberalism, and constructivism, to questions surrounding the creation and operation of international human rights institutions in various contexts.

*Component(s):*

**Seminar**

*Notes :*

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



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:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 440

**Calendar Section Type:** Course

**Description of Change:** POLI 440 Literature and Politics New

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

### Rationale:

This course was taught as POLI 490 Advanced Seminar in Political Theory in Summer 2017 (Enrolment 14/20), Winter 2020 (Enrolment 8/10 - combined with 600-level class), Fall 2022 (Enrolment 18/20), and Summer 2024 (Enrolment 14/20).

POLI 440 is listed under Group 5: Political Theory.

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:**

### Proposed Text

POLI 440 Literature and Politics (3 credits)

*Prerequisites:*

Students must be enrolled in a Political Science program and must have completed 60 credits including POLI 206 . If prerequisites are not satisfied, permission of the Department is required.

*Description :*

This course investigates the contribution of literature and other storytelling genres, such as film, television, and theatre, as an alternative, or complement, to philosophical and empirical political science research. It examines how storytelling offers a different perspective on the enduring questions of political theory, such as what is the purpose of government or what is justice. The course also explores how storytelling can shape political culture by transmitting norms and values, as well as the power of stories to question or critique political ideas and provide a way to think through the potential consequences of political decision-making and public policy.

*Component(s):*

Seminar

*Notes :*

**Equivalent Courses :** Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

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:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 444

**Calendar Section Type:** Course

**Description of Change:** POLI 444 Politics of International Development New

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

### Rationale:

This course was offered as POLI 486 Advanced Seminar in International Relations in Winter 2021 (Enrolment 20/20), Fall 2021 (Enrolment 18/20), Fall 2022 (Enrolment 20/20), Fall 2023 (Enrolment 20/20), Winter 2025 (Enrolment 20/20).

POLI 444 is listed under Group 1: International Politics.

This is a course we have been offering regularly as a special topics course with very strong 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.

**Resource Implications:**

### Proposed Text

**POLI 444 Politics of International Development (3 credits)**

*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 :*

This course explores the politics of international development. It investigates the historical evolution of international development co-operation, examining the legacies of colonialism, changing intellectual frameworks, and the contemporary rise of emerging powers. After examining different approaches to development, students evaluate the institutions and norms of contemporary international development co-operation, particularly foreign aid.

*Component(s):*

**Seminar**

*Notes :*

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

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:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 445

**Calendar Section Type:** Course

**Description of Change:** POLI 445 Scandinavian Politics New

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Equivalent Courses :**

### Rationale:

This course was taught as POLI 487 Advanced Seminar in Comparative Politics in Winter 2022 (Enrolment 18/20), Winter 2024 (Enrolment 11/20), Fall 2024 (Enrolment 19/20).

POLI 445 is listed under 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.

### Proposed Text

**POLI 445 Scandinavian Politics (3 credits)**

*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 :*

This course is an upper undergraduate seminar on Scandinavian politics focusing on five Nordic countries (Denmark, Finland, Iceland, Norway, and Sweden). As such, this seminar focuses on the contemporary history and politics of the Nordic countries, most notably on parliamentary traditions, the development of the welfare state, gender politics, policy diffusion across Scandinavian countries, and the rise of the far right.

*Component(s):*

**Seminar**

*Notes :*

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



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-2027 Political Science Undergraduate Curriculum Change

**Calendar Section Name:** POLI 480

**Calendar Section Type:** Course

**Description of Change:** POLI 480 Workshops on Social Science

Research Delete

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Political Science

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 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:** Course Deletion

### Present Text calendar

### Proposed Text

~~POLI 480 Workshops on Social Science Research (3 credits)~~

*Prerequisites:*

~~Courses at the 400 level are taught as seminars and are generally open to students enrolled in a Political Science program who have successfully completed 60 credits. If prerequisites are not satisfied, permission of the Department is required. Students must complete the permissions request form at [concordia.ca/WSSR](http://concordia.ca/WSSR) before registering for the course.~~

*Description :*

~~Led by scholars, public officials, politicians, and policy analysts, these workshops are intensive short learning experiences designed to enhance students' knowledge and skills in the areas of democratic governance, public policy, and research methodology.~~

*Component(s):*

~~Workshop~~

*Notes :*

### Rationale:

This course was last offered in Winter 2020. We do not expect to offer this course again in the future. This course was associated with special school program (non-standard session) that has been canceled.

### Resource Implications:

There are no resource implications for this change.

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*



## Impact Report

### Programs

#### Honours (Thesis) in Political Science

Undergraduate -> 2025-2026 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 3: Canadian and Quebec Politics
- Group 4: Public Policy and Administration
- Group 5: Political Theory

#### Honours in Political Science

Undergraduate -> 2025-2026 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 3: Canadian and Quebec Politics
- Group 4: Public Policy and Administration
- Group 5: Political Theory

#### Major in Political Science

Undergraduate -> 2025-2026 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 3: Canadian and Quebec Politics
- Group 4: Public Policy and Administration
- Group 5: Political Theory

### Defined Groups

#### Group 1: International Politics

Undergraduate -> 2025-2026 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  
Source of Impact

- POLI 419

### Courses

#### POLI 347 Urban Politics in Latin America New

Undergraduate -> 2025-2026 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 369 Nuclear Strategy New

Undergraduate -> 2025-2026 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 419

POLI 439 International Human Rights Institutions New

Undergraduate -> 2025-2026 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 440 Literature and Politics New

Undergraduate -> 2025-2026 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 444 Politics of International Development New

Undergraduate -> 2025-2026 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 445 Scandinavian Politics New

Undergraduate -> 2025-2026 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 347 Urban Politics in Latin America**

### **(Abridged Syllabus)**

**Prerequisites:** POLI 203

#### **Description**

This class focuses on key issues in Latin American urban politics. Students learn about the origins, development, and contemporary conditions of cities in the region, in global context. Emphasis is placed on inequality, including citizens' everyday responses, their engagement with the state, the state's policy approaches, and the potential for progress.

Note: Students who have received credit for this topic under a POLI 313 number may not take this course for credit.

#### **Learning outcomes**

At the end of this course, students should be able to:

- Understand the origins and contemporary significance of slums in Latin America, with a focus on politics, markets, and lived experiences;
- Critically evaluate the relationship between the internal economic, social, and political context of slums, and the networks and structures of the larger city, region, and world;
- Familiarize themselves with the major policy approaches to slums and how slum dwellers engage in politics..

#### **Required readings**

Required readings are available online, through the Library's electronic journal database, or on Moodle.

#### **Assessments**

- Midterm exam (25%)
- Research paper (35%)
- Final exam (40%)

**POLI 369 Nuclear Strategy**  
(Abridged Syllabus)

**Prerequisites:** POLI 205

**Description**

This course covers the theory and application of nuclear weapons as a means of deterrence to warfare. It surveys issues in nuclear control, missile defense, and deterrence design. Special attention is given to contrasting theories on the utility of nuclear force.

Note: Students who have received credit for POLI 419 may not take this course for credit.

**Learning outcomes**

At the end of this course, students should be able to:

- Understand the place and application of nuclear weapons as an instrument of policy, with a focus on operational military and strategic political methods;
- Analyze operational topics with an emphasis on theoretical understanding of the logic of nuclear weapons in the contemporary age;
- Apply theoretical framework to ongoing policy problems.

**Required readings**

Poli 369 Reader.

Julian Schofield, *Strategic Nuclear Sharing* (New York: Palgrave-Macmillan, 2014). International

Institute of Strategic Studies, *The Military Balance 2019* (London: Routledge, 2018).

**Assessments**

- Paper Proposal: 2%
- Assignments (4): 20%
- Mid-term Take-home Exam: 10%
- Book Report: 4%
- Nuclear Simulation Report: 3%
- Weekly Quizzes: 20%
- Movie Quizzes: 1%
- Simulation Participation and Attendance: 15%
- Course Paper: 25%

## **POLI 439 International Human Rights Institutions**

### **(Abridged Syllabus)**

**Prerequisites:** POLI 205; minimum 60 credits completed.

### **Description**

This course is an advanced seminar examining the politics of international institutions, such as treaties and international organizations, for the protection of internationally recognized human rights. Students apply the major theoretical perspectives on international relations, including realism, liberalism, and constructivism, to questions surrounding the creation and operation of international human rights institutions in various contexts.

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

### **Learning outcomes**

Through this course, students should:

- Improve their understanding of the actors and institutions that influence human rights governance at the global and regional levels;
- Familiarize themselves with past, current, and future issues in international human rights;
- Advance their understanding of the role of international norms, laws, institutions, and organizations in global and regional governance;
- Increase their ability to apply and critique IR's core theoretical traditions;
- Develop skills in oral and written argumentation and analysis.

### **Required readings**

The course schedule and readings will be outlined on Moodle. There will be 3-4 mandatory readings (mostly available online, with some through Course Reserves) per week.

### **Assessments**

- Quizzes 15%
- Participation 20%
- Research Presentation 20%
- Research Response 5%
- Paper Proposal/Bibliography 10%
- Paper 30%

## **POLI 440 Literature and Politics**

### **(Abridged Syllabus)**

**Prerequisites:** POLI 206; minimum 60 credits completed.

### **Description**

This course investigates the contribution of literature and other storytelling genres, such as film, television, and theatre, as an alternative, or complement, to philosophical and empirical political science research. It examines how storytelling offers a different perspective on the enduring questions of political theory, such as what is the purpose of government or what is justice. The course also explores how storytelling can shape political culture by transmitting norms and values, as well as the power of stories to question or critique political ideas and provide a way to think through the potential consequences of political decision making and public policy.

Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

### **Learning outcomes**

Through this course, students should:

- Examine the political importance of human beings as the “storytelling animal”;
- Explore different genres of storytelling as an alternative and/or complementary approach to rational and empirical political analysis;
- Increase proficiency in interpretation and textual analysis in short oral/written argumentation;
- Practice the skill of oral presentations and reasoned debate of political ideas.

### **Required readings**

#### Theoretical Approach

- Gottschall, Jonathan. *The Storytelling Animal*, New York: Houghton Mifflin, 2012 (pages xi-xvii, 1-20, 117-138, 156-76)

#### Novels

- Camus, Albert. *The Plague*, trans. S. Gilbert. Vintage reprint, 1991.
- Kundera, Milan. *The Unbearable Lightness of Being*, trans. M. Heim. Harper Perennial, reprint 2016.
- Shelley, Mary. *Frankenstein*. Oxford World Classics, 2019.

#### Films

- *Gattaca*, directed by Andrew Niccol. Columbia Pictures, 1997, Amazon Prime.
- *Memento*, directed by Christopher Nolan. Pathé/Entertainment 1, 2000, Amazon Prime.

## **Assessments**

- Class Participation: 20%
- Quizzes (top 8 x 4%): 24%
- Short Term Paper: 16%
- Presentation of Term Paper: 10%
- Final Exam: 30%

## **POLI 444 Politics of International Development**

### **(Abridged Syllabus)**

**Prerequisites:** POLI 205; minimum 60 credits completed.

### **Description**

This course explores the politics of international development. It investigates the historical evolution of international development cooperation, examining the legacies of colonialism, changing intellectual frameworks, and the contemporary rise of emerging powers. After examining different approaches to development, students evaluate the institutions and norms of contemporary international development cooperation, particularly foreign aid.

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

### **Learning outcomes**

Students who take this course will:

- Understand, compare, and critique different accounts of what development is and why it happens;
- Critically evaluate the relationship between development and growth;
- Appraise the role of aid in the international economy;
- Interpret and critique changes in the actors and institutions of international development.

### **Required readings**

There is no textbook for this course, nor will you need to buy any books for this course. All required readings are articles and Ebooks available through Concordia Library or have been made available as e-reserves through the Course Reserves system.

### **Assessments**

- Weekly Active Reading: 10%
- Weekly Group Discussion Prep Sheets: 10%
- Weekly Seminar Participation: 10%
- Midterm Short Essay: 20%
- Topic Short Essay: 15%
- Paper Outline: 5%
- Final Paper: 30%



## **POLI 445 Scandinavian Politics**

### **(Abridged Syllabus)**

**Prerequisites:** POLI 203; minimum 60 credits completed.

### **Description**

This course is an upper undergraduate seminar on Scandinavian Politics focusing on five Nordic Countries (Denmark, Finland, Iceland, Norway, and Sweden). As such, this seminar focuses on the contemporary history and politics of the Nordic countries, most notably on parliamentary traditions, the development of the welfare state, gender politics, policy diffusion across Scandinavia countries, and the rise of the far right.

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

### **Learning outcomes**

Students who take this course will be able to:

- Enumerate the most important issues in Scandinavian Politics;
- Describe the core features of political institutions in the five Nordic countries;
- Identify key concepts in Scandinavian Politics;
- Distinguish what makes Nordic countries different from other industrialised countries;
- Distinguish what makes Nordic countries different from each other;
- Present in a succinct fashion core theoretical concepts and models associated with Nordic countries;
- Assess and compare theories and models associated with Nordic countries.

### **Required readings**

Anu Partanen. (2016). *The Nordic Theory of Everything: In Search of a Better Life*. New York: Harper Paperbacks. Visit also Anu's website - <https://www.anupartanen.com/the-nordic-theory-of-everything/>

Oddbjorn Knutsen (ed.). (2017). *The Nordic Models of Political Science: Challenged, but Still Viable?* Oslo : Fagbokforlaget.

A Nordic Noir – students are asked to select one of eight Nordic Noir books.

### **Assessments**

- Quiz: 20%
- Nordic Noir & Politics Paper: 25%
- In Class Exam: 30%
- Take Home Exam: 15%
- Participation: 10%

### **Summary and Rationale for Changes**

Following approval by the University, the BEng in Chemical Engineering proposal was submitted to the Bureau de coopération interuniversitaire (BCI) and a site visit took place in October 2024. The visiting team including members from BCI and three experts from other universities. After the visit, the experts provided their expert opinions to the BCI. As a result, the Commission d'évaluation des projets de programmes (CEP) gave a favourable "Avis" to the Ministère de l'Éducation et de l'Enseignement supérieur (adopted December 16, 2024). This report included ten conditions and four recommendations for approval of the program. The changes in this dossier are being proposed in response to the CEP Avis.

### **Course changes**

- CHME 214 Applied Linear Algebra for Chemical Engineers: This new course is being created in response to the requirement that a course in linear algebra be added to the program.
- CHME 200 Introduction to Process Engineering: Description change to incorporate required elements.
- CHME 240 Chemical Engineering Lab I: New course CHME 214 added to prerequisites as linear regression analysis covered in CHME 214 can be used in this course.
- CHME 470 Biochemical Engineering: CHME 362 removed from prerequisites due to change in course sequence, to accommodate moving this course from electives to core courses (required by the conditions in the Avis).

### **Program changes**

- CHME 214 added to the Chemical Engineering Core and CHME 470 moved from electives to the Core, as required by the conditions in the Avis. The total credit weight of the Chemical Engineering Core is accordingly being increased from 84 to 90 credits.
- The credits of technical electives is correspondingly reduced from 9 to 3 credits to maintain the total program credit weight at 120 credits.

**Resource Implications**

None.

**Summary of Committee Discussion: Faculty Council Approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
APC, 13 May 2025

**Approved by:**

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,  
GCS Council, 11 Apr 2025

The dossier was approved by GCS Council with no modifications requested.  
GCS Council document number: ECFC 2025.03.01

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

**For Submission to:**

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,  
GCS Council, 11 Apr 2025

**Approved by:**

Ali Akgunduz, Associate Dean (Academic Programs),  
ESC Undergraduate Studies Committee, 17 Mar 2025

**Summary of Committee Discussion: Department approval**

**For Submission to:**

Ali Akgunduz, Associate Dean, Academic Programs and Accreditation,  
Engineering and Computer Science Undergraduate Studies Committee, 10 Mar 2025

**Approved by:**

Alex De Visscher, Chair,  
CME Department Council, 19 Feb 2025

The CME Department Graduate Council reviewed the dossier and unanimously approved the changes that were made.

**Summary of Changes (Undergraduate Program Regular Curriculum Change)****Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
CHME 200				X						
CHME 214 (NEW)	X	X	X	X	X		X	X	X	
CHME 240					X					
CHME 470					X					

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
BEng in Chemical Engineering - degree requirements				X			

**Defined Group Changes:****Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Chemical Engineering Core - CHME 214 and CHME 470 added		X	X
Chemical Engineering Technical Elective Courses - change to total credit weight		X	X
Biochemical and Food Engineering - CHME 470 removed		X	

## PROGRAM CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** BEng Chemical Engineering - changes in response to CEP Avis

**Calendar Section Name:** BEng in Chemical Engineering

**Calendar Section Type:** Program

**Description of Change:** BEng in Chemical Engineering - degree requirements

**Proposed:** Undergraduate Curriculum Changes

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

**Department:** Department of Chemical and Materials Engineering

**Calendar publication date:** 2026/2027/Summer

**Program Name:** BEng in Chemical Engineering

**Planning and Promotion:** 01 Jan 0001

**Program Type:** Major

**Effective/Push to SIS date:** 01 Jan 0001

**Degree:** Bachelor/Baccalaureate of Engineering (BEng)

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.105 Department of Chemical and Materials Engineering > Section 71.105.1 Course Requirements (BEng in Chemical Engineering) > Degree Requirements

**Type of Change:** Program Change

### Present Text calendar

**120**  
**credits** BEng in Chemical Engineering

27 credits from the Engineering Core

.

~~84~~ credits from the Chemical Engineering Core

.

~~9~~ credits from the Chemical Engineering Technical  
Elective Courses

### Proposed Text

**120**  
**credits** BEng in Chemical Engineering

27 credits from the Engineering Core

.

90 credits from the Chemical Engineering Core

.

3 credits from the Chemical Engineering Technical  
Elective Courses

### Rationale:

CHME 214 (3 credits) and CHME 240 (3 credits) are being added to the Chemical Engineering Core, increasing the total credit weight of the Core from 84 credits to 90 credits. To maintain the total program credit weight at 120 credits, the credit weight of electives is being decreased from 9 to 3 credits. (Program changes for the Chemical Engineering Core and Chemical Engineering Technical Electives are submitted concurrently.)

### Resource Implications:

None.



**DEFINED GROUP CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** BEng Chemical Engineering - changes in response to CEP Avis**Calendar Section Name:** Chemical Engineering Core**Calendar Section Type:** Defined group**Description of Change:** Chemical Engineering Core - CHME 214 and CHME 470 added**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Gina Cody School of Engineering and Computer Science**Department:** Department of Chemical and Materials Engineering**Calendar publication date:** 2026/2027/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.105 Department of Chemical and Materials Engineering > Section 71.105.1 Course Requirements (BEng in Chemical Engineering) > Degree Requirements > BEng in Chemical Engineering

**Type of Change:** Defined Group Change

	Present Text calendar	Proposed Text
<b>84</b> credits	Chemical Engineering Core  CHEM 221 Introductory Organic Chemistry I (3) CHME 200 Introduction to Chemical Process Engineering (3) CHME 201 Innovative, Sustainable, and Safe Manufacturing in the Chemical Industry (3) CHME 215 Programming for Chemical and Materials Engineers (3.5) CHME 216 Advanced Programming for Chemical Engineers (3.5) CHME 220 Material Properties and Chemical Characterization (3) CHME 240 Chemical Engineering Lab I (1.5) CHME 300 Industrial and Engineering Chemistry (3) CHME 301 Chemical Reaction Engineering (3) CHME 316 Advanced Data Analysis and Machine Learning for Chemical Engineers (3.5) CHME 320 Technical and Advanced Materials (3)  CHME 321 Chemical and Materials Product Design (3) CHME 330 Chemical Process Dynamics and Control (3) CHME 340 Chemical Engineering Lab II (1.5) CHME 351 Chemical Engineering Thermodynamics (3) CHME 352 Energy Conversion and Storage (3) CHME 360 Heat Transfer (3) CHME 361 Mass Transfer and Unit Operations (3)	<b>90</b> credits Chemical Engineering Core  CHEM 221 Introductory Organic Chemistry I (3) CHME 200 Introduction to Chemical Process Engineering (3) CHME 201 Innovative, Sustainable, and Safe Manufacturing in the Chemical Industry (3) CHME 214 <a href="#">Applied Linear Algebra for Chemical Engineers</a> (3) CHME 215 Programming for Chemical and Materials Engineers (3.5) CHME 216 Advanced Programming for Chemical Engineers (3.5) CHME 220 Material Properties and Chemical Characterization (3) CHME 240 Chemical Engineering Lab I (1.5) CHME 300 Industrial and Engineering Chemistry (3) CHME 301 Chemical Reaction Engineering (3) CHME 316 Advanced Data Analysis and Machine Learning for Chemical Engineers (3.5) CHME 320 Technical and Advanced Materials (3)  CHME 321 Chemical and Materials Product Design (3) CHME 330 Chemical Process Dynamics and Control (3) CHME 340 Chemical Engineering Lab II (1.5) CHME 351 Chemical Engineering Thermodynamics (3) CHME 352 Energy Conversion and Storage (3) CHME 360 Heat Transfer (3)

Present Text calendar	Proposed Text
CHME 362 Chemical Separations Engineering (3)	CHME 361 Mass Transfer and Unit Operations (3)
CHME 390 Design Project (3)	CHME 362 Chemical Separations Engineering (3)
CHME 415 Computational Modelling for Chemical Engineers (3)	CHME 390 Design Project (3)
CHME 440 Chemical Engineering Lab III (1.5)	CHME 415 Computational Modelling for Chemical Engineers (3)
CHME 490 Capstone Chemical Process Design (6)	CHME 440 Chemical Engineering Lab III (1.5)
ENGR 245 Mechanical Analysis (3)	<a href="#">CHME 470 Biochemical Engineering (3)</a>
ENGR 251 Thermodynamics I (3)	CHME 490 Capstone Chemical Process Design (6)
ENGR 311 Transform Calculus and Partial Differential Equations (3)	ENGR 245 Mechanical Analysis (3)
ENGR 361 Fluid Mechanics I (3)	ENGR 251 Thermodynamics I (3)
MIAE 221 Materials Science (3)	ENGR 311 Transform Calculus and Partial Differential Equations (3)
	ENGR 361 Fluid Mechanics I (3)
	MIAE 221 Materials Science (3)

#### Rationale:

CHME 214 is being added to the Chemical Engineering Core and CHME 470 is being moved from the technical electives to the Core in response to two of the conditions made by the CEP as follows: 1) “A mandatory bioprocess engineering course be included very early in the bachelor's degree in chemical engineering” and 2) “A mandatory 3-credit linear algebra course be offered in this bachelor's degree.”

In response to 1), CHME 470 is being moved from the technical electives to the Chemical Engineering Core. The experts identified CHME 470 specifically as the one to be made mandatory instead of as a technical elective. T

In response to 2), new course CHME 214 Applied Linear Algebra for Chemical Engineers has been created (see course change proposal submitted concurrently) and is being added to the Chemical Engineering Core.

The total credit weight of the Chemical Engineering Core will therefore increase from 84 to 90 credits. The number of credits of technical electives is being reduced from 9 to 3 credits to maintain the total program credit weight at 120 credits (see program change submitted concurrently).

#### Resource Implications:

None.

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** BEng Chemical Engineering - changes in response to CEP Avis

**Calendar Section Name:** Chemical Engineering Technical Elective Courses

**Calendar Section Type:** Defined group

**Description of Change:** Chemical Engineering Technical Elective Courses - change to total credit weight

**Proposed:** Undergraduate Curriculum Changes

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

**Department:** Department of Chemical and Materials Engineering

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.105 Department of Chemical and Materials Engineering > Section 71.105.1 Course Requirements (BEng in Chemical Engineering) > Degree Requirements > BEng in Chemical Engineering

**Type of Change:** Defined Group Change

### Present Text calendar

**9 credits** Chemical Engineering Technical Elective Courses

~~9~~ elective credits chosen from the Technical Elective Courses listed below. Courses are grouped in specialized tracks to facilitate the selection of ~~courses~~ in a particular area of the field:

Advanced Process Design and Control

Advanced Topics in Chemical Engineering

Biochemical and Food Engineering

Biomolecular Modelling and Drug Design

Data Analytics for Chemical Engineers

Materials Engineering

Sustainable Chemical Engineering

~~Note: Students may take their three technical electives in up to three different technical tracks; they are not restricted to choosing all elective courses from one track.~~

### Proposed Text

**3 credits** Chemical Engineering Technical Elective Courses

3 elective credits chosen from the Technical Elective Courses listed below. Courses are grouped in specialized tracks to facilitate the selection of **this course** in a particular area of the field:

Advanced Process Design and Control

Advanced Topics in Chemical Engineering

Biochemical and Food Engineering

Biomolecular Modelling and Drug Design

Data Analytics for Chemical Engineers

Materials Engineering

Sustainable Chemical Engineering

### Rationale:

CHME 214 (3 credits) and CHME 240 (3 credits) are being added to the Chemical Engineering Core, increasing the total credit weight of the Core from 84 credits to 90 credits. (See program change submitted concurrently.) To maintain the total program credit weight at 120 credits, the number of credits of electives that may be chosen is being decreased from 9 to 3 credits.

Because students may choose only one course, the note indicating that students may choose courses from different technical elective tracks is no longer relevant. This note is therefore being removed.

**Resource Implications:**

None.

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** BEng Chemical Engineering - changes in response to CEP Avis

**Calendar Section Name:** Biochemical and Food Engineering

**Calendar Section Type:** Defined group

**Description of Change:** Biochemical and Food Engineering - CHME

470 removed

**Proposed:** Undergraduate Curriculum Changes

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

**Department:** Department of Chemical and Materials Engineering

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.105 Department of Chemical and Materials Engineering > Section 71.105.1 Course Requirements (BEng in Chemical Engineering) > Degree Requirements > BEng in Chemical Engineering > Chemical Engineering Technical Elective Courses

**Type of Change:** Defined Group Change

Present Text calendar		Proposed Text
Biochemical and Food Engineering	credits	Biochemical and Food Engineering
BIOL 226 Biodiversity and Ecology (3)		BIOL 226 Biodiversity and Ecology (3)
BIOL 261 Molecular and General Genetics (3)		BIOL 261 Molecular and General Genetics (3)
BIOL 371 Microbiology (3)		BIOL 371 Microbiology (3)
CHEM 271 Biochemistry I (3)		CHEM 271 Biochemistry I (3)
CHME <del>470 Biochemical Engineering (3)</del>		CHME 471 Colloid and Interface Chemistry (3)
<del>CHME</del> 471 Colloid and Interface Chemistry (3)		CHME 472 Food Engineering (3)
CHME 472 Food Engineering (3)		CHME 473 Biomaterials and Biochemicals (3)
CHME 473 Biomaterials and Biochemicals (3)		

### Rationale:

CHME 470 is being moved from the technical electives to the Chemical Engineering Core in response to one of the conditions made by the CEP as follows : "A mandatory bioprocess engineering course be included very early in the bachelor's degree in chemical engineering." CHME 470 was identified specifically as the one to be made mandatory instead of a technical elective.

### Resource Implications:

None.

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** BEng Chemical Engineering - changes in response to CEP Avis

**Calendar Section Name:** CHME 200

**Calendar Section Type:** Course

**Description of Change:** CHME 200

**Proposed:** Undergraduate Curriculum Changes

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

**Department:** Department of Chemical and Materials Engineering

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.60 Engineering Course Descriptions > Chemical and Materials Engineering Courses

**Type of Change:** Course Change

### Present Text calendar

CHME 200 Introduction to Chemical Process Engineering (3 credits)

#### *Prerequisites:*

Enrolment in a program offered by the Gina Cody School of Engineering and Computer Science is required. If prerequisites are not satisfied, permission of the Department is required.

#### *Description :*

This introductory course provides the fundamentals of chemical process design and thinking like a chemical engineer. Students are introduced to principles of plant economics, unit conversions, process simulation, and various ways to represent process organization, such as block and process flow diagrams. Fitting correlations to chemical plant data and an introduction to sensors and measuring devices are also ~~included~~. Basic relationships between physical properties of liquids and gases and chemical ~~reactions~~ are expanded, and material balances are studied in detail. An introduction to engineering software, such as ASPEN, for the modelling of chemical processes is covered.

#### *Component(s):*

Lecture (3 hours per week) ; Tutorial (2 hours per week)

#### *Notes :*

#### **Rationale:**

These changes are made in response to one of the conditions made by the CEP as follows: "The CHME 200 — Introduction to Chemical Process Engineering course integrates stoichiometry, material balance and energy concepts as well as elements of Industry 4.0". Stoichiometry, material balance and energy concepts are already in the current course outline for CHME 200, elements of Industry 4.0 have been added.

#### **Resource Implications:**

None

### Proposed Text

CHME 200 Introduction to Chemical Process Engineering (3 credits)

#### *Prerequisites:*

Enrolment in a program offered by the Gina Cody School of Engineering and Computer Science is required. If prerequisites are not satisfied, permission of the Department is required.

#### *Description :*

This introductory course provides the fundamentals of chemical process design and thinking like a chemical engineer. Students are introduced to principles of plant economics, unit conversions, process simulation, and various ways to represent process organization, such as block and process flow diagrams. Fitting correlations to chemical plant data and an introduction to sensors and measuring devices are also ~~included~~ and related to Industry 4.0 . Basic relationships between physical properties of liquids and gases and chemical ~~reaction s~~ stoichiometry are expanded, and material ~~and energy~~ balances are studied in detail. An introduction to engineering software, such as ASPEN, for the modelling of chemical processes is covered.

#### *Component(s):*

Lecture (3 hours per week) ; Tutorial (2 hours per week)

#### *Notes :*



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** BEng Chemical Engineering - changes in response to CEP Avis

**Calendar Section Name:** CHME 214

**Calendar Section Type:** Course

**Description of Change:** CHME 214 (NEW)

**Proposed:** Undergraduate Curriculum Changes

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

**Department:** Department of Chemical and Materials Engineering

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.60 Engineering Course Descriptions > Chemical and Materials Engineering Courses

**Type of Change:** New Course

### Present Text calendar

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

### Rationale:

These changes are made in response to one of the conditions made by the CEP as follows “A mandatory 3-credit linear algebra course be offered in this bachelor's degree”. The experts emphasized the importance of vector spaces, kernels, eigenvalues and vectors, vector bases, diagonalization, and properties of matrices and linear transformations, and data analytics. The theory of vector spaces is present in ENGR 233 Applied Advanced Calculus and eigenvalues and vectors and linear systems of differential equations in ENGR 213 Applied Ordinary Differential Equations. The new course will cover other suggested topics in linear algebra, particularly matrices, systems of linear equations, determinants, diagonalization, in addition to data analysis tools including linear regression. These topics are fundamental and fit well into the first year.

### Resource Implications:

None.

### Proposed Text

[CHME 214 Applied Linear Algebra for Chemical Engineers \(3 credits\)](#)

*Prerequisites:*

[Prerequisites: MATH 204 , MATH 205 .](#)

*Description :*

[This course provides an introduction to abstract vector spaces, matrices and linear algebra. Applications in engineering are covered, including solving linear systems of differential equations, image processing, linear programming and constrained optimization, as well as statistics and piecewise linear learning functions.](#)

*Component(s):*

[Lecture](#)

*Notes :*



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** BEng Chemical Engineering - changes in response to CEP Avis

**Calendar Section Name:** CHME 240

**Calendar Section Type:** Course

**Description of Change:** CHME 240

**Proposed:** Undergraduate Curriculum Changes

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

**Department:** Department of Chemical and Materials Engineering

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.60 Engineering Course Descriptions > Chemical and Materials Engineering Courses

**Type of Change:** Course Change

### Present Text calendar

CHME 240 Chemical Engineering Lab I (1.5 credits)

#### *Prerequisites:*

The following courses must be completed previously: CHME 200 , CHME 351 . ~~The following course must be completed previously or concurrently- ENGR 361 .~~

#### *Description :*

This laboratory course emphasizes the practical aspects of introductory chemical engineering topics. Experiments in this course include temperature measurements, calorimetry, pressure measurements, and flow measurements. The theoretical concepts learned in the classroom are demonstrated through application in the laboratory setting using lab- and pilot-scale versions of industrial equipment and software.

#### *Component(s):*

Laboratory (6 hours per week, alternate weeks)

#### *Notes :*

#### **Rationale:**

In response to a condition of the CEP Avis that a mandatory 3-credit linear algebra course be offered in this bachelor's degree, new course CHME 214 is being proposed (see course change submitted concurrently). The new course will cover topics in linear algebra (particularly matrices, systems of linear equations, determinants, diagonalization, in addition to data analysis tools including linear regression) that are fundamental and fit well into the first year. To incorporate CHME 214 into the Chemical Engineering Core in the first year, it can be added as a prerequisite for this second-year laboratory course and students can use linear regression analysis in the course.

#### **Resource Implications:**

None.

### Proposed Text

CHME 240 Chemical Engineering Lab I (1.5 credits)

#### *Prerequisites:*

The following courses must be completed previously: CHME 200 , CHME 214 , CHME 351 ; ENGR 361 .

#### *Description :*

This laboratory course emphasizes the practical aspects of introductory chemical engineering topics. Experiments in this course include temperature measurements, calorimetry, pressure measurements, and flow measurements. The theoretical concepts learned in the classroom are demonstrated through application in the laboratory setting using lab- and pilot-scale versions of industrial equipment and software.

#### *Component(s):*

Laboratory (6 hours per week, alternate weeks)

#### *Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** BEng Chemical Engineering - changes in response to CEP Avis

**Calendar Section Name:** CHME 470

**Calendar Section Type:** Course

**Description of Change:** CHME 470

**Proposed:** Undergraduate Curriculum Changes

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

**Department:** Department of Chemical and Materials Engineering

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.60 Engineering Course Descriptions > Chemical and Materials Engineering Courses

**Type of Change:** Course Change

### Present Text calendar

CHME 470 Biochemical Engineering (3 credits)

*Prerequisites:*

The following ~~courses~~ must be completed previously: CHME 301 ; ~~CHME 362~~.

*Description :*

Topics include the interaction of chemical engineering, biochemistry, and microbiology; and mathematical representations of microbial systems. Kinetics of growth, death, and metabolism are also covered, as well as studies of continuous fermentation, agitation, mass transfer, scale-up in fermentation systems, and enzyme technology. A project is required.

*Component(s):*

Lecture (3 hours per week)

*Notes :*

**Other note :** This course is cross-listed with graduate course CHME 6061.

**Rationale:**

CHME 470 is being made mandatory instead of a technical elective in response to the condition made by the CEP that “A mandatory bioprocess engineering course be included very early in the bachelor's degree in chemical engineering.” (See program changes submitted concurrently.) To accommodate this course as early as possible into the program, one of its prerequisites (CHME 301 Chemical Reactions Engineering) will be taken a semester earlier in the course sequence, and the other prerequisite (CHME 362 Chemical Separations Engineering) is being removed. This will place CHME 470 in the Fall term of Year 3 in the typical pathway.

**Resource Implications:**

None/

### Proposed Text

CHME 470 Biochemical Engineering (3 credits)

*Prerequisites:*

The following ~~course~~ must be completed previously: CHME 301 .

*Description :*

Topics include the interaction of chemical engineering, biochemistry, and microbiology; and mathematical representations of microbial systems. Kinetics of growth, death, and metabolism are also covered, as well as studies of continuous fermentation, agitation, mass transfer, scale-up in fermentation systems, and enzyme technology. A project is required.

*Component(s):*

Lecture (3 hours per week)

*Notes :*

**Other note :** This course is cross-listed with graduate course CHME 6061.

## Impact Report

### Defined Groups

#### Biochemical and Food Engineering

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.105 Department of Chemical and Materials Engineering -> Section 71.105.1 Course Requirements (BEng in Chemical Engineering) -> Degree Requirements -> BEng in Chemical Engineering -> Chemical Engineering Technical Elective Courses  
Source of Impact

- CHME 470

#### Chemical Engineering Core

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.105 Department of Chemical and Materials Engineering -> Section 71.105.1 Course Requirements (BEng in Chemical Engineering) -> Degree Requirements -> BEng in Chemical Engineering  
Source of Impact

- CHME 200
- CHME 240
- CHME 470

#### Chemical Engineering Technical Elective Courses

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.105 Department of Chemical and Materials Engineering -> Section 71.105.1 Course Requirements (BEng in Chemical Engineering) -> Degree Requirements -> BEng in Chemical Engineering  
Source of Impact

- Biochemical and Food Engineering

### Courses

#### CHME 214 (NEW)

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Chemical and Materials Engineering Courses  
Source of Impact

#### CHME 240

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Chemical and Materials Engineering Courses  
Source of Impact

- CHME 200

#### CHME 300

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Chemical and Materials Engineering Courses  
Source of Impact

- CHME 200

#### CHME 301

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Chemical and Materials Engineering Courses  
Source of Impact

- CHME 200

#### CHME 340

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.60 Engineering Course Descriptions -> Chemical and Materials Engineering Courses  
Source of Impact

- CHME 240

## **Regulations**

#### Accelerated Career Experience Option

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.20 BEng -> Section 71.20.8 C.Edge (Career Edge) and Accelerated Career Experience Options  
Source of Impact

- BEng in Chemical Engineering

#### C.Edge Option

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.20 BEng -> Section 71.20.8 C.Edge (Career Edge) and Accelerated Career Experience Options  
Source of Impact

- BEng in Chemical Engineering

#### Degree Requirements

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.105 Department of Chemical and Materials Engineering -> Section 71.105.1 Course Requirements (BEng in Chemical Engineering)  
Source of Impact

- Chemical Engineering Core
- Chemical Engineering Technical Elective Courses

#### Programs

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.20 BEng -> Section 71.20.1 Curriculum for the Degree of BEng  
Source of Impact

- BEng in Chemical Engineering

#### The Co-operative Format

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.10 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science ->

Section 71.10.8 Co-operative Education in the Gina Cody School of Engineering and Computer Science  
Source of Impact

- BEng in Chemical Engineering

The following programs are offered in the Gina Cody School of Engineering and Computer Science:

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.10 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.10.1 Programs Offered

Source of Impact

- BEng in Chemical Engineering

## Other Units

Addition of **CHME 470** to **Chemical Engineering Core** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **CHME 214** to **Chemical Engineering Core** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **MATH 204** to **CHME 214** requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of **MATH 205** to **CHME 214** requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

# Section 71.105.I Course Requirements (BEng in Chemical Engineering)

## Degree Requirements

The program in Chemical Engineering consists of the Engineering Core, the Chemical Engineering Core, and the Chemical Engineering Technical Elective Courses as shown below. The minimum length of the program is 120 credits.

### BEng in Chemical Engineering (120 credits)

27.0 credits from the Engineering Core

90.0 credits from the Chemical Engineering Core

3.0 credits from the Chemical Engineering Technical Elective Courses

### Chemical Engineering Core (90 credits)

- CHEM 221 Introductory Organic Chemistry I (3.00)
- CHME 200 Introduction to Chemical Process Engineering (3.00)
- CHME 201 Innovative, Sustainable, and Safe Manufacturing in the Chemical Industry (3.00)
- CHME 214 Applied Linear Algebra (3.00)
- CHME 215 Programming for Chemical and Materials Engineers (3.50)
- CHME 216 Advanced Programming for Chemical Engineers (3.50)
- CHME 220 Material Properties and Chemical Characterization (3.00)
- CHME 240 Chemical Engineering Lab I (1.50)
- CHME 300 Industrial and Engineering Chemistry (3.00)
- CHME 301 Chemical Reaction Engineering (3.00)
- CHME 316 Advanced Data Analysis and Machine Learning for Chemical Engineers (3.50)
- CHME 320 Technical and Advanced Materials (3.00)
- CHME 321 Chemical and Materials Product Design (3.00)
- CHME 330 Chemical Process Dynamics and Control (3.00)
- CHME 340 Chemical Engineering Lab II (1.50)
- CHME 351 Chemical Engineering Thermodynamics (3.00)
- CHME 352 Energy Conversion and Storage (3.00)
- CHME 360 Heat Transfer (3.00)
- CHME 361 Mass Transfer and Unit Operations (3.00)

- CHME 362 Chemical Separations Engineering (3.00)
- CHME 390 Design Project (3.00)
- CHME 415 Computational Modelling for Chemical Engineers (3.00)
- CHME 440 Chemical Engineering Lab III (1.50)
- CHME 470 Biochemical Engineering (3.00)
- CHME 490 Capstone Chemical Process Design (6.00)
- ENGR 245 Mechanical Analysis (3.00)
- ENGR 251 Thermodynamics I (3.00)
- ENGR 311 Transform Calculus and Partial Differential Equations (3.00)
- ENGR 361 Fluid Mechanics I (3.00)
- MIAE 221 Materials Science (3.00)

### **Chemical Engineering Technical Elective Courses (3 credits)**

3.0 elective credits chosen from the Technical Elective Courses listed below. Courses are grouped in specialized tracks to facilitate the selection of this course in a particular area of the field:

Advanced Process Design and Control

Advanced Topics in Chemical Engineering

Biochemical and Food Engineering

Biomolecular Modelling and Drug Design

Data Analytics for Chemical Engineers

Materials Engineering

Sustainable Chemical Engineering

### **Biochemical and Food Engineering**

- BIOL 226 Biodiversity and Ecology (3.00)
- BIOL 261 Molecular and General Genetics (3.00)
- BIOL 371 Microbiology (3.00)
- CHEM 271 Biochemistry I (3.00)
- CHME 471 Colloid and Interface Chemistry (3.00)
- CHME 472 Food Engineering (3.00)
- CHME 473 Biomaterials and Biochemicals (3.00)

## Materials Engineering

- CHEM 327 Organic Chemistry of Polymers (3.00)
- CHEM 427 Polymer Chemistry and Nanotechnology (3.00)
- CHEM 498 Advanced Topics in Chemistry (3.00)
- CHME 420 Nanomaterials Science and Engineering (3.00)
- CHME 421 Metallurgical Engineering (3.00)
- CHME 422 Polymer Chemistry and Engineering (3.00)
- CHME 423 Advanced Battery Materials and Technologies (3.00)
- CHME 424 Advanced Characterization Techniques (3.00)
- CHME 425 Hydrometallurgy (3.00)

Note: CHEM 498 can be counted as a technical elective course and many topics may be offered.

## Data Analytics for Chemical Engineers

- CHME 416 Data Engineering for Chemical Engineers (3.00)
- COMP 333 Data Analytics (4.00)
- COMP 352 Data Structures and Algorithms (3.00)
- COMP 433 Introduction to Deep Learning (4.00)
- COMP 473 Pattern Recognition (4.00)
- COMP 474 Intelligent Systems (4.00)
- COMP 479 Information Retrieval and Web Search (4.00)
- SOEN 363 Data Systems for Software Engineers (3.00)

## Sustainable Chemical Engineering

- CHEM 498 Advanced Topics in Chemistry (3.00)
- CHME 400 Sustainable Industrial and Engineering Chemistry (3.00)
- CHME 401 Sustainable Process Design (3.00)
- CHME 402 Sustainable Energy Conversion and Management (3.00)
- CHME 403 Electrochemical Engineering (3.00)
- CHME 404 Clean Energy Science and Technology (3.00)
- CHME 405 Introduction to Environmental Engineering (3.00)



- CHME 406 Introduction to Life Cycle Assessment (3.00)
- CIVI 465 Water Pollution and Control (3.50)
- CIVI 467 Air Pollution and Emission Control (3.00)
- CIVI 468 Waste Management (3.00)

Note: CHEM 498 can be counted as a technical elective course and many topics may be offered.

### **Advanced Process Design and Control**

- CHME 416 Data Engineering for Chemical Engineers (3.00)
- CHME 430 Advanced Chemical Engineering Process Dynamics and Control (3.00)
- CHME 431 Introduction to Optimization for Chemical Engineers (3.00)
- CHME 432 Advanced Process Safety Engineering (3.00)
- MECH 472 Mechatronics and Automation (3.50)

### **Advanced Topics in Chemical Engineering**

- CHME 460 Chemical Kinetics and Advanced Reactor Engineering (3.00)
- CHME 461 Advanced Chemical Engineering Thermodynamics (3.00)
- CHME 462 Industrial Catalysis (3.00)
- CHME 463 Advanced Separation Processes (3.00)

### **Biomolecular Modelling and Drug Design**

- CHEM 431 Computational Chemistry for Chemists and Biochemists (3.00)
- CHME 480 Molecular Modelling of Proteins (3.00)
- CHME 481 Multiscale Modelling of Biomaterials (3.00)

**Note: This program is pending Ministry approval.**

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## CHME 214

### Applied Linear Algebra for Chemical Engineers

Fall 2025

**Course Instructor:**  
E-mail :

**Office Hours:** TBD  
**Lecture Hours:** TBD

**Tutorials:** Please see your class schedule for details

**Labs:** N/A

**Course Calendar Description:**

Introduction to abstract vector spaces, matrices and linear algebra. Matrix properties and linear transformations are discussed, including eigenvalues and eigenvectors. Applications in engineering include solving linear systems of differential equations, image processing, linear programming and constrained optimization, as well as statistics and piecewise linear learning functions.

**Prerequisites:** *MATH 204* (cégep Mathematics 105); *MATH 205* (cégep Mathematics 203).

**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. Should you have difficulties in any of these topics, you are strongly encouraged to review them before the DNE deadline.

- Fundamental Algebraic Manipulation
- Calculus of a Single Variable (Differentials and Integrals)
- Basic Matrix and Vector knowledge

**Course materials**

- **Required Textbook:** TBD
- **Instructor's lecture notes:** *will be posted in Moodle course management site*
- **Other Textbooks:**
  - *Introduction to Linear Algebra, Sixth Edition, Gilbert Strang, Wellesley-Cambridge Press, 2023*
  - *Linear Algebra with Applications, Keith Nicholson, open source CC BY-NC-SA, 2019*

**Grading**

Assessment Tool	Weight

Midterms during tutorials (2- 10% each)	20%
Final	60%
Quizzes	10%
Assignments	10%
Total	100%

**General rules:**

- If the student misses one mid-term test for a valid reason, acceptable by the course instructor, including illness, then the final examination will count for 70% of the total grade. If a student miss both midterm, the final exam will still be 70%.
- There will be no replacements of quizzes for any reason, including illness.
- Students are responsible for finding out the date of the final exam. The Examination Office posts the time and place of the final exam once the schedule becomes available. Any conflicts or problems with the scheduling of the final exam must be reported directly to the Examination Office. Students are expected to be available until the end of the final examination period. Conflicts due to travel plans will not be accommodated.

**NOTE: Electronic communication devices** (including cellphones and smartwatches) **will not be allowed** during examinations and are prohibited in the examination rooms. Only "Faculty Approved Calculators" will be allowed for midterm and final exams [SHARP EL-531 or CASIO FX-300MS]. See Moodle site for an extensive list of the calculators.

**Tentative Course Schedule;**

Topics	Week
Systems of Linear Equations - Application to chemical reactions	1
Matrix Algebra	2
Determinants and Diagonalization - Application to systems of differential equations	3
Vector Geometry	4
Vector Space	5
Linear Transformations - Kernel and image of a linear transformation	6
Orthogonality - Least square approximations	7
Eigenvalues and Eigenvectors - Solving linear differential equations	8
The Singular Value Decomposition - Image processing by linear algebra	9
Linear Algebra in Optimization - Application to constrained optimization - Application to linear programming, game theory, and duality	10-11
Learning From Data - Piecewise linear learning functions - Creating and experimenting - Mean, variance, covariance	12

**Lab Details**

N/A

**Engineering Tools**

N/A

**Details on Assessment Tools:**

N/A		
<b>Other relevant information</b> N/A		
<b>Graduate Attributes:</b> N/A		
<b>Course Learning Outcomes (CLOs):</b> By the end of this semester, students are expected to master the following concepts. <table border="1"> <tr> <td>Course Learning Outcome</td></tr> <tr> <td> Apply linear algebra to engineering problems. Gather information from the problem statements on chemical processes. This component is examined through applied problems in the final exam. </td></tr> </table>	Course Learning Outcome	Apply linear algebra to engineering problems. Gather information from the problem statements on chemical processes. This component is examined through applied problems in the final exam.
Course Learning Outcome		
Apply linear algebra to engineering problems. Gather information from the problem statements on chemical processes. This component is examined through applied problems in the final exam.		

## Amber Saunders

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**From:** Chair MathStat  
**Sent:** Thursday, May 1, 2025 3:56 PM  
**To:** Amber Saunders  
**Cc:** Ali Akgunduz; Melanie Jane Hazlett; Alex De Visscher; CME Grad Programs; Lisa Kakinami; Da Math & Stats  
**Subject:** Re: Reminder: Consultation - New course CHME 214 (Linear Algebra for Chemical Engineers) added to B.Eng. in Chemical Engineering | Dossier GCS-CME-5789  
**Attachments:** CHME-214-course-change (GCS-CME-5789).pdf; GCS-CME-5789\_as submitted\_2025-04-22.pdf  
**Importance:** High

Hello Amber et al.

First of all I apologize for the delay: the reason is that it got swamped into the account of too many emails. In the future please send these queries to [chair.mathstat@concordia.ca](mailto:chair.mathstat@concordia.ca), which is monitored by our DA and assistant, not the personal email (which is for my eyes only and I have only two of those).

You are asking to “acknowledge” the changes which we obviously do since we have no other option, given that this is not our curriculum.

You are also asking for our comments/objections, which I will gladly oblige!

After consultation with the associate chair, the main comment is that this course is now an almost verbatim duplicate of MAST 234 (and a bit of MAST 235), for which we do keep seats reserved for GCS students.

In that respect, and keeping in mind the budget constraints the university is going through, it would seem like an unnecessary duplication and a bit of waste of resources (this is the “objection” part!).

I hope this is useful.  
Best regards,  
Marco

Dr. Marco Bertola, Chair

Concordia University,  
Dept. of Math. & Stat.  
SGW Campus, LB-901-23,  
1455 de Maisonneuve W.,  
H3G 1M8, Montreal (QC).  
tel. +1-(514)-848-2424 ext. 3228  
fax. +1-(514)-848-2831

On May 1, 2025, at 8:19 AM, Amber Saunders <amber.saunders@concordia.ca> wrote:

Hello Dr. Bertola,

I'm following up regarding this request. Would you be able to send your response by **noon on Monday May 5<sup>th</sup>**?

APC has requested that we send your response (on behalf of the Department of Mathematics and Statistics) to APC by May 5<sup>th</sup>, to be included with the dossier.

Thanks and regards,

Amber Saunders  
Facilitator, Academic Programs and Accreditation

---

**From:** Amber Saunders  
**Sent:** Tuesday, April 22, 2025 10:43 AM  
**To:** Marco Bertola <marco.bertola@concordia.ca>  
**Cc:** Ali Akgunduz <ali.ahgunduz@concordia.ca>; Melanie Jane Hazlett <melanie.hazlett@concordia.ca>; Alex De Visscher <alex.devisscher@concordia.ca>; CME Grad Programs <cme-grad@concordia.ca>  
**Subject:** Consultation - New course CHME 214 (Linear Algebra for Chemical Engineers) added to B.Eng. in Chemical Engineering | Dossier GCS-CME-5789  
**Importance:** High

Hello Dr. Bertola,

The Gina Cody School is submitting the attached dossier of program and course changes (GCS-CME-5789) for one of our undergraduate programs, the B.Eng. in Chemical Engineering, to APC for the APC meeting of May 13<sup>th</sup>.

Changes include the creation of a new course, CHME 214 Applied Linear Algebra for Chemical Engineers, which will be added to the Chemical Engineering core courses. As described in the Summary of Rationale, this course was required by the Commission d'évaluation des projets de programmes (CEP) as one of the conditions for approving the new program. This course has MATH 204 and MATH 205 as prerequisites (for students from a non-CEGEP background).

If have attached the following:

- CHME 214 new course proposal and course outline (extract from the dossier)
- The complete dossier (for additional context / background)

Could you please send me an email to acknowledge the changes and let me know if you have any objections or comments?

Thanks and regards,

Amber Saunders  
Facilitator, Academic Programs and Accreditation  
514-848-2424 Ext: 4936

**Summary and Rationale for Changes**

This proposed changes are to the course descriptions for MARK 451 (Service Marketing), MARK 456 (Brand Management), MARK 463 (Strategic Retail Management), and MARK 485 (Business-to-Business Marketing). The revised course descriptions better reflect the contents, pedagogy, and learning outcomes of each of the courses. In addition, the Department of Marketing proposes removing course equivalencies that have not been used for many years.

**Resource Implications**

None.



**Summary of Committee Discussion: Faculty Council Approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 13 May 2025

**Approved by:**

Sandra Betton, Associate Dean, Professional Graduate Programs,  
Faculty Academic Programs Committee, 28 Mar 2025

Attached is the proposal for changes to the Marketing course. These changes were approved by the JMSB Faculty Academic Programs Committee on March 28, 2025. As the Faculty Council has delegated approval authority to FAPC (excluding major changes), this dossier was shared with the Faculty Council but not submitted for approval. I kindly request that the proposed changes be considered at the Academic Programs Committee meeting on May 13, 2025.

## **Summary of Committee Discussion: FCC/FAPC/GCS Approval**

### **For Submission to:**

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

### **Approved by:**

Sandra Betton, Associate Dean, Professional Graduate Programs,  
Faculty Academic Programs Committee, 28 Mar 2025

Please find attached the proposal to the Marketing course changes. The JMSB Faculty Academic Programs Committee approved these changes on March 28, 2025. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier was shared to Faculty Council but not submitted for approval. I kindly request that the proposed changes be presented for consideration at the Academic Programs Committee at the meeting on May 13 2025.

**Summary of Changes (Undergraduate Program Regular Curriculum Change)****Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross- listed Course Change
MARK 451 Service Marketing Change			X	X	X	X				
MARK 456 Brand Management Change				X	X					
MARK 463 Strategic Retail Management Change			X	X	X	X				
MARK 485 Business-to-Business Marketing Change				X	X					

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** MARK courses - Titles and description changes

**Calendar Section Name:** MARK 451

**Calendar Section Type:** Course

**Description of Change:** MARK 451 Service Marketing Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Marketing

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.100 Department of Marketing > Department of Marketing Courses

**Type of Change:** Course Change

### Present Text calendar

MARK 451 ~~Marketing of Services~~ (3 credits)

*Prerequisites:*

The following course must be completed previously: COMM 223 or ~~COMM 224 or~~ MARK 201 .

*Description :*

~~This course explores the challenges of providing outstanding customer service and becoming a recognized service leader in any given industry. Through lectures, discussions, situation analyses, field studies, and reports, students come to: 1) understand the strategic importance of services, 2) develop a service management mindset, 3) master the key elements of services marketing, 4) learn to manage the service delivery processes, 5) appreciate the significance of a customer focus in service delivery, 6) recognize the challenges of sustainable moments of truth, and 7) adopt customer-centric managerial approaches to achieve better business performance through service excellence.~~

*Component(s):*

Lecture

*Notes :*

**Equivalent Courses :** ~~Students who have received credit for this topic under a MARK 491 number may not take this course for credit.~~

**Other note :** ~~It is strongly recommended that students take MARK 302 and MARK 305 before enrolling in this course.~~

**Rationale:**

We removed COMM 224 from the prerequisites since it is already listed as equivalent to COMM 223 and MARK 201 in the course catalog. We also eliminated the recommendation for students to take MARK 302 and MARK 305 before registering, as this information is provided elsewhere in the calendar. The course title and description have been updated to better reflect industry practices and academic research in this area of marketing. It now outlines the contexts in which students will apply service design frameworks (e.g., corporate, entrepreneurial, and

### Proposed Text

MARK 451 **Service Marketing** (3 credits)

*Prerequisites:*

The following course must be completed previously: COMM 223 or MARK 201 .

*Description :*

Students explore the **Human-Centered Experiences Service Design (HESD) framework** and its applications across corporate, entrepreneurial, and community-focused contexts. Through immersive learning activities, such as collaborative workshops, theatre-based exercises, and discussions, students develop their creative and critical thinking skills. They also gain a deep understanding of the challenges associated with designing, implementing, and monitoring service components. The knowledge and skills gained from this course prepare students to effectively integrate service marketing concepts into various organizational settings, ensuring that their services are adaptable to evolving technological, ethical, economic, and socio-cultural landscapes.

*Component(s):*

Lecture

*Notes :*

**Equivalent Courses :**

**Other note :**

community-focused) and the skills they may acquire, along with potential teaching methods. Finally, we removed the note prohibiting students from registering if they received credit for MARK 491 on this topic, because this topic was last offered as a slot course over ten years ago.

**Resource Implications:**

None.

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** MARK courses - Titles and description changes

**Calendar Section Name:** MARK 456

**Calendar Section Type:** Course

**Description of Change:** MARK 456 Brand Management Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Marketing

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.100 Department of Marketing > Department of Marketing Courses

**Type of Change:** Course Change

### Present Text calendar

MARK 456 Brand Management (3 credits)

*Prerequisites:*

The following courses must be completed previously: COMM 223 or ~~COMM 224 or MARK 201 ; MARK 302.~~

*Description :*

This course ~~examines~~ strategies to ~~build, measure,~~ and manage brand equity. ~~The course familiarizes students with brand management terminology and concepts, and investigates topics such as brand positioning, consumer-based brand equity, brand equity creation through brand elements, marketing and communications programs, the measurement of brand equity and brand performance, and the management and growth of brand equity over time.~~ The course ~~requires~~ the application of quantitative methods in the assessment of brand equity and brand performance.

*Component(s):*

Lecture

*Notes :*

**Equivalent Courses :** ~~Students who have received credit for this topic under a MARK 491 number may not take this course for credit.~~

**Rationale:**

We removed COMM 224 from the prerequisites since it is already listed as equivalent to COMM 223 and MARK 201 in the course catalog. We also removed MARK 302 from the list of prerequisites to encourage more flexibility for students to enroll in electives. Finally, we revised the course description to clearly outline examples of topics to be covered, the teaching methods that may be used, and better describe the key factors influencing brand management decisions.

**Resource Implications:**

None.

### Proposed Text

MARK 456 Brand Management (3 credits)

*Prerequisites:*

The following courses must be completed previously: COMM 223 or MARK 201 .

*Description :*

This course **explores concepts and** strategies to **build** and manage brand equity effectively. **It covers** topics such as brand **positioning and communications**, the measurement and growth of brand equity over **time**, and brand **social responsibility**. The course **integrates lectures and case studies that require** the application of quantitative methods in the assessment of brand equity and brand performance. **It builds on marketing research and consumer behaviour principles, linking them to brand management. This course situates brand management in a variety of organizational contexts and evolving environments.**

*Component(s):*

Lecture

*Notes :*

**Equivalent Courses :**



## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** MARK courses - Titles and description changes

**Calendar Section Name:** MARK 463

**Calendar Section Type:** Course

**Description of Change:** MARK 463 Strategic Retail Management Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Marketing

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.100 Department of Marketing > Department of Marketing Courses

**Type of Change:** Course Change

### Present Text calendar

MARK 463 ~~Retailing~~ (3 credits)

*Prerequisites:*

The following course must be completed previously: COMM 223 or ~~COMM 224 or~~ MARK 201 .

*Description :*

This course ~~seeks to apply the theories of marketing and administration to the retail situation. Topics covered include site selection for single and multi-unit retail outlets, organizing and staffing the retail operation, the wholesaler-retailer relationship, consumer behaviour in the retail situation. The impact of such new developments as consumer co-operatives, franchising, discounting, and computer technology on the future of retailing is also considered.~~

*Component(s):*

Lecture

*Notes :*

**Other note :** ~~It is strongly recommended that students take MARK 302 and MARK 305 before enrolling in this course.~~

### Rationale:

We removed COMM 224 from the prerequisites since it is already listed as equivalent to COMM 223 and MARK 201 in the course catalog. Additionally, we eliminated the recommendation for students to take MARK 302 and MARK 305 before registering, as this information is provided elsewhere in the calendar. The course title and description were updated to better reflect its strategic focus. It now emphasizes strategic decision-making in retail management, rather than simply covering retailing concepts. The revised course description also outlines the potential topics, teaching methods, and the skills students may acquire.

### Resource Implications:

None.

### Proposed Text

MARK 463 ~~Strategic Retail Management~~ (3 credits)

*Prerequisites:*

The following course must be completed previously: COMM 223 or MARK 201 .

*Description :*

This course ~~introduces students to a strategic perspective on retail management. Taking into account the Canadian context and the evolving nature of retailing, this course discusses topics such as markets, location and channel selection. It examines merchandise management, pricing, communication, retail design and layout, and customer-relationship management strategies. This course includes lectures and learning activities aimed at developing the analytic and decision-making skills required in the strategic management of retail operations.~~

*Component(s):*

Lecture

*Notes :*

**Other note :**





## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** MARK courses - Titles and description changes

**Calendar Section Name:** MARK 485

**Calendar Section Type:** Course

**Description of Change:** MARK 485 Business-to-Business Marketing Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Marketing

**Calendar publication date:** 2026/2027/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2026

**Path:** Undergraduate > 2025-2026 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.100 Department of Marketing > Department of Marketing Courses

**Type of Change:** Course Change

### Present Text calendar

MARK 485 Business-to-Business Marketing (3 credits)

*Prerequisites:*

The following course must be completed previously: COMM 223 or ~~COMM 224 or~~ MARK 201 .

*Description :*

~~The course focuses on the managerial aspects of industrial marketing. The concept of organization buying behaviour and its impact on marketing strategy formulation are discussed. Management of the industrial marketing mix considering product service development, intelligence, promotion, channels, and performance measurement is covered, both in existing product lines and new product launch activities.~~

*Component(s):*

Lecture

*Notes :*

**Rationale:**

We removed COMM 224 from the prerequisites, as it is already listed as equivalent to COMM 223 and MARK 201 in the course catalog. We also revised the description to provide professors flexibility to adapt the course content to current B2B problems, while maintaining a focus on core themes such as value creation, the importance of building and managing collaborative relationships (often involving multiple stakeholders), and the impact of digital transformation, technology, and sustainability in B2B contexts. It also outlines potential teaching methods and the skills students may acquire.

**Resource Implications:**

None.

### Proposed Text

MARK 485 Business-to-Business Marketing (3 credits)

*Prerequisites:*

The following course must be completed previously: COMM 223 or MARK 201 .

*Description :*

In this course, students analyze Business-to-Business (B2B) ecosystems using service logic. They evaluate where a business (organization) stands within these ecosystems and identify opportunities for value creation, considering the impacts of digital transformation, sustainability, and local/global constraints. Students also learn how to design and improve collaborative B2B relationships involving multiple stakeholders. The course focuses on immersive, hands-on learning activities, including collaborative workshops and meaningful discussions through reflective analysis. It equips students with critical thinking skills to develop innovative solutions that integrate both business and community perspectives to address B2B challenges in rapidly changing environments.

*Component(s):*

Lecture

*Notes :*



## Impact Report

### Defined Groups

#### Marketing Elective Group for Non-Business Students

Undergraduate -> 2025-2026 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -  
> John Molson School of Business -> Section 61.140 Program Options for Non-Business Students -> Elective  
Groups -> Marketing Elective Group for Non-Business Students -> Requirements  
Source of Impact

- MARK 451
- MARK 463
- MARK 485

**INTERNAL MEMORANDUM  
CONCORDIA UNIVERSITY  
JOHN MOLSON SCHOOL OF BUSINESS**

---

**TO:** Dr. Sandra Betton  
Chair, Faculty Academic Programs Committee

**FROM:** Dr. Jooseop Lim, Associate Dean, Undergraduate Programs *Jooseop Lim*

**DATE:** February 14, 2025

**SUBJECT:** Course Description Change for MARK 451, 456, 463, and 485

---

The Undergraduate Curriculum Committee (UCC) has evaluated and approved the course description change for MARK 451 (Service Marketing), MARK 456 (Brand Management), MARK 463 (Strategic Retail Management), and MARK 485 (Business-to-Business Marketing).

The UCC met on February 14, 2025, to discuss these items. The revised course descriptions better reflect the contents, pedagogy, and learning outcomes of each of the courses. In addition, the Department of Marketing proposes removing course equivalencies that have not been used for many years.

Following a discussion with the UCC members, the outcome of the vote to approve the course description change was four (5) in favor, zero (0) opposed, and zero (0) abstention. As a result, it was unanimously approved.

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

Thank you.

## Internal Memorandum

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To: Dr. Jooseop Lim, Associate Dean

From: Dr. Darlene Walsh, Department Chair

Date: December 10, 2024

Subject: Revised calendar descriptions

---

During our last two department meetings, the Department Curriculum Committee presented and discussed revised calendar descriptions for four (4) elective Marketing courses. Following the discussion, the members of the Department of Marketing voted on the proposed changes for each course. Below is an overview of the proposed changes, followed by the vote outcome:

1. **MARK 451:** We removed COMM 224 from the list of prerequisites, the recommendation to take MARK 302 and MARK 305 before registering, and the restriction on students who received credit for MARK 491. The course title and description were updated to be more current, to outline potential teaching methods, and to list the skills students may acquire. (Vote outcome: 14 in favor, 1 opposed, 0 abstained).
2. **MARK 456:** We removed COMM 224 and MARK 302 from the list of prerequisites. The course description was revised to better outline the topics covered, teaching methods, and skills students may acquire. (Vote outcome: 14 in favor, 0 opposed, 1 abstained).
3. **MARK 463:** We removed COMM 224 from the list of prerequisites and removed the recommendation to take MARK 302 and MARK 305 before registering. The course title and description were updated to be more current, outlining potential topics, teaching methods, and skills students may acquire. (Vote outcome: 14 in favor, 0 opposed, 1 abstained).
4. **MARK 485:** We removed COMM 224 from the list of prerequisites, and the course description was revised to be more current, outlining potential teaching methods and skills students may acquire. (Vote outcome: 15 in favor, 0 opposed, 0 abstained).

The rationale for these changes is outlined in the attached documents. Please forward this request to the respective committee(s) for discussion.

Feel free to contact me if you have any concerns or questions.

**To:** Darlene Walsh, Chair, Marketing Department

**From:** Michèle Paulin, Chair, Department Curriculum Committee

**C.c.:** Jordan Le Bel, member, Department Curriculum Committee  
Iman El Meniawy, member, Department Curriculum Committee  
Shaun Lynch, member, Department Curriculum Committee

**Date:** October 17<sup>th</sup>, 2024

**Subject: Proposed Revisions to MARK 451**

In the last academic year, the members of the DCC engaged with various stakeholders, including all members of the Department, to review the structure of our course descriptions. Based on this valuable feedback, revisions were first made to the required courses in Marketing. This academic year, we are working on revising the electives in the department.

In the following pages, and in consultation with the course coordinator and other stakeholders, the DCC members propose revisions to the MARK 451 course. These revisions include a new course title and an updated course description. We also took this opportunity to revise the prerequisites and “notes” sections.

All changes and rationale presented in the subsequent pages have been approved by the DCC on October 17<sup>th</sup>, 2024.

**To:** Darlene Walsh, Chair, Marketing Department

**From:** Michèle Paulin, Chair, Department Curriculum Committee

**C.c.:** Jordan Le Bel, member, Department Curriculum Committee  
Iman El Meniawy, member, Department Curriculum Committee  
Shaun Lynch, member, Department Curriculum Committee

**Date:** December 4<sup>th</sup>, 2024

**Subject: Proposed Revisions to MARK 456, MARK 463 and MARK 485**

Building on the efforts by the DCC last year, in consultation with the Department, we are continuing to refine and enhance the structure of our course descriptions. This academic year, we are focusing on revising the electives within the department, following the revisions made to the required courses in Marketing.

In the following pages, and in consultation with course coordinators and other stakeholders, the DCC members propose revisions to the MARK 456, MARK 463, and MARK 485 courses. All changes and rationale presented in the subsequent pages have been approved by the DCC on December 4th, 2024.



**Summary and Rationale for Changes**

The Interdisciplinary Studies area of the Faculty of Arts and Sciences proposes to introduce three new special topics courses at the 500-, 600-, and 800- levels. These courses will be used to offer graduate courses that were previously offered under INDI codes and those that might be developed in the future across units. These Special Topics courses are likely to be a small number but are very useful for special initiatives that do not fit well in a given unit or for courses intended to serve the needs of graduate students in multiple units, particularly when there is no obvious choice of a home prefix or when there would otherwise need to be a long list of cross-listings. Course codes are proposed for the 500-, 600-, and 800- level in order to accommodate courses that could be included in a Graduate Certificate, Diploma, or Microprogram as well as within Masters and PhD level programs.

**Resource Implications**

There are no resource implications for the creation of these special topics courses. When one of these courses is offered as the primary section it will be by permission of the Dean who will at the same time approve the needed course section.

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
APC, 13 May 2025

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
GCC, 07 Apr 2025

The GCC approved the enclosed curriculum changes in their final form (GCC 2425 6 D2). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal.

### **Summary of Committee Discussion: Faculty Council Approval**

#### **For Submission to:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 17 Feb 2025

#### **Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 19 Dec 2024

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Graduate Curriculum Committee (GCC). The Faculty of Arts and Science is proposing three new Interdisciplinary Studies special topics courses at the 500-, 600-, and 800- level. The new entries represent graduate courses that were previously offered under INDI codes and those that might be developed in the future across units.

The Faculty Curriculum Committee acknowledges that there are no resource implications to these changes.

## **Summary of Committee Discussion: FCC/FAPC Approval**

### **For Submission to:**

Pascale Sicotte, Dean, Faculty of Arts and Science,  
Arts and Science Faculty Council, 24 Jan 2025

### **Approved by:**

Elizabeth Bloodgood, Associate Dean, Academic Programs,  
Faculty Curriculum Committee,

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	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross- listed Course Change
INTE 500 Topics in Interdisciplinary Studies New	X	X	X	X		X	X	X	X	
INTE 600 Topics in Interdisciplinary Studies New	X	X	X	X		X	X	X	X	
INTE 800 Topics in Interdisciplinary Studies New	X	X	X	X		X	X	X	X	

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 INTE 500, 600, 800 courses

**Calendar Section Name:** INTE 500

**Calendar Section Type:** Course

**Description of Change:** INTE 500 Topics in Interdisciplinary Studies

New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Faculty of Arts and Science

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 Graduate Calendar > Courses > Arts and Science Courses > Interdisciplinary Courses

**Type of Change:** New Course

### Present Text calendar

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Other note :**

### Rationale:

This course is useful for special initiatives that do not fit well in a given unit or for courses intended to serve the needs of graduate students in multiple units, particularly when there is no obvious choice of a home prefix or when there would otherwise need to be a long list of cross-listings. This course code is proposed for the 500-level in order to accommodate courses that could be included in a Graduate Certificate, Diploma, or Microprogram.

### Resource Implications:

There are no resource implications for the creation of these special topics courses. When one of these courses is offered as the primary section it will be by permission of the Dean who will at the same time approve the needed course section.

### Proposed Text

[INTE 500 Topics in Interdisciplinary Studies](#) (3 credits)

*Prerequisites:*

*Description :*

[This course addresses a topic or range of topics of an interdisciplinary nature. Topics and prerequisites are stated in the Graduate Class Schedule.](#)

*Component(s):*

[Seminar](#)

*Notes :*

**Other note :** [Students may re-register for this course, provided the course content has changed.](#)

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 INTE 500, 600, 800 courses

**Calendar Section Name:** INTE 600

**Calendar Section Type:** Course

**Description of Change:** INTE 600 Topics in Interdisciplinary Studies

New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Faculty of Arts and Science

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 Graduate Calendar > Courses > Arts and Science Courses > Interdisciplinary Courses

**Type of Change:** New Course

### Present Text calendar

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Other note :**

### Rationale:

This course is useful for special initiatives that do not fit well in a given unit or for courses intended to serve the needs of graduate students in multiple units, particularly when there is no obvious choice of a home prefix or when there would otherwise need to be a long list of cross-listings. This course code is proposed for the 600-level in order to accommodate courses that could be included in a Master's program.

### Resource Implications:

There are no resource implications for the creation of these special topics courses. When one of these courses is offered as the primary section it will be by permission of the Dean who will at the same time approve the needed course section.

### Proposed Text

[INTE 600 Topics in Interdisciplinary Studies](#) (3 credits)

*Prerequisites:*

*Description :*

[This course addresses a topic or range of topics of an interdisciplinary nature. Topics and prerequisites are stated in the Graduate Class Schedule.](#)

*Component(s):*

[Seminar](#)

*Notes :*

**Other note :** [Students may re-register for this course, provided the course content has changed.](#)



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 INTE 500, 600, 800 courses

**Calendar Section Name:** INTE 800

**Calendar Section Type:** Course

**Description of Change:** INTE 800 Topics in Interdisciplinary Studies

New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Faculty of Arts and Science

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 Graduate Calendar > Courses > Arts and Science Courses > Interdisciplinary Courses

**Type of Change:** New Course

### Present Text calendar

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Other note :**

### Rationale:

This course is useful for special initiatives that do not fit well in a given unit or for courses intended to serve the needs of graduate students in multiple units, particularly when there is no obvious choice of a home prefix or when there would otherwise need to be a long list of cross-listings. This course code is proposed for the 800-level in order to accommodate courses that could be included in a PhD program.

### Resource Implications:

There are no resource implications for the creation of these special topics courses. When one of these courses is offered as the primary section it will be by permission of the Dean who will at the same time approve the needed course section.

### Proposed Text

[INTE 800 Topics in Interdisciplinary Studies](#) (3 credits)

*Prerequisites:*

*Description :*

[This course addresses a topic or range of topics of an interdisciplinary nature. Topics and prerequisites are stated in the Graduate Class Schedule.](#)

*Component(s):*

[Seminar](#)

*Notes :*

**Other note :** [Students may re-register for this course, provided the course content has changed.](#)

## **Impact Report**

**Summary and Rationale for Changes**

The MBA program has reviewed and proposed minor changes to the graduate calendar.

The first set of changes concerns MBA 641, which is currently a pre-requisite for most of MBA core courses. This requirement was intended to facilitate a cohort-like setting, even though there is no clear pedagogical link between MBA 641 and other MBA courses. With the change in student demographic, esp. a dramatic decline in Full-Time student enrollment, this cohort aspect is no longer important. For courses that do not share a close content alignment, the proposed change removes the MBA 641 pre-requisite requirement.

The second change concerns MBA 660, which currently has MANA 683 as the pre-/co-requisite. Given that MBA 660 also covers MANA 683 content through advisor-led discussions, the proposed change removes the MBA 683 pre-/co-requisite requirement.

**Resource Implications**

None.

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
APC, 13 May 2025

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
GCC, 07 Apr 2025

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2425 6 D3). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

### **Summary of Committee Discussion: Faculty Council Approval**

#### **For Submission to:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 17 Mar 2025

#### **Approved by:**

Sandra Betton, Associate Dean, Professional Graduate Programs,  
Faculty Academic Programs Committee, 21 Feb 2025

Please find attached the proposal to change the prerequisites of the courses MBA 643, 644, 645, 648, 649, 660.

The JMSB Faculty Academic Programs Committee approved these changes on February 21, 2025. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier will only be shared to Faculty Council but not submitted for approval. I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting on March 17, 2025.

**Summary of Committee Discussion: FCC/FAPC Approval**

**For Submission to:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 17 Mar 2025

**Approved by:**

Sandra Betton, Associate Dean, Professional Graduate Programs,  
Faculty Academic Programs Committee, 21 Feb 2025

Please find attached the proposal to change the prerequisites of the courses MBA 643, 644, 645, 648, 649, 660.

The JMSB Faculty Academic Programs Committee approved these changes on February 21, 2025. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier will only be shared to Faculty Council but not submitted for approval. I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee meeting on March 17, 2025.

**Summary of Changes (Graduate Program Regular Curriculum Change)****Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross- listed Course Change
MBA 643 Managerial Analytics Change					X					
MBA 644 Marketing Management Change					X					
MBA 645 Economics for Organizational Decision Making Change					X					
MBA 648 Business Process Management Change					X					
MBA 649 Strategic Managerial Accounting and Control Change					X					
MBA 660 Small Business Consulting Bureau Change					X					



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MBA - Prerequisite 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:** 2025/2026/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 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

MBA 643 Managerial Analytics (3 credits)

*Prerequisites:*

~~The following course must be completed previously or concurrently:  
MBA 641~~

*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

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 608 may not take this course for credit.

### Rationale:

No close alignment in content between MBA 641 and MBA 643. The initial intension to have MBA 641 as a prerequisite for most MBA core courses is to facilitate a cohort-like setting. With the change in student demographic, esp. a dramatic decline in Full-Time student enrollment, this cohort aspect is no longer important.

### Resource Implications:

None.

### Proposed Text

MBA 643 Managerial Analytics (3 credits)

*Prerequisites:*

*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

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 608 may not take this course for credit.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MBA - Prerequisite 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:** 2025/2026/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 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

MBA 644 Marketing Management (3 credits)

*Prerequisites:*

~~The following course must be completed previously or concurrently:  
MBA 641~~

*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

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 610 may not take this course for credit.

### **Rationale:**

No close alignment in content between MBA 641 and MBA 644. The initial intension to have MBA 641 as a prerequisite for most MBA core courses is to facilitate a cohort-like setting. With the change in student demographic, esp. a dramatic decline in Full-Time student enrollment, this cohort aspect is no longer important.

### **Resource Implications:**

None.

### Proposed Text

MBA 644 Marketing Management (3 credits)

*Prerequisites:*

*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

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 610 may not take this course for credit.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MBA - Prerequisite 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:** 2025/2026/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 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

MBA 645 Economics for Organizational Decision Making (3 credits)

*Prerequisites:*

~~The following courses must be completed previously or concurrently:  
MBA 641.~~

*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

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 618 may not take this course for credit.

### **Rationale:**

No close alignment in content between MBA 641 and MBA 645. The initial intension to have MBA 641 as a prerequisite for most MBA core courses is to facilitate a cohort-like setting. With the change in student demographic, esp. a dramatic decline in Full-Time student enrollment, this cohort aspect is no longer important.

### **Resource Implications:**

None.

### Proposed Text

MBA 645 Economics for Organizational Decision Making (3 credits)

*Prerequisites:*

*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

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 618 may not take this course for credit.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MBA - Prerequisite 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:** 2025/2026/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 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

MBA 648 Business Process Management (3 credits)

*Prerequisites:*

~~The following courses must be completed previously: MBA 641.~~

*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

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 616 may not take this course for credit.

**Rationale:**

No close alignment in content between MBA 641 and MBA 648. The initial intension to have MBA 641 as a prerequisite for most MBA core courses is to facilitate a cohort-like setting. With the change in student demographic, esp. a dramatic decline in Full-Time student enrollment, this cohort aspect is no longer important.

**Resource Implications:**

None.

### Proposed Text

MBA 648 Business Process Management (3 credits)

*Prerequisites:*

*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

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 616 may not take this course for credit.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MBA - Prerequisite changes

**Calendar Section Name:** MBA 649

**Calendar Section Type:** Course

**Description of Change:** MBA 649 Strategic Managerial Accounting and Control Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Master of Business Administration

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 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

MBA 649 Strategic Managerial Accounting and Control (3 credits)

*Prerequisites:*

The following courses must be completed previously: MBA ~~641;~~  
~~MBA-642-~~

*Description :*

This course focuses on the analytical techniques deployed to assist management in the design, implementation, and monitoring of the organization's strategy. It also covers techniques, which support the ensuing corrective decision-making. Topics covered include planning, capital budgeting, master budget, break-even point, differential analysis, product costing, etc. For management control: decentralization systems, transfer pricing, flexible budgets, standard costs and variance analysis, etc. The course uses the case method in both for-profit and not-for-profit organizations.

*Component(s):*

Lecture

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 628 may not take this course for credit.

**Rationale:**

No close alignment in content between MBA 641 and MBA 649. The initial intension to have MBA 641 as a prerequisite for most MBA core courses is to facilitate a cohort-like setting. With the change in student demographic, esp. a dramatic decline in Full-Time student enrollment, this cohort aspect is no longer important.

**Resource Implications:**

None.

### Proposed Text

MBA 649 Strategic Managerial Accounting and Control (3 credits)

*Prerequisites:*

The following courses must be completed previously: MBA 642.

*Description :*

This course focuses on the analytical techniques deployed to assist management in the design, implementation, and monitoring of the organization's strategy. It also covers techniques, which support the ensuing corrective decision-making. Topics covered include planning, capital budgeting, master budget, break-even point, differential analysis, product costing, etc. For management control: decentralization systems, transfer pricing, flexible budgets, standard costs and variance analysis, etc. The course uses the case method in both for-profit and not-for-profit organizations.

*Component(s):*

Lecture

*Notes :*

**Equivalent Courses :** Students who have received credit for MBA 628 may not take this course for credit.





## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MBA - Prerequisite changes

**Calendar Section Name:** MBA 660

**Calendar Section Type:** Course

**Description of Change:** MBA 660 Small Business Consulting Bureau Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Master of Business Administration

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > MBA Courses > MBA Elective Courses

**Type of Change:** Course Change

### Present Text calendar

MBA 660 Small Business Consulting Bureau (3 credits)

*Prerequisites:*

~~The following courses must be completed concurrently: MANA 683.~~  
Written permission of the Graduate Program Director after a selection process is required.

*Description :*

The Concordia Small Business Consulting Bureau provides professional consulting services to start-ups and small businesses at competitive rates. Students selected for the Small Business Consulting Bureau provide ad-hoc consulting services to entrepreneurs looking to launch a new business, or business owners wanting to grow their current business or requiring specific strategy or business advice. In addition to earning credit, students also receive compensation as a percentage of the revenues generated by the projects executed. Students must be available for a period of 12 months and are expected to dedicate at least 15 hours per week to the Bureau.

*Component(s):*

Practicum/Internship/Work Term

*Notes :*

**Equivalent Courses :** Students who have received credit for the topic Small Business Consulting Bureau under an MBA 695 number may not take this course for credit.

**Rationale:**

MBA 660 is not a pure practicum. It also covers MANA 683 content through advisor-led discussions.

**Resource Implications:**

None.

### Proposed Text

MBA 660 Small Business Consulting Bureau (3 credits)

*Prerequisites:*

Written permission of the Graduate Program Director after a selection process is required.

*Description :*

The Concordia Small Business Consulting Bureau provides professional consulting services to start-ups and small businesses at competitive rates. Students selected for the Small Business Consulting Bureau provide ad-hoc consulting services to entrepreneurs looking to launch a new business, or business owners wanting to grow their current business or requiring specific strategy or business advice. In addition to earning credit, students also receive compensation as a percentage of the revenues generated by the projects executed. Students must be available for a period of 12 months and are expected to dedicate at least 15 hours per week to the Bureau.

*Component(s):*

Practicum/Internship/Work Term

*Notes :*

**Equivalent Courses :** Students who have received credit for the topic Small Business Consulting Bureau under an MBA 695 number may not take this course for credit.



## Impact Report

### Programs

#### Master of Business Administration (MBA)

Graduate -> See Summer 2025 Graduate Calendar -> Programs -> John Molson School of Business Programs ->

Master/Magisteriate -> Master of Business Administration (MBA) -> Degree Requirements

Source of Impact

- MBA 643
- MBA 644
- MBA 645
- MBA 648
- MBA 649

### Defined Groups

#### E72 - Business Administration Program

Graduate -> See Summer 2025 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 643
- MBA 648
- MBA 649

#### MBA Electives

Graduate -> See Summer 2025 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

- MBA 660

#### Option I: Engineering Management

Graduate -> See Summer 2025 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 643
- MBA 645

### Courses

#### BSTA 645

Graduate -> See Summer 2025 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 2025 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 2025 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 2025 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 2025 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 2025 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 2025 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Management  
Source of Impact

- MBA 644

#### MARK 671

Graduate -> See Summer 2025 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 2025 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 2025 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 2025 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 2025 Graduate Calendar -> Courses -> John Molson School of Business Courses -> Master's Level Courses -> MBA Courses -> MBA Electives: Marketing  
Source of Impact

- MBA 644

#### MBA 650

Graduate -> See Summer 2025 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 2025 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

## Internal Memorandum

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To: Sandra Betton, Associate Dean, Professional Graduate Programs  
From: Li Yao, Director, MBA and Graduate Programs in Business Administration  
Date: January 30, 2025  
Subject: Proposed changes to the Graduate Calendar pertinent to the MBA Program

---

The MBA program has reviewed and proposed minor changes to the graduate calendar.

The first set of changes concerns MBA 641, which is currently a pre-requisite for most of MBA core courses. This requirement was intended to facilitate a cohort-like setting, even though there is no clear pedagogical link between MBA 641 and other MBA courses. With the change in student demographic, esp. a dramatic decline in Full-Time student enrollment, this cohort aspect is no longer important. For courses that do not share a close content alignment, the proposed change removes the MBA 641 pre-requisite requirement.

The second change concerns MBA 660, which currently has MANA 683 as the pre-/co-requisite. Given that MBA 660 also covers MANA 683 content through advisor-led discussions, the proposed change removes the MBA 683 pre-/co-requisite requirement.

The MBA Committee discussed these proposed changes in the committee meeting held on December 6, 2024, and approved them, via email, in January 2025.

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

Attachment

**From:** [Gerard Gouw](#)  
**To:** [Li Yao](#)  
**Cc:** [Charlene Wald](#)  
**Subject:** RE: [Action Required]: MBA curriculum changes - MEng Industrial Engineering  
**Date:** May 1, 2025 10:48:15 AM

---

Dear Dr. Yao,

I fully support and approve the removal of MBA 641 as prerequisite from selected courses, as specified in JMSB-MBA-5786 – Version 2.

Best regards,  
Gerard

Dr. Gerard J. Gouw, Eng.  
Professor and MEng Industrial Engineering Program Director  
Department of Mechanical, Industrial & Aerospace Engineering  
Concordia University, EV4.243  
1455 de Maisonneuve Blvd. West  
Montreal, QC, Canada H3G 1M8

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**From:** Li Yao <li.yao@concordia.ca>  
**Sent:** May 1, 2025 10:24  
**To:** Gerard Gouw <gerard.gouw@concordia.ca>  
**Cc:** Charlene Wald <charlene.wald@concordia.ca>  
**Subject:** [Action Required]: MBA curriculum changes - MEng Industrial Engineering

Dear Professor Gouw,

I am reaching out on behalf of the MBA program.  
Recently, we submitted a curriculum change to remove the pre-requisite requirement of MBA 641 for some other related courses.

Given the MEng Industrial Engineering program also lists MBA 641 as the degree requirement for one of its options, I am soliciting your confirmation per SGS's request.  
Details are included in the email below.

Your response would be greatly appreciated. Should you have any questions, please feel free to let me know.

Best regards,

Li

\*\*\*\*\*

Li Yao, PhD

Director of the MBA and Graduate Programs in Business Administration

Associate Professor of Accounting

John Molson School of Business

Concordia University

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**From:** Yazmet Madariaga-Sanchez <[yazmet.madariagasanchez@concordia.ca](mailto:yazmet.madariagasanchez@concordia.ca)>

**Sent:** Thursday, May 1, 2025 10:03 AM

**To:** Li Yao <[li.yao@concordia.ca](mailto:li.yao@concordia.ca)>

**Cc:** Sandra Betton <[sandra.betton@concordia.ca](mailto:sandra.betton@concordia.ca)>

**Subject:** MBA curriculum changes - JMSB-MBA-5786

Hi Professor Yao,

I am reaching out to let you know that APC reviewed your proposal prior to their meeting on May 13 and they had a comment about the impact of the changes on a defined group in the MEng program. Even though the impact in this case is minimal, it is important that any source of impact in other departments be communicated to them and that this communication is included in the dossier to be reviewed by APC.

APC is asking that you reach out to the Program Director of the MEng Industrial Engineering informing them of these changes. APS is asking that we include this in the dossier as supporting documentation (either the emails between you and MEng program or a letter of confirmation from the director of the MEng) before it is submitted to final approval. Please note that APC will review this proposal on May 13 even if they haven't received this supporting documentation, but it is critical to have it to process the final approval.

Please see attached the proposal dossier with APC comments.

Best,

*Yazmet*



**Summary and Rationale for Changes**

Three years ago, MSCA 681 was introduced as a required course in the program, emphasizing data-oriented techniques. As a result of this course, students are now comfortable working with data and associated tools such as Python and machine learning libraries. Building on this foundation, the MSCM group has decided to orient two quantitative courses, MSCM 681 and MSCM 683, more strongly toward analytics. In addition, we have introduced an advanced elective course on Data-Driven Optimization for students interested in learning and developing advanced optimization techniques.

**Resource Implications**

None.

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
APC, 18 Mar 2025

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
GCC, 17 Feb 2025

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2425 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:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 17 Feb 2025

### **Approved by:**

Sandra Betton, Associate Dean, Professional Graduate Programs,  
Faculty Academic Programs Committee, 17 Jan 2025

Please find attached the proposal to the MSCM course changes. The JMSB Faculty Academic Programs Committee approved these changes on January 17, 2025. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier will only be shared to Faculty Council but not submitted for approval. I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee at the meeting on February 17, 2025.

## **Summary of Committee Discussion: FCC/FAPC Approval**

### **For Submission to:**

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

### **Approved by:**

Sandra Betton, Associate Dean, Professional Graduate Programs,  
Faculty Academic Programs Committee, 17 Jan 2025

Please find attached the proposal to the MSCM course changes. The JMSB Faculty Academic Programs Committee approved these changes on January 17, 2025. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier will only be shared to Faculty Council but not submitted for approval. I kindly request that the proposed changes be presented for consideration at the Graduate Curriculum Committee at the meeting on February 17, 2025.

**Summary of Changes (Graduate Program Regular Curriculum Change)****Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross- listed Course Change
MSCM 681 Advanced Modelling and Optimization Change			X	X				X	X	
MSCM 684 Demand Analytics Change			X	X				X	X	
MSCM 687 Data Driven Decision Models for Supply Chain Planning New	X	X	X	X	X		X	X	X	

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require- ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Supply Chain Management MSCM Change				X			

## PROGRAM CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MSCM course changes

**Calendar Section Name:** Supply Chain Management MSCM

**Calendar Section Type:** Program

**Description of Change:** Supply Chain Management MSCM Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** MSCM in Supply Chain Management

**Program Name:** Supply Chain Management MSCM

**Program Type:** Thesis

**Degree:** MSCM

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Supply Chain Management MSCM > Degree Requirements

**Type of Change:** Program Change

Present Text calendar	Proposed Text
<p><b>45</b> Supply Chain Management MSCM</p> <p><b>credits</b></p> <p>6 credits of Core Seminars</p> <p>MSCA 602 Applied Linear Statistical Models (3)</p> <p>MSCA 681 Foundations of Data Mining (3)</p> <p>15 credits of Supply Chain Management Seminars:</p> <p>MSCM 681 <del>Advanced</del>Modelling and <del>Optimization</del>(3)</p> <p>MSCM 682 Sourcing and Global Logistics (3)</p> <p>MSCM 683 Supply Chain Design and Coordination (3)</p> <p>MSCM 684 Demand <del>Management</del>(3)</p> <p>MSCM 685 Supply Chain Risk Management (3)</p> <p>3 credits of Elective Seminars chosen from:</p> <p>MSCA 615 Research Methodology - Administrative Sciences (3)</p> <p>MSCA 616 Research Methodology - Management (3)</p> <p>MSCA 618 Research Methods (3)</p> <p>MSCA 625 Seminar in Options and Futures (3)</p> <p>MSCA 632 Seminar in Special Topics in Finance (3)</p> <p>MSCA 652 Seminar in Special Topics in Management (3)</p> <p>MSCA 657 Organizations and Strategy (3)</p> <p>MSCA 683 Applied Multivariate Data Analysis (3)</p> <p>MSCA 672 Seminar in Special Topics in Marketing (3)</p> <p>MSCA 686 Competitive Advantage through Information Technology (3)</p> <p>MSCA 691 Advanced Data Mining (3)</p> <p>MSCA 693 Seminar in Special Topics in Business Analytics and Technology Management (BATM) (3)</p> <p>Notes: Taking an elective seminar is subject to the academic</p>	<p><b>45</b> Supply Chain Management MSCM</p> <p><b>credits</b></p> <p>6 credits of Core Seminars</p> <p>MSCA 602 Applied Linear Statistical Models (3)</p> <p>MSCA 681 Foundations of Data Mining (3)</p> <p>15 credits of Supply Chain Management Seminars:</p> <p>MSCM 681 Modelling and <del>Decision</del>Analytics (3)</p> <p>MSCM 682 Sourcing and Global Logistics (3)</p> <p>MSCM 683 Supply Chain Design and Coordination (3)</p> <p>MSCM 684 Demand <del>Analytics</del>(3)</p> <p>MSCM 685 Supply Chain Risk Management (3)</p> <p>3 credits of Elective Seminars chosen from:</p> <p>MSCA 615 Research Methodology - Administrative Sciences (3)</p> <p>MSCA 616 Research Methodology - Management (3)</p> <p>MSCA 618 Research Methods (3)</p> <p>MSCA 625 Seminar in Options and Futures (3)</p> <p>MSCA 632 Seminar in Special Topics in Finance (3)</p> <p>MSCA 652 Seminar in Special Topics in Management (3)</p> <p>MSCA 657 Organizations and Strategy (3)</p> <p>MSCA 683 Applied Multivariate Data Analysis (3)</p> <p>MSCA 672 Seminar in Special Topics in Marketing (3)</p> <p>MSCA 686 Competitive Advantage through Information Technology (3)</p> <p><del>MSCM 687 Data Driven Decision Models for Supply Chain Planning</del> (3)</p> <p>MSCA 691 Advanced Data Mining (3)</p> <p>MSCA 693 Seminar in Special Topics in Business Analytics and Technology Management (BATM) (3)</p>

**Present Text calendar**

advisor's approval. At most one elective seminar at the graduate level can be taken outside of the John Molson School of Business. Each year a selection of specialized seminars are offered on a rotating basis from those listed above.

21 credits:

MSCA 699 Research Thesis (21)

**Proposed Text**

Notes: Taking an elective seminar is subject to the academic advisor's approval. At most one elective seminar at the graduate level can be taken outside of the John Molson School of Business. Each year a selection of specialized seminars are offered on a rotating basis from those listed above.

21 credits:

MSCA 699 Research Thesis (21)

**Rationale:**

This form simply update the MSCM calendar. We are not changing the program structure, neither adding or removing any core courses. Program learning goals are still the same.

**Resource Implications:**

None.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MSCM course changes

**Calendar Section Name:** MSCM 681

**Calendar Section Type:** Course

**Description of Change:** MSCM 681 Advanced Modelling and Optimization Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** MSCM in Supply Chain Management

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Supply Chain Management (MSCM) Seminars

**Type of Change:** Course Change

### Present Text calendar

MSCM 681 ~~Advanced~~ Modelling and ~~Optimization~~ (3 credits)

*Prerequisites:*

*Description :*

This seminar emphasizes the theoretical and practical aspects of ~~advanced~~ optimization ~~modelling~~ techniques in supply chain planning. Among the topics covered are network ~~optimization, non-linear programming, stochastic programming, Markov processes~~ and application of duality in developing ~~decomposition-based~~ solution approaches for large ~~linear and integer~~ models. Use of ~~commercial~~ modelling platform and optimization software ~~are~~ an integral part of this ~~seminar~~.

*Component(s):*

Seminar

*Notes :*

### Rationale:

Stochastic models are introduced and discussed in other courses (MSCM 683 and 685). By eliminating stochastic topics from this course, the instructor can dedicate more time to recent advancements in deterministic approaches.

The proposed changes were discussed with the MSCM professors (Seven Professors associated with the MSCM program) before sending the proposal to DCC (Departmental Curriculum Committee). DCC recommended these changes to SCBTM department. The Department approved the changes in the department meeting. Please see the letter from the Chair. In summary, MSCM professors are aware of these changes.

### Resource Implications:

None.

### Proposed Text

MSCM 681 Modelling and ~~Decision Analytics~~ (3 credits)

*Prerequisites:*

*Description :*

This seminar emphasizes the theoretical and practical aspects of ~~decision modelling and~~ optimization techniques in supply chain ~~design~~ and planning. Among the topics covered are ~~linear and integer programming, network models, sequential decision analytics~~, and application of duality in developing solution approaches for large ~~scale~~ models. Use of modelling platform and optimization software ~~is~~ an integral part of this ~~seminar~~.

*Component(s):*

~~Lecture~~ ; Seminar

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MSCM course changes

**Calendar Section Name:** MSCM 684

**Calendar Section Type:** Course

**Description of Change:** MSCM 684 Demand Analytics Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** MSCM in Supply Chain Management

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Supply Chain Management (MSCM) Seminars

**Type of Change:** Course Change

### Present Text calendar

MSCM 684 Demand ~~Management~~ (3 credits)

*Prerequisites:*

*Description :*

The seminar presents advanced ~~forecasting tools that assist~~ market analysis, revenue ~~management tools that optimize operational performance~~ and ~~approaches in~~ building flexibilities to ~~enhance manufacturing~~ and organizational ~~capabilities. Among the~~ topics covered ~~are~~ advanced forecasting models, ~~judgmental forecasting and adjustment~~, customer relationship ~~management~~, consumer choice ~~models~~, dynamic ~~pricing, capacity control~~, network revenue ~~management, manufacturing and organizational flexibilities.~~ The seminar content is delivered via a combination of lectures, case analyses and research articles.

*Component(s):*

Seminar

*Notes :*

### Rationale:

The current version of the course places greater emphasis on various forecasting tools and basic analytics, while less attention is given to other important topics. Recent addition of MSCA 681 (Foundations of Data Mining) as a required course for the MSCM program allows us to reduce the focus on simpler models and concentrate exclusively on advanced techniques related to demand-related data.

### Resource Implications:

None

### Proposed Text

MSCM 684 Demand ~~Analytics~~ (3 credits)

*Prerequisites:*

*Description :*

The seminar presents ~~the application of~~ advanced ~~analytics to enhance~~ market analysis, revenue ~~management~~, and ~~operational efficiency~~ . It ~~emphasizes the importance of~~ building flexibilities to ~~improve performance in retail, service, manufacturing, and various~~ organizational ~~settings. The~~ topics covered ~~include~~ advanced forecasting models, customer relationship ~~management analytics~~ , consumer choice ~~analysis~~ , dynamic ~~pricing strategies~~ , and network revenue ~~management~~. The seminar content is delivered via a combination of lectures, case analyses and research articles.

*Component(s):*

~~Lecture~~ ; Seminar

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** MSCM course changes

**Calendar Section Name:** MSCM 687

**Calendar Section Type:** Course

**Description of Change:** MSCM 687 Data Driven Decision Models for Supply Chain Planning New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** MSCM in Supply Chain Management

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Sep 2025

**Path:** Graduate > See Summer 2025 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Supply Chain Management (MSCM) Seminars

**Type of Change:** New Course

### Present Text calendar

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

#### **Rationale:**

Data-driven optimization is an emerging field gaining traction in both academia and industry. With all MSCM students required to complete MSCA 681 (Foundations of Data Mining) and MSCM 681 (Advanced Modeling and Optimization), now is the perfect time to introduce a course on this important topic.

#### **Resource Implications:**

None.

### Proposed Text

MSCM 687 Data Driven Decision Models for Supply Chain Planning  
(3 credits)

*Prerequisites:*

Students must complete 6 credits in the MSCM in Supply Chain Management program prior to enrolling.

*Description :*

The seminar focuses on fundamental techniques for data-centric decision-making. In the first part, we explore non-linear optimization techniques and their applications in machine learning models. The second part emphasizes planning models that address data uncertainty. Key topics include gradient and stochastic gradient descent, online optimization, sample average approximation, and distributionally robust optimization.

*Component(s):*

Lecture ; Seminar

*Notes :*

## Impact Report

### Programs

#### Supply Chain Management MSCM

Graduate -> See Summer 2025 Graduate Calendar -> Programs -> John Molson School of Business Programs ->

Master/Magisteriate -> Supply Chain Management MSCM -> Degree Requirements

Source of Impact

- MSCM 681
- MSCM 684

### Courses

#### MSCM 683

Graduate -> See Summer 2025 Graduate Calendar -> Courses -> John Molson School of Business Courses ->

Master's Level Courses -> Supply Chain Management (MSCM) Seminars

Source of Impact

- MSCM 681

#### MSCM 685

Graduate -> See Summer 2025 Graduate Calendar -> Courses -> John Molson School of Business Courses ->

Master's Level Courses -> Supply Chain Management (MSCM) Seminars

Source of Impact

- MSCM 681

#### MSCM 687 Data Driven Decision Models for Supply Chain Planning New

Graduate -> See Summer 2025 Graduate Calendar -> Courses -> John Molson School of Business Courses ->

Master's Level Courses -> Supply Chain Management (MSCM) Seminars

Source of Impact

### Regulations

#### Current Programs

Graduate -> See Summer 2025 Graduate Calendar -> Programs -> John Molson School of Business Programs ->

JMSB Co-operative Programs

Source of Impact

- Supply Chain Management MSCM

### Other Units

#### Addition of MSCM 687 to Supply Chain Management MSCM requirement

Source of other unit Impact

- Course is housed in Supply Chain Management (MSCM) Seminars



## Internal Memorandum

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To: Sandra Betton, Professional & Graduate Programs

From: Rustam Vahidov, Chair of Supply Chain and Business Technology Management  
Department

Date: November 6, 2024

Subject: Proposed changes to the Master of Supply Chain Management

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Dear Dr. Betton,

The department approved the changes in the Master of Supply Chain Management program at the meeting held on November 5<sup>th</sup>, 2024. The changes concern the course and title description for MSCM 681 and MSCM 684 and the introduction of a new course titled "Data-Driven Decision Models for Supply Chain Planning." I am submitting the corresponding document for the FAPC's consideration.

Regards,

*Rustam Vahidov*

Rustam Vahidov

## Data Driven Decision Models for Supply Chain Planning

MSCM 687

### Course Description:

The seminar focuses on fundamental techniques for data-centric decision-making. In the first part, we explore non-linear optimization techniques and their applications in machine learning models. The second part emphasizes planning models that address data uncertainty. Key topics include gradient and stochastic gradient descent, online optimization, sample average approximation, and distributionally robust optimization.

Course type: Lecture, Seminar.

**Prerequisite:** Students must complete 6 credits in the MSCM program

### Learning objectives:

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

1. Understand the significance of non-linear functions and non-linear optimization in advanced supply chain planning.
2. Know how to identify non-linear problems that are easy to solve.
3. Understand and apply appropriate non-linear programming techniques.
4. Develop decomposition and approximation algorithms for complex planning problems.

### Tentative topics to be covered:

1. Convex functions and generalizations
2. Lagrangian duality and KKT conditions
3. Gradient method
4. Stochastic gradient descent
5. Stochastic Optimization, Two stage programming with recourse, L-shaped method, Sample Average Approximation
6. Robust Optimization, Min-Max regret, modelling uncertainty sets, and classical approaches.
7. Machine learning application in supply chains.

### Reading list:

1. Ahmed, S., 2013. A scenario decomposition algorithm for 0–1 stochastic programs. *Operations Research Letters* 41, 565–569.
2. Ahmed, Shabbir and Alexander Shapiro (2002). “The Sample Average Approximation Method for Stochastic Programs with Integer Recourse”. In: *SIAM Journal of Optimization* 12, pp. 479–502.
3. Birge JR, Louveaux F., 1997. Introduction to stochastic programming. New York: Springer
4. Bertsimas D., and Sim M. The Price of Robustness. *Operations Research*, 52(1), 35-53, 2004.
5. Bertsimas, D., Kallus, N., 2020. From predictive to prescriptive analytics. *Management Science* 66, 1025–1044.
6. Chenreddy, A.R., Bandi, N., Delage, E., 2022. Data-driven conditional robust optimization. *Advances in Neural Information Processing Systems* 35, 9525–9537.
7. Van Parys, B.P., Esfahani, P.M., Kuhn, D., 2021. From data to decisions: Distributionally robust optimization is optimal. *Management Science* 67, 3387–3402.
8. Elmachtoub AN, Liang JCN, McNellis R (2020) Decision trees for decision-making under the predict-then-optimize framework. *ICML*, 2858–2867
9. M. Bazaraa, H. Sherali and C.M. Shetty, *Nonlinear Programming: Theory and Algorithms*, 2006, Wiley.
10. Oroojlooyjadid A, Snyder LV, Takáč M (2020) Applying deep learning to the newsvendor problem. *IIE Transactions* 52(4):444–463.

### Assessment:

The final grade will be based on the following components (individual):

- i. Quizzes (2) 30%
- ii. Project (1) 20%  
(On the computer implementation of an algorithm and report)
- iii. Final Examination 50 %

### Assessment of Learning objectives:

	Quizzes	Project	Final Exam
Goal 1	X		X
Goal 2	X		X
Goal 3	X	X	X
Goal 4		X	



**SENATE  
OPEN SESSION  
Meeting of October 3, 2025**

**AGENDA ITEM:** Committee, Tribunal Pool and CCSL appointments

**ACTION REQUIRED:** For approval

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

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Academic Planning and Priorities	Mark Filipowich (GSA)	2025-26
Academic Programs	Madoka Gray-Mitsume (FAS)	2025-28
	Ishita Tiwary (FOFA)	2025-27
	Prakash Yuvaraj (GSA)	2025-26
Distinguished Professor Emeritus/ Distinguished Librarian Emeritus	Mark Russell (FAS)	2025-28
Library	Santhosh Dayakar (GSA)	2025-26
	Junxi Zhang (FAS)	2025-28
Research	Nadine El-Mufti (GSA)	2025-26
	Wade Paul (GSA)	2025-26
	Sylvia Santosa (FAS)	2025-28
Special Graduation Awards	Muhammad Ilyas Nadeem (GSA)	2025-26
Steering	Cynthia Bruce (FOFA)	2026-01-01 –
	(sabbatical leave replacement)	2026-08-31
	Alexandra Dawson (JMSB)	2025-26
	Bonnie Harnden (FOFA)	2025-09-01 –
		2025-12-31
	Moshe Lander (FAS)	2025-26
	Maggie McDonnell (FAS)	2025-26
	Sanaz Naghdi (GSA)	2025-26
	Ramin Sedaghati (GCS)	2025-26



**Appointments requiring  
Senate ratification**

**Appointee**

**Term**

Faculty Tribunal Pool

Benji Akbulut (FAS)	2025-28
Aaron Brauer (FAS)	2025-28
Peter Morden (FAS)	2025-28
Michael Sacher (FAS)	2025-28
Steven Shaw (FAS)	2025-28
Amy Swiffen (FAS)	2025-28
Shawn Wilkinson (FAS)	2025-28
Mahesh Sharma (JMSB)	2025-26
Hossein Hashemi Doulabi (SGS)	2025-28

Student Tribunal Pool

Muhammad Ali (GSA)	2025-27
Neha Chugh (GSA)	2025-27
Faryaneh Derakhshani (GSA)	2025-27
Nazmus Sakib Khan (GSA)	2025-27
Redwan Ahmed Miazee (GSA)	2025-27
Jude Nachabe (GSA)	2025-27
Sanaz Naghdi (GSA)	2025-27
Sai Abhinav Tadepalli (GSA)	2025-27
Vishal Vishal (GSA)	2025-27

Concordia Council on  
Student Life (“CCSL”)  
(per [BD-9](#))

Nadia Hardy (FAS)	2025-27
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**DRAFT MOTION:**

That the Committee and Tribunal Pool appointments be approved.

**PREPARED BY:**

Name: Secretary of Senate  
Date: September 23, 2025

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 9, 2025

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, 2025 – August 31, 2027:

Dr. Nadia Hardy, Professor and Associate Chair, Department of Mathematics and Statistics, Faculty of Arts and Science

Signed by:



Katie Broad  
Director of Student Life and Engagement and Dean of Students  
Chair, CCSL

# SPRING 2025 GRADUATION STATISTICS



UNIVERSITÉ  
**Concordia**

UNIVERSITY

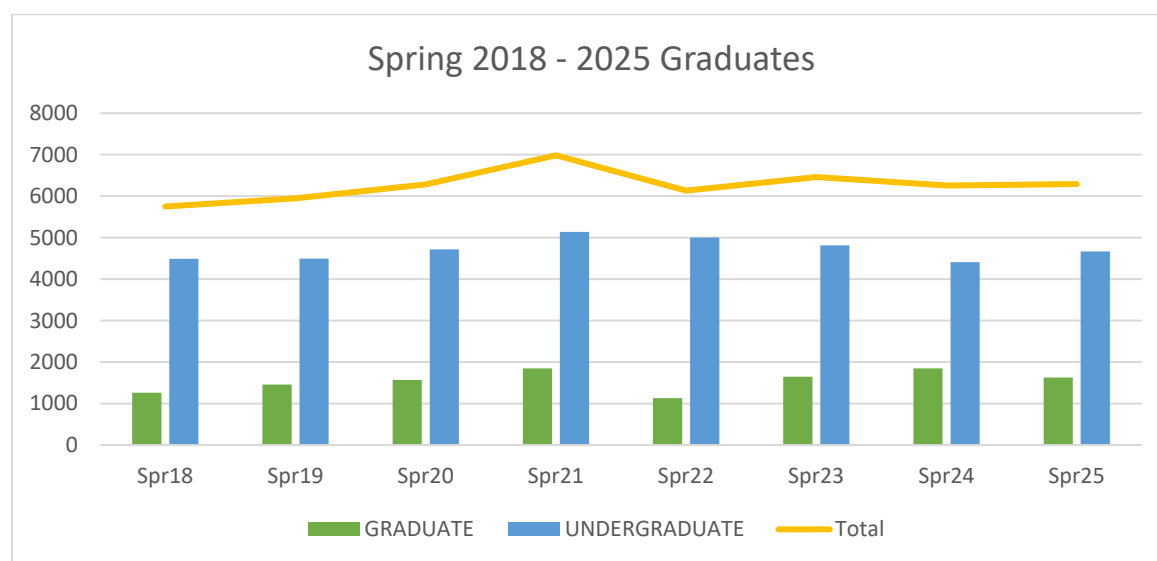
# Spring 2025 Graduation Statistics Summary

## Spring 2025

A total of 6292 degrees, diplomas and certificates were awarded in Spring 2025. 74.14% of these were at the undergraduate level and 25.86% at the graduate level. The number of graduates was comparable to 2024 when 6257 students graduated, however the percentage at the undergraduate level increased almost 4% whereas graduate level decreased by 4%.

The only faculty with an increase of graduates compared to 2024 is the Faculty of Arts & Science which grew by 5.8%. The Faculty of Fine Arts and the John Molson School of business had a decrease of 2.38% and 2.48% respectively. The Gina Cody School of Engineering and Computer Science decreased by a total of 2.12%, however there is disparity in the number of students at the graduate and undergraduate level. The decrease is mostly at the master's level that decreased by 12.19% compared to 2024, but the overall decrease was offset by an increase of 13.22% in undergraduate students compared to 2024.

## Spring 2025 Graduation Statistics Summary



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# Graduate Graduation Statistics – Summary

2025-09-17

Expected Graduation term Convocation in	2184	2191	2194	2201	2204	2211	2214	2221	2224	2231	2234	2241	2244
	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
<b>GRADUATE</b>	1456	832	1569	957	1846	1005	1129	975	1647	1156	1848	1052	1627
<b>Faculty of Arts &amp; Science</b>	299	213	282	219	323	259	294	248	303	269	309	245	279
Certificate - Graduate	0	0	2	2	10	4	2	1	0	1	1	0	0
Diploma - Graduate	44	44	42	22	49	54	47	50	38	49	37	41	31
Master of Arts	181	115	158	122	172	129	150	120	155	124	151	125	163
Master of Arts - COOP	1	0	0	1	4	1	5	2	4	4	5	6	5
Masters of Environment	11	4	9	4	18	4	22	2	6	3	25	8	10
Master of Science	23	27	28	41	34	30	34	33	48	42	40	27	22
Master of Teaching of Math	1	0	0	0	0	0	0	0	0	0	0	0	0
Doctor of Philosophy	38	23	43	27	36	37	34	40	52	46	50	38	48
<b>Faculty of Fine Arts</b>	68	75	66	83	79	66	76	85	92	74	123	96	91
Certificate - Graduate	0	0	0	0	0	6	2	18	0	2	5	28	3
Diploma - Graduate	0	13	0	11	0	13	1	13	0	5	1	12	2
Master of Arts	21	48	33	57	36	34	43	34	48	30	66	38	44
Master of Design	2	0	3	3	4	1	1	3	7	9	7	5	3
Master of Fine Arts	32	7	19	9	27	10	23	11	27	13	34	8	30
Doctor of Philosophy	13	7	11	3	12	2	6	6	10	15	10	5	9
<b>Gina Cody School</b>	808	437	898	524	1103	474	559	464	1036	596	1231	555	1081
Certificate - Graduate	5	4	4	2	4	5	5	1	4	1	4	2	6
Diploma - Graduate	3	15	8	26	9	21	10	34	12	25	8	24	6
Master of Applied Comp Science	60	38	85	36	102	25	36	28	103	62	161	44	127
Master of Applied Comp Sci - COOP	0	0	0	0	0	0	3	0	4	5	24	4	9
Master of Applied Science	78	53	86	60	122	58	100	58	82	72	73	62	79
Master of App. Science - COOP	0	0	0	0	0	0	0	0	0	0	0	0	0
Master of Computer Science	14	15	18	10	36	23	14	13	18	18	13	17	18
Master of Engineering	601	284	645	367	754	307	334	274	677	344	783	337	710
Master of Engineering - COOP	0	0	0	0	0	0	8	8	75	28	103	24	56
Master of Science	0	0	0	0	0	0	0	0	0	0	1	1	1
Doctor of Philosophy	47	28	52	23	76	35	49	48	61	41	61	40	69
<b>John Molson School of Business</b>	281	107	323	131	340	206	200	178	216	214	185	156	175
Certificate - Graduate	29	9	18	7	35	6	35	5	13	7	11	4	24
Diploma - Graduate	106	28	137	48	146	138	37	118	38	152	25	89	30
Master of Arts	0	0	0	0	1	0	0	0	0	0	0	0	0
Master of Business Admin	105	20	116	24	108	26	90	25	110	15	102	20	68
Master of Bus. Admin - COOP	8	21	20	14	16	9	12	5	22	9	18	5	18
Master of Investment Management	0	0	0	0	2	0	0	0	0	0	0	0	0
Master of Science	25	27	24	24	17	12	19	17	22	18	12	18	22
Master of Science - COOP	0	0	0	0	0	0	0	0	0	2	4	2	2
Master of Supply Chain Mgmt	1	0	2	3	7	6	1	3	2	7	4	3	3
Master of Supply Chain Mgmt - COOP	0	0	0	0	0	0	0	0	0	1	3	3	2
Doctor of Philosophy	7	2	6	11	8	9	6	5	9	3	6	12	6
<b>School of Graduate Studies</b>					1	0	0	0	0	3	0	0	1
Certificate - Graduate					1	0	0	0	0	3	0	0	1
<b>Total Graduate</b>	1456	832	1569	957	1846	1005	1129	975	1647	1156	1848	1052	1627

## Undergraduate Graduation Statistics – Summary

2025-09-17

Expected Graduation term	2184	2191	2194	2201	2204	2211	2214	2221	2224	2231	2234	2241	2244
Convocation in	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
<b>UNDERGRADUATE</b>	4493	915	4716	879	5139	1003	5003	857	4813	868	4409	855	4665
Faculty of Arts & Science	1975	424	2171	382	2289	433	2203	381	2120	369	1876	356	2034
Bachelor of Arts	1525	322	1690	297	1726	337	1676	282	1590	288	1395	271	1597
Bachelor of Arts - COOPs	19	3	21	3	27	3	16	6	26	2	28	4	19
Bachelor of Education	39	5	46	4	29	4	38	7	28	2	29	5	29
Bachelor of Science	351	81	363	61	444	69	408	66	416	60	376	60	339
Bachelor of Science - COOPs	22	2	21	4	30	6	36	10	33	2	20	4	24
Certificate - Undergraduate	19	11	30	13	33	14	29	10	27	15	28	12	26
Faculty of Fine Arts	501	87	489	96	513	88	457	67	461	87	505	71	522
Bachelor of Fine Arts	501	87	489	96	513	88	457	67	461	87	505	71	522
Bachelor of Fine Arts - COOPs	0	0	0	0	0	0	0	0	0	0	0	0	0
Gina Cody School	708	85	765	94	879	120	880	133	894	107	802	131	908
Bachelor of Computer Science	106	24	127	28	188	36	159	40	173	35	164	44	181
Bachelor of Comp Sc - COOPs	9	4	17	4	28	15	26	12	32	8	36	9	34
Bachelor of Engineering	464	50	476	51	467	58	505	60	504	53	449	62	476
Bachelor of Engineering-COOPs	129	7	144	10	196	11	188	21	185	11	153	16	216
Certificate - Undergraduate	0	0	1	1	0	0	2	0	0	0	0	0	1
John Molson School of Business	1309	319	1291	306	1458	362	1463	276	1338	305	1226	297	1201
Bachelor of Administration	15	3	20	5	25	4	13	1	15	4	14	6	17
Bachelor of Commerce - COOPs	102	24	131	26	144	43	191	30	158	20	130	25	102
Bachelor of Commerce	1180	285	1123	271	1280	312	1254	243	1154	280	1077	264	1080
Certificate - Undergraduate	12	7	17	4	9	3	5	2	11	1	5	2	2
School of Extended Learning	0	0	0	1	0	0	0	0	0	0	0	0	0
Compl Univ Credit Certificate	0	0	0	1	0	0	0	0	0	0	0	0	0
<b>Total Undergraduate</b>	4493	915	4716	879	5139	1003	5003	857	4813	868	4409	855	4665

**Concordia University**  
**Graduation Statistics – Comparison by Degree 2024-2025**  
**As of 2025-09-17**

	2234 Spring 2024	2244 Spring 2025	Difference
<b>Faculty of Arts &amp; Science</b>	<b>2185</b>	<b>2313</b>	<b>128</b>
Bachelor of Arts	1395	1597	202
Bachelor of Arts - COOP	28	19	-9
Bachelor of Education	29	29	0
Bachelor of Science	376	339	-37
Bachelor of Science - COOP	20	24	4
Certificate - Graduate	1	0	-1
Certificate - Undergraduate	28	26	-2
Diploma - Graduate	37	31	-6
Doctor of Philosophy	50	48	-2
Master of Arts	151	163	12
Master of Arts - COOP	5	5	0
Master of Science	40	22	-18
Masters of Environment	25	10	-15
<b>Faculty of Fine Arts</b>	<b>628</b>	<b>613</b>	<b>-15</b>
Bachelor of Fine Arts	505	522	17
Certificate - Graduate	5	3	-2
Diploma - Graduate	1	2	1
Doctor of Philosophy	10	9	-1
Master of Arts	66	44	-22
Master of Design	7	3	-4
Master of Fine Arts	34	30	-4
<b>Gina Cody School of Engineering &amp; Computer Science</b>	<b>2033</b>	<b>1989</b>	<b>-44</b>
Bachelor of Computer Science	167	181	14
Bachelor of Computer Science - COOP	33	34	1
Bachelor of Engineering	449	476	27
Bachelor of Engineering - COOP	153	216	63
Certificate - Graduate	4	6	2
Certificate - Undergraduate	0	1	1
Diploma - Graduate	8	6	-2
Doctor of Philosophy	61	69	8
Master of Applied Computer Science	161	127	-34
Master of Applied Computer Science - COOP	24	9	-15
Master of Applied Science	73	79	6
Master of Computer Science	13	18	5
Master of Engineering	792	710	-82
Master of Engineering - COOP	94	56	-38
Master of Science	1	1	0



<b>John Molson School of Business</b>	<b>1411</b>	<b>1376</b>	<b>-35</b>
Bachelor of Administration	14	17	3
Bachelor of Commerce	1077	1080	3
Bachelor of Commerce - COOP	130	102	-28
Certificate - Graduate	11	24	13
Certificate - Undergraduate	5	2	-3
Diploma - Graduate	25	30	5
Doctor of Philosophy	6	6	0
Master of Business Administration	102	68	-34
Master of Business Administration - COOP	18	18	0
Master of Science	12	22	10
Master of Science - COOP	4	2	-2
Master of Supply Chain Management	4	3	-1
Master of Supply Chain Management -COOP	3	2	-1
School of Graduate Studies	0	1	1
Certificate - Graduate	0	1	1
<b>Total</b>	<b>6257</b>	<b>6292</b>	<b>35</b>

# CONCORDIA UNIVERSITY

## Spring 2025

### **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: *Understanding the foundations of human health and healthy living***

**Arsenio Paez, PhD**

Health and Exercise Science  
Faculty of Arts & Science

Thesis Title: *Sleep, Ageing, and Alzheimer's Disease: From Neural Mechanisms To Exercise Interventions*

Supervisor: Dr. Thien Thanh Dang-Vu

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**Category: *Enhancing inclusion and social justice***

**Natasha MacDonald, PhD**

Education  
Faculty of Arts & Science

Thesis Title: *My Mother Always Said, "Don't Be Lazy With Your Inuktitut": Dismantling Linguistic and Cultural Imperialism in Nunavik the Inuit Way*

Supervisor: Dr. Julie Corrigan

# CONCORDIA UNIVERSITY

## Spring 2025

### **THE GOVERNOR GENERAL'S SILVER MEDAL**

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

### **PRIZE WINNER**

#### **Student Name**

Gepner, Clara

#### **Degree and Concentration(s)**

Bachelor of Science, Major Psychology

# CONCORDIA UNIVERSITY

## Spring 2025 Prize Report

### University-Wide

The Governor General's Silver Medal	Clara Gepner
The Governor General's Gold Medal - <i>Enhancing inclusion and social justice</i>	Natasha MacDonald
The Governor General's Gold Medal - <i>Understanding the foundations of human health and healthy living</i>	Arsenio Paez
The Concordia University Distinguished Doctoral Dissertation Prize (Engineering and Natural Sciences)	Duraichelvan Raju
The Concordia University Distinguished Doctoral Dissertation Prize (Fine Arts, Humanities and Social Sciences)	David LeRue
The Rytsa Tobias Memorial Medal	Philip Smith
The Anne Stokes Medal	Crystal Sayers
The Mappin Medal	Clara Gepner
The Administration Medal	Sanaa Abu Asaad
The Commerce Medal	Andreana Moulinos
The Computer Science Medal	Noémie Lagarde
The Chait Medal	George Maximos
The Alfred Pinsky Medal	Mathilde Bois

### Undergraduate Arts & Science

The Robert C. Rae Book Prize in Human Relations	Rudyard Pejo
The Biology Prize	Philip Noujaim
The Randy B. Swedburg Medal for Leisure Sciences and Therapeutic Recreation	Gabriella Lepore
The Chemistry Medal	Sascha Azouz
The Classics Book Prize	Léo Beaudoin
The John E. O'Brien, s.j. Medal for Communication Studies	Jasmine Hwang
The Economics Prize	Charles-Étienne Sirois
Balbir Sahni Outstanding International Undergraduate Award in Economics	Youri Chamblas
The Education Book Prize	Zoe Van Sickle
The Medal for English	Louise van Oel
Le prix Paul d'Hollander pour les Études françaises	Justine Reid
The Exercise Science Plaque	Adelaide Waters
The Bogdan Zaborski Medal in Geography	Gisela Grossman
The Martin Lewis Memorial Book Prize in History	Sophie Araujo
The Interdisciplinary Studies Medal	Abdelkader Lazreg
The Gordon Fisher Prize for Journalism	Noemi Mazurek
The Liberal Arts College Prize	Tomas Landon
The Eric O'Connor Mathematics Medal	Peter Veroutis
The Modern Languages and Linguistics Plaque	Miriam Kestecher
The W.R. Fraser Medal for Philosophy	Annika Kristine Maggs
The Walter Raudorf Medal for Physics	Carolane Bergeron
The Renée Vautelet Prize for Political Science	Bryanna Bragagnolo
The J.W. Bridges Medal for Psychology	Laurence Corriveau
The Boyd Sinyard Prize for Religion	Kodiak Tabody
The Science College Prize	Tarek Allaw

The Vince Sirois Prize  
The Everett C. Hughes Medal for Sociology and Anthropology  
The Thérèse F. Casgrain Medal for Women's Studies

Hana Sherafati Zanganeh  
Nova Orchid Hagel-Georgeson  
Juliette Brière-Couture

### **John Molson School Of Business**

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

Gabrielle Morneau  
Ahmad Barada  
Charles-Antoine Germain  
Anne-Marie Nguyen  
Eliaana Rodriguez Forero  
Renée-Jade Dupuis-Bruemmer

### **Engineering & Computer Science**

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

Zachary Heit  
Iris Guan  
Gianfranco Micozzi  
Beshoi Emad Adly Khair  
George Maximos  
Jessica Lorusso  
Isabella Walter  
Divleen Kaur Ahluwalia

### **Fine Arts**

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

Ruth E. Bilefsky  
Mia Jodorcovsky  
Charlie Galea-McClure  
Mathilde Davan  
Rena Adell Eyamie  
Maayan Ben Porat  
Callie Evans  
Austin Tecks-Bleuer  
Mathilde Bois  
Ava Clara Berkson  
Sabrina Schmidt  
Lou Boutet  
Eli Stankovic  
Vassiliki Gicopoulos

### **Graduate**

#### **Arts & Science**

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

*Prize not awarded*  
Munkh-Ireedui Bayarjargal  
Orenzo Porporino  
Simon Malépart  
Hayley Carolan  
Dustin Barker  
Lindsay Wright  
Eva Marie Gallo

### **John Molson School of Business**

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

Seyed Nima Madani  
Cynthia Melhem

**Engineering & Computer Science**

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

Matthew Bell  
Mahmoud Fereidouni  
Ahmadreza Abazari

**Non-Academic**

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

Niraj Dayanandan  
Tsion Tesfu Abebe  
Elsa Younes  
Jessica Winton  
Juliette Champoux-Pellegrin  
Duraichelvan Raju

## Internal Memorandum

**To:** Members of Senate  
**From:** Faye Diamantoudi, Interim Provost and Vice-President, Academic  
**Date:** September 25, 2025  
**Re:** Academic Update

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### Announcements and Key Items

Pascale Sicotte has been reappointed as dean of the Faculty of Arts and Science (FAS) for a second term, effective August 1, continuing her work with the faculty's programs and initiatives. As part of this renewal, she launched the [FAS 5 commitments](#), a key initiative drawn from extensive consultations, reflecting FAS' identity.

The Office of the Provost is proud to welcome Brad Nelson and Rachel Berger to the team!

- Rachel Berger joins us as Vice-Provost, Innovation in Teaching and Learning, effective August 18. In her role, Rachel will oversee activities of the Centre for Teaching and Learning, online learning and curriculum innovation and development teams, and chair the Academic Programs Committee. She will also oversee program review and development and guide the implementation of the *Learning for Impact Strategic Plan: 2025-2030*.
- Brad Nelson joins us as Deputy Provost and Vice-Provost, Student Life and Experience, effective September 15. In his role, Brad will oversee the Student Services sector, the Equity Office, the Institute of Co-operative Education, Experiential Learning, while representing students within the senior administration.

Open House – Concordia's largest student recruitment event – will take place on Saturday, October 25. 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.

This November marks the 25<sup>th</sup> anniversary of the naming of the John Molson School of Business (JMSB). In November 2000, Concordia's Faculty of Commerce and Administration became the JMSB, following a generous donation from the Molson family and the Molson Foundation. Today, the school proudly bears the name of the entrepreneur, John Molson. Over the last 25 years, the JMSB has seen incredible growth, most notably by receiving EQUIS accreditation in May 2025.

### Accolades

Concordia faculty members had many successes since the last Senate:

- Natasha Blanchet-Cohen (Applied Human Sciences), and her four co-chairs, received news that the *Fonds de recherche du Québec* (FRQ) and its partner, the *Secrétariat à la jeunesse du Québec* (SAJ), have renewed the Quebec Youth Research Network Chair for \$5.3M for her work in the area of First Nations and Inuit Youth.
- Angela Alberga (Health, Kinesiology, and Applied Physiology) was awarded a CIHR Implementation Science Chair in Youth Health of \$1M over 5 years.
- Natalie Phillips (Psychology) is part of a team that received \$1,073,348 over four years in the CIHR Team Grant: CCNA Phase III: Research Teams competition.
- Matthew Gardner (Psychology) received \$914,176 and Mark Ellenbogen (Psychology) received \$672,436 in the CIHR Project Grant competition.
- Ashlee Howarth (Chemistry and Biochemistry) has secured a total of \$ 1,358,763 from NSERC as well as industry partner Torngat Metals Ltd to advance Canadian knowledge on metal-organic frameworks (MOFs) as new tools to optimize efficiency of extraction, separation, purification, and recycling of critical metals.
- David Kwan (Biology) has secured a total of \$909,400 from the *Consortium québécois sur la découverte du médicament* (CQDM) alongside industry partners Paraza and GlycoSyn to identify molecules that will provide new and efficient means of producing therapeutic biologics (antibodies) that are more effective at targeting cancer cells.
- Habib Benali (Electrical and Computer Engineering) has secured funding in the amount of €270,000 (~\$440,000 CDN) from the *Fondation Recherche Alzheimer*, to pursue a three-year project aimed at understanding how interactions between neurons, astrocytes, and blood vessels drive the progression of Alzheimer's disease, using advanced imaging, artificial intelligence (AI), and biophysical modeling.
- Ursula Eicker of the Next Generation Cities Institute has successfully secured \$203,747 in funding from the National Research Council of Canada to define, de-risk and monitor municipal zero-emission pathways and strategies using digital twins. It forms part of the NGCI's Volt-Age Impact Project, 'Community Energy Solutions (CES): Using digital twins and participative methods to develop, deploy, and monitor decarbonized energy solutions'.
- Hasaan Rivaz (Electrical and Computer Engineering) has secured a total of \$300,000 of funding from NSERC as well as industry partner Think Surgical to create new technologies that enhance the precision and reliability of localization and registration in total knee arthroplasty which could improve surgical procedures.
- Catherine Mulligan (Building, Civil, and Environmental Engineering) received an *FRQNT Programme de recherche en partenariat sur le développement durable du secteur minier III* of \$300,000.
- Magda Konieczna, associate professor in the Department of Journalism, received a \$200,000 Partnership Development Grant from the SSHRC-CRSH, for their landmark breakthrough working on celebrated mathematician [Documentalistas Canada project](#)—a citizen-powered local news initiative.
- Kathleen Boies, professor in the Department of Management, was named among five finalists for The Leadership Quarterly's Decennial Award. This award recognizes an article published a decade ago that has made a lasting contribution to the field. Kathleen was nominated for an article co-authored with John Fiset and Harjinder Gill on communication and trust in leadership.
- Dajana Vuckovic, professor in the Department of Chemistry and Biochemistry, and Maryse Fortin, associate professor in the Department of Health, Kinesiology & Applied Physiology, were awarded prestigious [Chercheurs-boursiers et chercheuses-boursières award](#) by the FRQ.
- Saul Carliner (Education), has received a [Canadian Network for Innovation in Education \(CNIE\) Award of Merit](#), alongside collaborators from eConcordia: Julieta Galan, Vanessa McCance, Ping



Ng, and former eConcordian Steve Zangwill. Their award-winning asynchronous online course introduces students to the field of Training and Development, using a combination of discovery learning and mastery learning.

- Professor Carlo Pagano won multiple accolades, including both the André Aisenstadt Prize and the Mathematical Council of the Americas Prize, for his [David Hilbert's 10th problem](#).

Celebrated chemistry professor [John A. Capobianco](#) retired after 4 decades at Concordia. His accomplishments include a groundbreaking nanoscience research program, co-founding the Concordia University Centre for NanoScience Research and being appointed Fellow of the Royal Society of Chemistry.

Concordia students were also recognized for their work:

- Sara Lucas (PhD candidate in INDI), received the Vanier Canada Graduate Scholarship (SSHRC) for her research exploring how innovative oral tradition and experimental music practices developed in University City, Missouri, public schools (1985–1998), using oral history and research-creation to document intergenerational knowledge transfer, youth-led peer learning, and the lasting impact of community-based music education.
- Karl Ponthieux (PhD candidate in History) was awarded the Vanier Canada Graduate Scholarship (SSHRC) for his research examining Montreal's Jewish community through the lens of left-wing political involvement, analyzing the views of Jewish activists within the context of Quebec sovereignty and Zionism while tracing how events since the Quiet Revolution have shaped their engagement in leftist movements.
- Space Concordia's Starsailor Project has been selected as a finalist in the Science and Technology AVENIR category for the prestigious Forces AVENIR awards. Forces AVENIR aims to recognize, honour and promote the commitment of students in projects that contribute to the development of socially conscious, responsible, active and persevering citizens who are both dedicated to their community and open to the world. A total of \$114,000 in grants will be awarded at the awards ceremony on October 14 in Quebec City.
- PhD students Francesco MacAllister-Caruso and Pablo Gershanik, received the 2025 [Pierre Elliott Trudeau Foundation Scholarship](#). Their research amplifies underrepresented voices in politics and the arts—two vital arenas for social transformation.
- Elena Meyer, a master's student in Digital Innovation in Journalism Studies, and Marieke Glorieux-Stryckman, a journalism student at Concordia were selected to join this summer's [Le Devoir internship](#) cohort.
- Incoming MFA Studio Arts student Chase Martin has been awarded the [Baxter & Alma Ricard Foundation Scholarship](#), which supports francophone students from minority-language communities across Canada.

Mahesh Sharma, professor in the Department of Supply Chain and Business Technology Management, and Barry F. Lorenzetti, founder of BFL Canada and generous donor responsible for the JMSB Barry F. Lorenzetti Centre for Women in Entrepreneurship and Leadership, were recently named to the Order of Canada.

Karim Zaghib, professor at the Gina Cody School of Engineering and Computer Science and CEO of Volt-Age has been appointed to the Order of Canada in recognition of his leadership in developing in the creation of lithium-ion and solid-state battery in the global effort to achieve carbon neutrality.

Four Concordians were appointed to the [Order of Quebec](#):

- Peter A. Howlett (BA 63), who has built a legacy of leadership in both business — primarily at Montorsan Holdings and Meta Energy — and community service.
- Chantal Hébert (LLD 14), who has shaped national conversations for decades with her incisive analysis and bilingual reporting as a senior political columnist for the *Toronto Star*, contributor to *Le Devoir*, and a regular on CBC's *The National* and other current affairs programs.
- Serge Chapleau (LLD 18), who has been one of Quebec's most influential editorial cartoonists for more than five decades.
- Farah Alibay, (DSc 23), a trailblazing aerospace engineer who has contributed to some of the most ambitious space exploration projects of the past decade.

Three Concordia researchers were named to the [Royal Society of Canada](#):

- Hannah Claus, Associate Professor, Frameworks and Interventions in Indigenous Art Practices, Department of Studio Arts, Faculty of Fine Arts, Co-director, Indigenous Futures Research Centre, and Concordia University Research Chair in Onkwehonwené:ha.
- Damon Matthews, Professor, Department of Geography, Planning and Environment, FAS.
- Hassan Rivaz, Professor, Department of Electrical and Computer Engineering, Gina Cody School of Engineering and Computer Science, and Concordia University Research Chair in Medical Imaging with Deep Learning.

The JMSB's MBA program has been named the best in Canada, up from second last year, in Bloomberg Businessweek's 2025-2026 rankings. Bloomberg ranks full-time graduate business programs in Canada in four categories: compensation, learning, networking and entrepreneurship. The rankings are based on student, alumni and employer surveys.

JMSB ranked among [The Princeton Review's Best Business Schools for 2025](#) report, the only Canadian institution to be included. The JMSB earned a spot on its Best On-Campus MBA list.

District 3 reports that [Pathway](#), one of their alum startups, was acquired by Doximity for \$63M, underscoring the strength and credibility of the Montreal's startup ecosystem.

In August, the Experiential Learning Office secured \$150,000 in funding towards staffing from the Entente Canada-Québec (ECQ), a federal-provincial funding initiative. This funding will be used to support the Beat the Odds (BTO) programming streams. By offering paid internships, mentorships, and preparatory training in a flexible, well-supported format, as well as creating equity, diversity, and inclusion (EDI) tools for our employer partners, BTO helps students develop professional skills, expand their professional networks, and strengthen their confidence.

The [Homeroom](#) program (Office of Student Life and Engagement) has received a \$390,000 four-year grant from the [McCall MacBain Foundation](#) to continue supporting new Concordia students as they adapt to university life. Since 2020, the program has guided students to find community and break isolation, helping them make friends, navigate the university and develop skills that will help them during their degrees and beyond. The McCall MacBain Foundation has been a supporter of Homeroom since 2022.

Following previous award recognition for its book design, the Concordia University Press can now celebrate the first awards for scholarly writing presented to their authors. The May 2024 publication, *Family and Justice in the Archives: Historical Perspectives on Intimacy and the Law*, edited by Concordia historians Peter Gossage and Lisa Moore, was awarded two separate honours from scholarly associations in June 2025. Chandra Murdoch's contribution, "Inheritance and the Indian Act: Political Action and Women's Property on Southern Ontario Indian Reserves, 1857-1900," was awarded the Hilda Neatby Prize for best English article by the Canadian Historical Association, and Juandrea Bates's "Wayward Daughters and Unnatural Fathers: Generational Conflict, Youth Culture, and Parental Authority in Buenos Aires, 1890-1930" was awarded the Fess Sandin Article Prize in English by the Society for the History of Children and Youth.

The Press has also received excellent news from the funding body, the Scholarly Book Awards (also known as the Awards to Scholarly Publications Program). All five of the Press's forthcoming books have been awarded publication grants, with three titles receiving additional open-access supplementary grants. Since these grants are competitive, the Concordia University Press are gratified that their publications are consistently ranked among the best in Canadian scholarly publishing and are grateful for their support of open access.

With financial contributions from CEWIL-Canada and the Peacock Family Foundation, the SHIFT Centre for Social Transformation has placed 17 students in paid internship roles with 12 community partners. Roles range from researching community finance models to supporting urban agriculture operations. Students will remain in their roles for the full 2025-26 academic year, enabling both deep learning experiences for students and significant contributions for hosts.

## **New initiatives**

The JMSB and Emlyon Business School in Lyon, France, will offer a double degree to undergraduate students starting in Fall 2026. Participating students can earn a Bachelor of Commerce in Marketing from the JMSB and a *Bachelor en sciences du management – Diplôme d'études supérieures en management international* (Global Bachelor in Business Administration – Global BBA) from Emlyon. JMSB marketing students in the 90-credit program will begin at Concordia by completing 36 credits in their first year (three terms, including summer). Following this, students will travel to Emlyon and complete three terms (45 credits), including a summer internship. JMSB students will then return to Montreal to complete their last term and final 9 credits.

Four new FAS programs were kicked off this September, with their very first cohort: the [Minor in Black and African Studies in the Canadian Context](#), the [Microprogram in Sustainability Principles](#), the [Microprogram in Innovation Mindset](#), and the Graduate Diploma in Teaching Certification ([TESL](#) and [Preschool and Elementary](#)).

The Department of Art History has launched a new Graduate Certificate and Microprogram in Curatorial Studies and Practices, led by [inaugural Scholars-in-Residence](#) Eunice bÉlidor (BA 12), Dominique Fontaine, and Didier Morelli (BA 11). The programs emphasize hands-on learning in exhibition-making, project management, and collaborative approaches, while fostering critical dialogue on equity, representation, and the evolving role of curators in society.

This fall marked the launch of the Doctoral Peer Mentorship Program, pairing incoming PhD students with trained mentors to support their transition into doctoral studies. Nearly 100 students have registered to participate in mentorship circles, guided by four diverse PhD mentors, fostering community, inclusion, and student well-being across the doctoral community.

In partnership with the *Bureau de la Valorisation de la langue Française*, the School of Graduate Studies (SGS) supported seven international students in securing full-time regional jobs this summer while strengthening their French skills. Three additional employer visits are scheduled in the fall to expand opportunities and connections for graduate students.

As a result of the collaboration established through the Seed Grant for Collaboration with Vietnam in Sustainability, launched by Concordia International, the university has successfully attracted top-tier students from Vietnam to pursue graduate studies at Concordia. To date, at least six applications for master's and PhD programs have been received, with additional applications anticipated. This outcome highlights the grant's effectiveness in fostering academic partnerships and enhancing Concordia's capacity to recruit high-caliber international students.

Concordia is receiving 11 Emerging Leaders in the Americas Program (ELAP) scholarships totaling \$111,800, funded by Global Affairs Canada, for students from Latin America to conduct short term research and study under the supervision of Concordia faculty. The aim of the program is to support the development of the next generation of leaders in the region and strengthens academic and cultural linkages between Canada and the Americas. Concordia will be hosting students in Fall 2025 and Winter 2026 from Brazil (Universidade de São Paulo, Universidade Federal de São Carlos), Colombia (Universidad del Rosario, Universidad del Valle) Cuba (University of Granma), Mexico [National Autonomous University of Mexico (UNAM)] and Peru (National Agrarian University).

Concordia is receiving eight Canada-ASEAN (Association of Southeast Asian Nations) Scholarships and Educational Exchanges for Development (SEED) scholarships totaling \$85,600, funded by Global Affairs Canada, for students from ASEAN member states to conduct short term research and study under the supervision of Concordia faculty. The aim is to contribute towards the achievement of the Sustainable Development Goals and to strengthen ties between Canada and the Indo-Pacific region. Concordia will be hosting students in Fall 2025 from Cambodia (Institute of Technology of Cambodia), Indonesia (Bandung Institute of Technology), Malaysia (Universiti Malaysia Pahang Al-Sultan Abdullah, Universiti Tunku Abdul Rahman), Singapore (National University of Singapore) and Vietnam (Ho Chi Minh City University of Technology).

Communication Studies professor Elizabeth Miller and her team have launched [WasteScapes](#), a free app that transforms Montreal into an urban lab with over 60 guided stops, inviting users to explore the city's hidden waste infrastructures and creative reuse through walking or biking tours.

Professor Mitchell McLarnon has created a [new urban garden](#) on the Grey Nuns grounds, offering a hands-on teaching and research space while developing a toolkit to help teachers across Quebec engage students with climate change and environmental learning.

A team of Concordia biology graduate students, led by professor Rassim Khelifa, travelled to Algeria for a [hands-on biodiversity research exchange](#), strengthening international collaborations while gaining field experience in insect monitoring and endangered primate conservation.

Concordia's [Department of Music](#) has refreshed its curriculum with new courses in music production and career management, alongside modernized theory and history. Portfolio-based audition options have been introduced as well, making the program more accessible. Together, these updates respond to the growing demand for practical training and more sustainable careers as musicians, producers, and composers.

[First Stop](#), Concordia's new student-facing support service launched across four campus locations and via online chat. Through a peer-to-peer model, First Stop Student Assistants offer approachable guidance and referrals, supporting their peers while developing their own leadership and problem-solving skills. In its first 10 days, First Stop logged nearly 1,400 interactions, with many students returning: clear evidence of the service's usefulness and the approachability of student staff. First Stop is a university-wide partnership: the libraries host two of the four high-traffic locations; the SGS, Concordia Safety and Prevention Services, Residence Life, faculty advising offices, Business Services, and many others respond quickly to referrals. Partner feedback has sharpened routing and helped identify fixes rapidly. Sustaining these collaborations is essential to maintaining the service's early impact.

Introducing the [Office of Student Life and Engagement \(SLE\)](#), formerly known as the Dean of Students Office. The new name better reflects the office's mission to support student life, foster meaningful engagement and help build a dynamic, inclusive campus community. With this launch, it's bringing together key teams and centres that provide invaluable support and build community for students at Concordia, including the [NouLa Black Student Centre](#), the [Otsenhákta Student Centre](#), the [Concordia Student Parent Centre \(CUSP\)](#) and the [Centre pour étudiant-es francophones](#). The office will remain under the leadership of Katie Broad, Director, Student Life and Engagement, Dean of Students.

The [Welcome Crew](#) conducted a targeted call campaign to North American students who had confirmed their offers but had not yet registered for courses. Of the 760 students called, a significant proportion reported that the outreach directly influenced their decision to register, accelerated their timeline, or resolved lingering issues.

The Library is collaborating with McGill University, Student Learning Services, the Centre for Teaching and Learning (CTL), the Student Advocacy Office and GradProSkills to develop a set of learning modules to help students understand their use of generative AI in university learning and research. This project received funding from ECQ.

The [FutureBound](#) skills development program (Student Success Centre) secured funding from the ECQ, underscoring external recognition of Concordia's leadership in preparing students for the future of work. With this support, FutureBound has expanded its financial literacy and communication modules while introducing new workshops in areas such as investing, data visualization with Power BI, Python, and enhanced public speaking and storytelling. These additions reflect direct student demand for practical, confidence-building experiences that complement academic study.

This fall, the [Kaié:ri Nikawerá:ke Indigenous Bridging Program](#) (Student Success Centre) launched all five of its bridging pathways (BEng, BSc, BComm, BA Psychology and BA Journalism), with students admitted into each stream. Sixteen new students joined the 2025-2026 cohort, alongside four continuing students from the previous year. Beyond admissions, the program is investing in cultural safety and holistic support. In collaboration with the CTL, faculty teaching in the program participated in professional development on building inclusive classroom practices. A land-based learning session is also being planned to strengthen student connection to Indigenous knowledge and community.

SHIFT's [Research and Advocacy Program](#) is launching its inaugural fellowship cohort, placing seven students in paid year-long placements with research initiatives defined by community organizations to support their advocacy aims. Fellows will receive training in topics including power structure mapping, policy analysis, and media relations. Engagements will culminate in an "activation project" developed in collaboration with community partners to bring research findings to life.

The Sexual Assault Resource Centre (SARC) continues its training offerings and has launched a new module on complaint processes that provides important information about SARC, the Office of Rights and Responsibilities, and Campus Safety and Prevention Services and the roles these offices play in the complaint process, as well as information about supports available to complainants, such as advocacy assistance, interim safety measures, trauma-informed counselling, and referrals. Please complete your Mandatory Sexual Violence Awareness and Prevention Training by October 27, 2025.

## Events - upcoming

November 5-7: [QUESCREN Education and Vitality Forum 2025](#). The 2025 edition of the Forum will focus on the critical question of how education can support the vitality and sustainability of Quebec's diverse English-speaking communities.

This fall, Spirituali-tea has a new home in the Concordia Greenhouse (a fee-levy group) to enable participants to benefit from on-campus greenspace. Multi-faith and Spirituality Centre (MfSC'S) religious literacy program will include [Dialogue and Dinner: Practical Skills for Interfaith Dialogue](#), a four-part small cohort workshop, and at least three Sacred Site Visits. [Student programs](#), including group volunteering, community gatherings, and contemplative practice workshops, will also continue throughout the term.

The Black Perspectives Office (BPO), in collaboration with the Caucus of Black Concordians, will host [Coffee, Community and Conversation](#) on October 9, where faculty and staff can enjoy meaningful conversations over coffee, connect with new and familiar faces, and discover upcoming events, programs, and initiatives. On October 22, the BPO will host a Health Canada panel on career opportunities in psychology and related disciplines for Black students, and will also welcome Jacqueline Beckles, Deputy Director General (acting) and General Counsel with the Department of Justice Canada, for a moderated talk on her professional journey and careers in the legal profession.

This fall, Concordia's FOFA Gallery welcomes a dynamic trio of exhibitions featuring works from Studio Arts prof Aaron McIntosh, MFA in Cinematic Arts alum Adam Mbowe, and part-time Contemporary Dance faculty member Kama La Mackerel. Each artist brings a distinct perspective, promising engaging and thought-provoking experiences. The exhibitions will be on display until December 12.

From September 11 to November 23, post image member and graduate student Mallory Lowe Mpoka exhibits [The Matriarch: Unraveled Threads](#) at Fonderie Darling as part of MOMENTA Biennale d'art contemporain.

[The 16th Pronunciation in Second Language Learning and Teaching \(PSLLT\) Conference](#) is an annual meeting devoted to the research and teaching of second or additional languages. From October 15-17, the conference will feature 2 focused workshops, 2 plenary addresses, 70 oral presentations, 30 posters,



and 10 practical teaching tips delivered over 3 activity-packed days by researchers and practitioners with a common passion for the teaching and learning of speaking and pronunciation skills.

The Equity Office will launch the third iteration of the Student Equity Census in October 2025. This exercise, first launched in 2022, provides vital information about the demographics of the Concordia student community. The [Equity Office and Friends Meet and Greet](#) will also take place on October 29. This event welcomes and introduces the Concordia community to the office's work, as well as strengthens university connections and partnerships. All university members are welcome to attend.

[CU Wellness](#), [Health Services](#) and the [School of Health](#) are partnering to offer a [series of healthy eating workshops](#) on the Loyola Campus. Designed to address student food insecurity, the workshops help participants build confidence in the kitchen while connecting with their peers. Due to high demand, the series has been expanded to 12 sessions in 2025-26. The first workshop reached full capacity, and more than 300 students are expected to participate this year. Students also receive resources on healthy eating on and off campus, along with coupons for the Concordia Farmers' Market.

The Office of Community Engagement (OCE) has begun promoting the next semester of [University of the Streets Cafe](#). This year both the fall and winter semesters will focus on Black and Indigenous activism, with three events each semester exploring different aspects of movement building and bringing together university and community expertise to spark a broader public conversation.

## Events - past

On September 19, the SGS hosted Graduate (Re)Orientation for PhD students, supporting those in the post-comprehensive exams stage of their degree. Through workshops and peer discussions, participants gained practical strategies in research planning, time management, supervisor relationships, and well-being to sustain momentum and progress toward dissertation completion.

Hosted by the SGS on September 16, Postdoctoral Appreciation Day celebrated Concordia's postdoctoral researchers and supported their career development. Featuring panels on non-academic career pathways and entrepreneurship alongside research showcases, the event offered a unique space for connection, inspiration, and professional momentum-building across the postdoctoral community.

On September 15, Career Advising and Professional Success (CAPS) hosted the [Concordia Career Fair](#), taking place at Le Centre Sheraton Montreal. With 66 employers spanning private industry, education, government and non-profit sectors, and more than 1,400 students registered, the fair was poised to be a record-breaking event. Open to undergraduate and graduate students as well as recent alumni, the fair demonstrated Concordia's dedication to ensuring that every Concordia student, regardless of faculty, had access to meaningful professional opportunities and networks.

The first-ever Beat the Odds x D3 Hiring Sprint brought together 29 startups and 41 equity-seeking students, resulting in over 30 paid internship offers made on the spot on September 13. The event provided students with a safe, inclusive environment to gain interview experience, build confidence, and showcase their skills, while startups accessed much-needed emerging talent.

The MfSC and the Equity Office have launched [Community, Care and Compassion](#), a new regular series of gatherings for Concordia members affected by loss and change, with the first session held on September 12.

On September 12, the SGS hosted the 2025 PhD Welcome Reception, welcoming more than 150 newly admitted doctoral students. This annual event provided the incoming PhD cohort with a formal opportunity to engage with their peers, graduate program directors, and members of the University's leadership. The reception also brought together Public Scholars and mentors from the newly launched Doctoral Peer Mentorship Program, further fostering connections across the graduate community.

Concordia International hosted together with Dr. Ricardo Dal Farra from the Music department Erasmus+ visitor Professor David Carratala from TAI Madrid in Spain from September 10-15. Professor Carratala gave two workshops for Concordia Music students during his mobility and will explore possible future collaboration opportunities.

In a new collaboration with the FOFA Galley, the Leonard and Bina Ellen Gallery presented [Just a Small Amount for Your Expenses](#) banner artwork by Tyra Maria Trono, an MFA student, in the FOFA courtyard from May 5 to August 28. They hosted a workshop/closing event with the artist on August 22.

The Indigenous Futures Research Centre (IFRC) hosted the final workshop in its [Envisioning Indigiqueer Futures](#) series on August 7. Series activities included zine-making workshops, film screenings, and discussions with artists and scholars like Joshua Whitehead and Skawennati. Undergraduate Fellow Milo Puge led the session, inviting Indigenous and 2SLGBTQIA+ participants to create zines through collage, drawing, and writing.

Concordia's Public Art self-guided audio tours for the Loyola Campus launched this summer. The two thematic tours complete and compliment the SGW campus tours that were launched two years ago. Links to tours [Public Art, Science and Technology](#) and [Public Art, Public Memory](#).

[First Year Experience](#) (Student Success Centre) welcomed the fall 2025 cohort of new students with a comprehensive slate of programming from April to September. Over the summer, 45 [pre-arrival sessions](#) attracted more than 3,000 registrations and 1,500 instances of attendance. In late August, [CONNECT Orientation](#) brought together more than 900 students for a combination of academic preparation sessions, campus tours and community-building activities. Post-event surveys have a powerful impact: 96.6% of students reported feeling more excited about attending Concordia, and 92.8% said they felt better prepared to begin their studies.

On August 21, the Machine Agencies research group's GenAI Studio presented [Machinic Encounters](#) at MUTEK Forum. The exhibition was curated by Milieux alumna and postdoctoral researcher Ceyda Yolgörmez, with a roundtable moderated by faculty member Fenwick McKelvey. This exhibition is the culmination of a three-month residency at Milieux, where the members of the Machine Agencies GenAI Studio developed their projects under the guidance of curator Ceyda Yolgörmez, with technical support from François Lespinasse and Kamyar Karimi.

On August 19, Milieux partnered with the Society for Arts and Technology (SAT) to co-present the [ArtIA Symposium](#), a one-day gathering exploring how AI can serve as a shared, ethical, and creative cultural resource. The event brought together artists, faculty, graduate students, and cultural organizations through panels, workshops, and networking activities.



On August 19, the Wilding AI collective presented [FERAL FREQUENCIES](#) at SATosphere during the *ArtIA Symposium*. Developed through a two-year research-creation process on AI and sound spatialization, the immersive performance featured Milieux alumnus Alexandre Saunier and PhD student Maurice Jones among the collective's contributors.

From August 14-28, the Hexagram Network presented [Intimate Territories: Reclaiming through Research-Creation](#) at the Quartier des Spectacles, an urban art circuit dedicated to digital arts. The all-female exhibition included *Por si acaso se acaba el mundo todo el sol he de aprovechar* by Milieux alumna and LePARC member Sabina Gámez Ibarra.

Directed by Gregg Hetherington (Concordia Ethnography Lab), throughout the month of August, the 2025 [Mess and Methods Summer Institute](#) focused on Montréal's waterways as a site of research-creation and critical inquiry. Over two weeks, graduate students and participants engaged in lectures, discussions, and field trips that combined ethnographic, artistic, and environmental perspectives. The program concluded with a public exhibition in the Video Production Studio on the EV 10th floor, where participants presented their collaborative projects to the Milieux community.

The first cohort of the [MUTEK AI Ecologies Lab](#) presented six interdisciplinary projects, including *CITYLLM + CITYchat* from the Next-Generation Cities Institute. Faculty and graduate students were key participants in the residency.

From July to September, the Office of Student Life and Engagement delivered orientation-season training on harm reduction and sexual violence awareness. The sessions helped students recognize how everyday behaviours and attitudes can contribute to a culture that enables sexual and gender-based violence. About 1,200 students took part, including student executives, Frosh leaders and new students attending Frosh/Orientation events

The [29th Fantasia International Film Festival](#) (July 16 - August 3) showcased the work of Concordia students and alumni, with three feature films and over 60 short films. Highlights included Alexandra Elkin's documentary *Au Pied du Mur*, Kelly Kay Hurcomb and James Watts' *Messy Legends*, and Felix Dufour-Laperrière's Cannes-premiered animated feature *La Mort N'Existe Pas*. Undergraduate Ellie Charette won the Fantasia Award for her short film *Don't Judge a Unicorn by its Horn*, a queer fantasy exploring identity and gender nonconformity. Screenings, workshops, and talks were held at Concordia venues.

In June, the BPO conducted two focus groups with 20 doctoral students to inform the development of a Black doctoral student retention initiative. The students highlighted the need for community events, professional development, and mentoring. This laid the foundation for a partnership with the SGS that will see the launch of professional development offerings for Black doctoral students in January 2026.

Over the summer, MfSC hosted or co-hosted 26 community and volunteering events, presented at Resonance 2025 (a conference that fosters dialogue on spirituality and secularity), supported six students in attending, and published [Exploring Spirituality Safely](#), a resource offering evidence-based guidance for recognizing and avoiding high-pressure groups' recruitment efforts.

Over the summer, SHIFT hosted two initiatives that brought local youth to Concordia to learn about current and historic social change movements in Montreal. In June, SCPA's [Summer Institute in Community Engagement and Social Justice](#) gathered 14 CEGEP students in a hands-on credited course

taught by a mix of community organization representatives and academic experts exploring the social, political and community dynamics of working towards change. In August, Harambec's Freedom School welcomed 19 Black youth aged 12-17 to campus for an immersive program designed to provide them with the tools and knowledge to make a positive impact in their communities and beyond.

This summer was a chance for 4TH SPACE to open its doors to the street and invite passersby to see behind the scenes and into spaces across campus through the *Closer Look* series.

- On August 7, 4TH SPACE caught up with Mitchell McLarnon, assistant professor in the Department of Education, to see how his [teaching garden project](#) had progressed since 4TH SPACE's first visit last year.
- Shortly after the introduction of Bill 97, on July 18, assistant professor in First Peoples Studies, Nicolas Renaud, hosted [a deeply critical look](#) at the proposed legislation. A full audience engaged with Nicolas and biology professor Emma Despland on what the impacts of the bill could be for Indigenous peoples and the ecosystems of Quebec's forests.
- As part of a series of events with education researcher Casey Burkholder, (Tier II Canada Research Chair in Social Justice in Youth and Child Studies), on July 16, 4TH SPACE hosted [On Intersex Joy](#), a panel discussion and workshop that brought together intersex individuals and researchers to discuss how they work to express the joys of diverse embodiments
- On July 14, the next iteration of the [Alan Shepard Residency](#) at D3 culminated with the resident teams showcasing their work on mandates for a diverse group of organizations, including a plastic waste reduction company, a pet first-aid educator, and the *Opéra de Montréal*, highlighting their innovative and collaborative ideas.
- The 4TH SPACE remote team visited the Loyola campus to get a closer look into projects happening there in the summer. On July 10, they visited [Dr. Ayse Turak's](#) lab to learn about their work investigating the properties of nanomaterials and exploring future applications such as batteries and solar panels.
- As part of an ongoing project on sustainable practices in laboratories with Office of Research, on July 9, Mahsa Mehranfar (PhD candidate in Biochemistry) shared her work with human cells at the [Sacher Lab](#) and some of the new lab practices she has been testing.
- On June 11, 4TH SPACE also took a closer look at the [IEEE Concordia lab](#) in the Bishop Annex.
- Back to campus launched with Space Day! where 4TH SPACE invited all divisions of the team for a series of talks and workshops including Guennadi Kroupnik, Director General of [Canadian Space Agency](#) and Dr. Jerin John, professor MIAE to talk about new development in [liquid hybrid engines](#).
- The Office of Indigenous Directions invited the university community to participate in [a day of reflection](#) with a history of Residential Schools, a series of talks on lived experiences with Elder Delbert Sampson and a keynote presentation on current realities of reconciliation with Ghislain Picard.

**Office of Student Tribunals**  
**Annual Academic Hearing Report**  
**July 1, 2024 to June 30, 2025**

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

The specific breakdown by Faculty for 2024-2025 as at July 1, 2025 is provided below:

							TOTAL HEARING REQUESTS			TOTAL AHPs 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 <sup>1</sup> PENDING FROM PREVIOUS YEARS	WITH-DRAWN	DISMISSED	UPHELD	AHP PENDING	
Faculty			% of incident reports		% of incident reports									
Arts and Science	114	15	13%	88	77%	11	3	6	30	0	1	13	25	
Gina Cody School of Engineering and Computer Science	71	12	17%	59	83%	0	9	5	7	2	1	4	14	
Fine Arts	4	0	0%	4	100%	0	0	0	0	0	0	0	0	
John Molson School of Business	54	4	7%	50	93%	0	6	6	12	2	1	14	7	
School of Graduate Studies	27	2	7%	25	93%	0	1	0	2	0	0	3	0	
TOTAL	270	33	12%	226	84%	11	19	17	51	4	3	34	46	
							36						37	

By July 1, 2025, a total of **270 incidents** were reported for courses taken during the academic period covered by this report. A total of 226 (84%) charges were upheld at the Faculty level, 33 (12%) charges were dismissed and 11 (4%) of these incidents are still pending decisions by the Faculties.

<sup>1</sup> The number of hearings pending from previous years column includes hearings requested during the 2024-2025 academic year for courses taken during previous academic years.

Out of the 226 charges upheld by the Faculties, the Office of Student Tribunals received a total of 17 requests for AHPs from students and 19 requests from the Faculties, 18 of which were due to repeat offences. Adding the above to the 51 AHP requests carried over from previous years, there were a total of **87 AHP requests to process this past year**, including 52 for repeat offences.

Our office conducted hearings with respect to **39 cases** under the Code in the 2024-2025 academic year, as follows:

- **37 Academic Hearing Panels** (including 25 for repeat offence cases).
- **2 Appeals Authorization Panels**

As of July 1, 2025, we begin the 2025-2026 academic year with the following number of cases awaiting hearings:

- 46 Academic Hearing Panels (including 27 for repeat offence cases)
- 1 Appeals Authorization Panel

The hearings carried over from 2024-2025 are due to:

- 11 separate requests to postpone hearings.
- Several hearings scheduled under other policies.
- Several hearing requests received toward the end of the 2024-2025 academic year, including 14 hearing requests received by the Office of Student Tribunals after April 1, 2025.
- A significant number of new appointments to the Student Tribunal Pool during the fall 2024 term.

Submitted by Laura Landry

Student Tribunals Officer

[tribunal@concordia.ca](mailto:tribunal@concordia.ca)

Date: September 15, 2025

Encl.

Schedule A

**Breakdown from July 1, 2024 to June 30, 2025 of the type of charges laid under the Academic Code of Conduct (the "Code")**

Incident Reports filed under the Code

	Article 18	Article 19a	Article 19b	Article 19c	Article 19d	Article 19e	Article 19f	Article 19g	Article 19h	Article 19i	Article 19k	Article 19l
Arts and Science	103	20	1	3	7	1	1	24	–	–	–	33
Gina Cody School of Engineering and Computer Science	70	6	4	6	2	–	–	46	7	–	–	–
Fine Arts	4	3	–	–	–	–	–	1	–	–	–	–
John Molson School of Business	54	3	–	5	3	2	3	30	–	1	2	4
School of Graduate Studies	27	13	–	6	–	–	–	1	–	–	–	1
<b>TOTAL</b>	258	45	5	20	12	3	4	102	7	1	2	38

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

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

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

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

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

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

**19c:** "unauthorized collaboration between students".

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

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

**19f:** "the obtention by theft or any other means or use of the questions and/or answers of an examination or of any other resource that one is not authorized to possess".

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

**19h:** "the use of another person's examination during an examination".

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

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

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



**SENATE  
OPEN SESSION  
Meeting of October 3, 2025**

**AGENDA ITEM:** Merger of the departments of Music, Theatre and Contemporary Dance and establishment of the School of Performance

**ACTION REQUIRED:** For approval

**SUMMARY:** On recommendation of the Steering Committee ("Steering"), University Senate is being requested to recommend the approval of the merger of the departments of Music, Theatre and Contemporary Dance and the establishment of the School of Performance to the Board of Governors (the "Board").

**BACKGROUND:** Pursuant to the University By-Laws, Senate may recommend to the Board the establishment, name change, discontinuance, restructuring or consolidation of academic units.

Following Steering's review and recommendation at their meeting of September 22, 2025, Senate is being requested to review the proposal and recommend to the Board the merger of the departments of Music, Theatre and Contemporary Dance and the establishment of the School of Performance, as detailed in the attached executive summary.

**DRAFT MOTION:**

That, on recommendation of the Steering Committee, University Senate recommend the approval of the merger of the departments of Music, Theatre and Contemporary Dance and the establishment of the School of Performance to the Board of Governors.

**PREPARED BY:**

Name: Secretary of Senate  
Date: September 23, 2025

**To:** Karan Singh, Secretary of the Board of Governors/Senate

**From:** Dr. Annie Gérin, Dean, Faculty of Fine Arts

**Date:** September 15, 2025

**Subject: Request for the merger of the departments of Music, Theatre and Contemporary Dance, and establishment of the School of Performance**

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### **Executive Summary**

The faculty of Fine Arts proposes to merge the departments of Music, Theatre and Contemporary Dance, into a new department named “School of Performance”.

The School of Performance will promote teaching, learning and research excellence through:

- Stronger alignment between how we teach music, theatre and dance at Concordia and current professional live and performing arts practices, with increased collaboration and interdisciplinarity in teaching and research, pedagogical innovation, and student mobility across our programs
- A focus on interdisciplinarity that will allow us to better position Concordia and our students for future performing arts practices
- Greater symbiosis between our curricular ambitions at the undergraduate and graduate levels, with an upcoming interdisciplinary MFA in Performance Practices that will draw from the combined expertise of our current music, theatre and dance areas
- Increased profile for our programs, with renewed opportunities for partnerships, public relations and recruitment of students, as well as fundraising
- Better resource management, including optimised use of spaces, integrated staffing, and more equitable distribution of service workload among faculty members

This new administrative structure will have little financial implications. It will, however, increase the visibility of our programs and allow for more targeted recruitment and partnerships opportunities for experiential learning and research. It will better correspond to our aspirations for teaching, learning and research. Furthermore, it will echo current professional artistic practices in the live and performing arts and the diversifying of discipline-based art funding (toward interdisciplinary funding programs) operated by the Canada and Quebec Art Councils. It will also resonate with similar processes undergone at other universities across Canada over the past decade, including the Fountain School of performing arts (Dalhousie University), the School of Creative and Performing Arts (University of Calgary), the School of the Arts (University of



Saskatchewan), the Department of Performance (Toronto Metropolitan University), and the Department of Dance, Theatre and Performance (York University).

The School will continue to offer all the programs that are currently active in the departments of Music, Theatre and Contemporary Dance, with the addition of an interdisciplinary MFA in Performance Practices (currently in development). Eventual program modifications or new programs may be elaborated and implemented over time.

## **Vision**

Our vision is to set the new standard for student excellence in the live and performing arts by harnessing creativity, and by fostering agency and the ability to collaborate across disciplines and with partners across the professional community.

## **Consultation**

A Steering Committee was established in the Fall of 2024, 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 chairs of the departments of Music (Josh Rager), Theatre (Shauna Janssen in 2024-2025, succeeded by Ana Cappelluto in 2025-2026) and Contemporary Dance (Jens Giersdorf), Shauna Janssen, Associate Dean, Academic Programs and Pedagogy (as of June 2025), Tristan Khaner, Director, Office of the Dean and Faculty Operations, and Annie Gérin, Dean, Faculty of Fine Arts.

Consultations were conducted in the 2024-2025 academic year through Faculty of Fine Arts Council, multiple Department Council visits, public consultations for faculty, staff and students on January 23, February 24, March 31 and April 29, 2025, as well as conversations with community stakeholders and partners, such as the Conseil des Arts de Montréal, Culture Montréal, the Place des Arts, Festival TransAmériques (FTA), Festival International des Films sur l'Art (FIFA), Porte Parole, and so on. We also consulted with deans, chairs and faculty members who have either participated in similar processes in other institutions, or who currently work in interdisciplinary departments focused on performing and live arts.

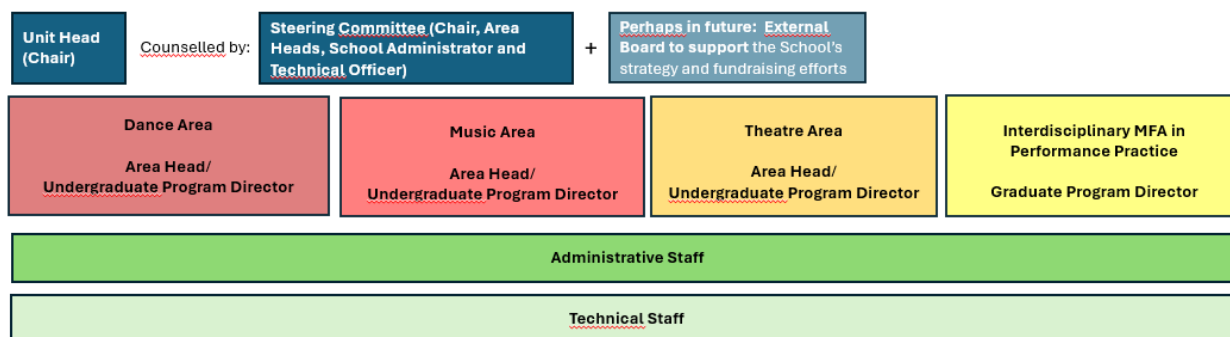
During the March 31 and April 29, 2025 consultation sessions we identified a number of areas that will warrant further discussion during the 2025-2026 academic year. Students, faculty and staff will be invited to contribute to working groups on the following topics: governance, staffing, infrastructure and space use, student experience, advising, curriculum and course outcomes, vision for the School, and areas of action for the first years.

The proposal to merge the departments of Music, Theatre and Contemporary Dance, and establish a School of Performance was endorsed unanimously by the department councils of the departments of Music (April 28, 2025), Theatre (April 15, 2025) and Contemporary Dance (April 25, 2025). The proposal was then brought forward to the Faculty of Fine Arts Council on May 9, 2025, which unanimously recommended the creation of the School.

## Structure of the School of Performance and governance

As of Fall 2025, the Department of Music is composed of seven full-time faculty members (with one starting a three-year gradual retirement period, one seconded to the Dean's Office and some planned retirements), and roughly 200 FTEs (270 headcount). The Department of Theatre is composed of eleven full-time faculty members (with one seconded to the Dean's Office, two long-term leaves, and some planned retirements), and roughly 160 FTEs (200 headcount). The Department of Contemporary Dance is composed of three full-time faculty members and roughly 30 FTEs (50 headcount). These are extremely small departments, and faculty members shoulder an outsized service load. They also often struggle to form collective agreement-mandated committees, such as DPCs, DTCs and DHCs. Merging the three departments into a School of Performance will provide opportunities to better distribute and share collegial governance responsibilities.

The structure we propose for the School of Performance echoes a tried structure from the Faculty of Fine Arts' Mel Hoppenheim School of Cinema, which is also comprised of three very different disciplinary areas. Before selecting this structure, we looked at how other departments at Concordia are organised, and also examined the Fountain School of Performing Arts (Dalhousie University), the School of Creative and Performing Arts (University of Calgary), the Schools of the Arts (University of Saskatchewan), the Department of Performance (Toronto Metropolitan University), and the Department of Dance, Theatre and Performance (York University).



Consultations conducted on March 31 and April 29, 2025 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, as well as the administrative structure, to best support the teaching and research ambitions of the School.

It is important to note that the departments of Music, Theatre and Contemporary Dance already share a department administrator, that the departments of Theatre and Contemporary Dance share a department assistant, and that a part-time seasonal service assistant is shared amongst the 3 Departments. The performance production staff (reporting into the Faculty of Fine Arts Dean's Office) serves the three areas; though most activities currently support the Department of Theater. There is also a depot for music equipment which is managed between the Department of Music and the Faculty's Centre for Digital Arts.

## **A New Environment to Support Synergies**

Our primary ambition is to position our students for success by embracing a vision of excellence in the live and performing arts grounded in creativity and collaboration across disciplines and with partners across the professional community.

Consultations conducted on January 23 and February 24 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 disciplinary programs in the areas of music, theatre and dance, while also increasing opportunities for interdisciplinary collaboration in teaching, learning and research, and pedagogical innovation. Therefore, the School will continue to offer all the programs that are currently active in the departments of Music, Theatre and Contemporary Dance, with the addition of an interdisciplinary MFA in Performance Practices (currently in development). Eventual program modifications or new programs may be elaborated and implemented over time.

Concordia University is already renowned for the quality of its programs and experiential learning opportunities in the departments of Music (electroacoustics, music performance, composition and Jazz studies), Theatre (acting, scenography and performance-creation) and Contemporary Dance. Over the past few years, the three departments have been offering jointly a course centering on improvisation in the live arts to foster collaboration between students across disciplines. Other interdisciplinary courses are being offered as electives, on topics such as composition, dramaturgy, gender and performance, sustainability, and several dance courses are currently open to Theatre and Music students. Collaborations around course outcomes have also regularly occurred where, for example, dance students created choreographies based on original compositions by music students. Furthermore, all Faculty of Fine Arts BFA students participate in the [FFAR 248&FFAR 249: Interdisciplinary Across the Fine Arts](#) courses as part of their degree requirements. While these and other interdisciplinary or joint initiatives have been fruitful, the current departmental structure is not as conducive to collaboration as we want it to be. A new School of Performance will increase synergies and will facilitate the circulation of students, the creation of interdisciplinary courses, the elaboration of joint course outcomes or performances, and increased support for interdisciplinary or crossdisciplinary student-led initiatives.

Faculty members from the departments of Music, Theatre and Contemporary Dance, as well as their graduate students (through the INDI and HUMA MA and PhD programs), already actively collaborate 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 \(CISSC\)](#) and the [Performing Arts Research Cluster \(LePARC\)](#), which is part of the [MILIEUX Institute for Arts Culture and Technology](#), as well as the [Center for Oral History and Digital Story Telling \(COHDS\)](#), and the [Next Generation Cities Institute](#). In many instances, their own creative/professional practice blurs the boundaries between disciplines. A new School of Performance will better align teaching and learning opportunities for students with the research and expertise of our faculty members and their professional practice in the local and international artistic world.

## **A differentiator in the Canadian and Quebecois ecosystem**

Few Canadian universities offer the trifecta: music, theatre, and danse. Furthermore, the great majority of departments in the broad area of the live and performing arts are monodisciplinary. Over the past five years, as a result of financial pressure in the post-secondary education sector, several live and performing arts programs in Canadian universities and colleges have been shut down or indefinitely paused (University of Waterloo, McMaster University, Laurentian University, Vancouver Island University, Sheridan College, and Mohawk college, to name a few). The same is happening south of the Canadian border and across the world.

Across Canada, a handful of universities have created interdisciplinary departments to encourage crosspollination—to various degrees— and better respond to both student demand and financial challenges. These are the Fountain School of performing arts (Dalhousie University), the School of Creative and Performing Arts (University of Calgary), the Schools of the Arts (University of Saskatchewan), the Department of Performance (Toronto Metropolitan University), and the Department of Dance, Theatre and Performance (York University).

In Montreal, the Université du Québec à Montréal (UQAM) Faculté des Arts is home to distinct departments of music, dance and theatre (École Supérieure de théâtre). Located in different parts of the UQAM campus, they do not share courses, performance outcomes, facilities or staff. They collaborate only via pluridisciplinary undergraduate and graduate programs in arts education (teacher training). Faculty members from the three departments are involved in the interdisciplinary PhD program in Études et Pratiques des Arts.

The McGill University Schulich School of Music offers a wide variety of programs at the undergraduate and graduate levels from musicology to music entrepreneurship, sound recording, opera, conducting, and music performance. While the Schulich School is recognised as one of the top music schools in North America, it cannot provide an interdisciplinary environment for their students. The McGill Department of English offers a Major Concentration in Drama and Theatre as part of their BA program.

Similar to McGill's Schulich School, the Université de Montréal Faculté de Musique offers an array of programs in the broad fields of music studies and performance at the undergraduate and graduate levels. An exciting new interdisciplinary program in Composition was launched in 2024, in collaboration with the Département des Littératures de Langue Française.

Further afield, Université Laval includes a Faculté de Musique and a Département de Littérature, Théâtre et Cinéma. There are no formal collaborations between the units. The Université de Sherbrooke École de Musique offers undergraduate programs in performance and composition and graduate programs in choir directing and production management, and students can take some theatre performance courses as part of a literature BA. The Université du Québec à Trois-Rivières (UQTR) offers a certificate in Interpretation Théâtrale.

The Province of Quebec also boasts a conservatory system (national and provincial) that offers disciplinary training in music (Conservatoire de Musique de Montréal, de Québec, de Gatineau, de Rimouski, de l'Estrie, and so on), in theatre (National Theatre School of Canada, Conservatoire d'art dramatique de Montreal, de Québec, and so on), and in danse (National Dance School of Canada, École Supérieure de Ballet du Québec).

A new School of Performance, bringing together music, theatre and dance will offer students a unique opportunity in Quebec to hone their craft, develop their creativity and critical thinking, learn to collaborate, and develop interdisciplinary practices, in step with what is happening in the professional world in the broad field of live and performing arts. This is a great opportunity to consolidate our reputation as a top fine arts school, according to the QS World University Rankings, and to position Concordia and our students for success in an increasingly sophisticated and interdisciplinary cultural sector.

### **Resources and financial implications**

The proposal to merge the departments of Music, Theatre and Contemporary Dance, into a department named “School of Performance” does not entail new resources or expenses. It does not either imply significant savings, since the three departments already share some administrative and technical staff, and suite of offices.

A new School of Performance will, however, allow for better organisation of administrative and technical roles, and optimize usage and sharing of teaching, research and performance spaces (such as the Concordia Theatre and our “mini black box”) through coordinated scheduling. We believe that more collaboration between students, faculty and staff will 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’s 2022-2027 Strategic Plan](#).

While we do not foresee the School of Performance necessitating additional resources or yielding significant savings, we believe that increased visibility for our programs through the launch of the School, targeted recruitment efforts, a clear differentiator from other universities, and stronger alignment with the professional community will allow us to increase our attractivity, develop our student body, and generate net new revenues for Concordia.

### **Communications, recruitment plan and advancement opportunities**

A communication plan was devised to announce, as of the fall of 2025, the summer/fall 2026 launch of the School of Performance, create awareness about our programs’ distinctive approaches, and support our recruitment activities. The proposed external communications and recruitment strategy includes:

- Public-facing events offering media, prospective students, and potential donors an immersive experience of the School’s collaborative and creative spirit
- New promotional printed material to be deployed according to recruitment, partnership building and other needs

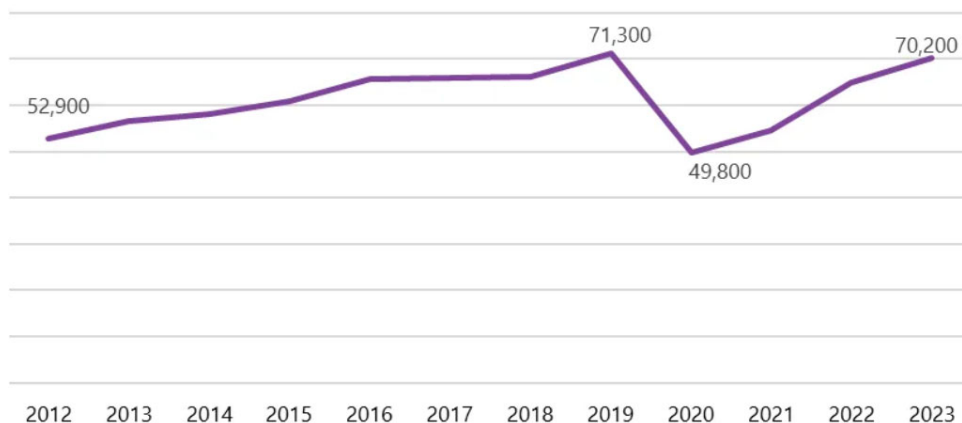
- Paid targeted online advertising, highlighting key program features, student life, and the School's unique differentiators
- Alumni voices and endorsements from professional partners and allies, such as festivals, cultural organizations, and professional associations
- Media relations support focused on outlets such as Le Devoir, CBC, The Gazette, and specialized arts publications, as well as Concordia's organic 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 School, given the right opportunity.

### Economic Context for the Live and Performing Arts in Canada and Quebec

In spite of challenges experienced through the COVID-19 pandemic and its aftermath, the performing arts constitute a vibrant sector in Canada, accounting for \$5.5 billion in revenues in 2023, a 30% increase from \$4.2 billion in 2012. The direct impact of the performing arts on the Canadian GDP was \$2.8 billion in 2023, a 27% increase from 2012 (\$2.2 billion). In 2023, there were 70,200 full-time and part-time jobs in the performing arts, which is a 33% increase from the 52,900 jobs in 2012.<sup>1</sup> This does not include contributions of performing arts practitioners to the audiovisual and other artistic or educational fields (acting for cinema, music scores for film and videogame, music, drama or dance education, and so on.)

**Jobs in the performing arts in Canada, 2012 to 2023**



Source: Statistics Canada. Table 36-10-0652-01 National culture and sport indicators by domain and sub-domain.

A 2024 study conducted by the Chambre de commerce du Montréal métropolitain, titled « Montréal, métropole culturelle : protéger et développer nos atouts. Analyse des défis et des

<sup>1</sup> The increases in revenues and direct impact on GDP are based on the “nominal” figures, before adjusting for inflation or population growth. Source: [Performing arts: Jobs, revenues, and direct economic impact in 2023](#)

opportunit  s du secteur des arts vivants et des lieux de diffusion   <sup>2</sup> notes that the cultural sector contributes 9.2 billion dollars to the Montreal metropolitan area annually, which corresponds to roughly 6% of its GDP, and 11 billion dollars for the province of Quebec, and 2.4% of its GDP. While the study shows that spectatorship for the live arts dropped significantly during the pandemic, it also reveals that publics are gradually returning, and that the diversity of shows (type, content, targeted public) is growing steadily and continues to position Montreal as a creative capital for the live and performing arts. The study concludes with recommendations aimed at the government and the private sector to promote a resilient cultural sector, through education, valorisation, philanthropy, and public funding.

In its last budget (March 2025), the Quebec provincial government responded to this call, and announced increased funding for culture. In particular, the Conseil des arts et des lettres du Qu  bec's budget has been increased to \$200 million annually for the next three fiscal years.

Finally, Montreal's 2025-2030 Cultural Development Policy<sup>3</sup> was completed in the winter of 2025, following a public consultation that drew more than 350 contributions from citizens and cultural organizations. The Policy aims to strengthen culture as a lever for sustainable development in Montreal, based on five guiding principles: Montreal identity, accessibility, inclusion and equity, transversality and consultation, socio-ecological transition, and freedom of artistic expression. It also proposes strengthening the cultural vitality of the city center, promoting Montreal as a cultural metropolis.

## Next Steps and Timeline

Here are some important future milestones in our project.

- 2025-2026 academic year, consultation continues on issues such as governance, staffing, infrastructure and space use, student experience, advising, curriculum and course outcomes, vision for the School, and areas of action for the first years.
- September 2025, proposal submitted to Board of Governors Finance Committee
- October 2025, proposal submitted to Concordia Senate
- October 2025, proposal submitted to Board of Governors
- Fall 2025, changes to University Calendar and the Office of the Registrar
- Fall 2025, recruitment of students begins to existing music, dance and theatre programs under the new banner of the School of Performance
- August or September 2026, launch of the School of Performance

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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

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<sup>2</sup> [  tude-prot  ger-et-d  velopper-nos-atouts-culturels-octobre-2024.pdf](#)

<sup>3</sup> <https://www.realisonsmtl.ca/projetpolitiquedeveloppementculturel>

five years, several live and performing arts 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 top fine arts school, according to the QS World University Rankings, and a pillar institution in Montreal. We can assume a leadership role in shaping how emerging practitioners in the live and performing arts will be trained for an increasingly sophisticated and interdisciplinary cultural sector. Building on the 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 the ability to collaborate across disciplines, and by deepening our already extensive partnerships across the professional community in Montreal, Canada and beyond.





**SENATE  
OPEN SESSION  
Meeting of October 3, 2025**

**AGENDA ITEM:** Academic Programs Committee (APC) recommendation: Changes to the 24-credit rule (AS-ARTISCI-5800)

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate is being presented the proposed changes: Changes to the 24-credit rule (AS-ARTISCI-5800) for approval.

**BACKGROUND:**

The Faculty of Arts and Science (FAS) has long had a requirement ensuring that an undergraduate education across its programs would combine depth and breadth. As such, program students would need to complete 24 credits of electives outside their field of concentration, in order to explore beyond the boundaries, and balance out expertise with a broader academic experience. This philosophically corresponds to the optimal training of a scholar in Arts and Science. Operationally, the rule as stated in Section 31.003 of the Undergraduate Calendar, Graduation requirements #2 is as such: *"A candidate for graduation must have successfully completed at least 24 credits outside the single discipline defined by the four-letter course prefix from which the degree concentration has been chosen"* (with certain exceptions).

Unfortunately, the growth in credits of majors into specializations, and the many programs that already carry more than 66 program credits or an external accreditation, have made the applicability of this "24-credit rule" challenging to apply across the board.

The latest adjustment to the rule has been in the Undergraduate Calendar since the 2020-21 academic year: students in programs leading to professional accreditation or programs including at least 12 credits from other disciplines can have the 24 credits reduced to 18 credits to avoid having to take extra credits beyond their 90-credit program.

However, the set of exceptions has now become sizeable, and it has indeed affected the path of a number of students who have difficulty abiding by this rule at graduation, in some cases taking extra credits solely for completing this requirement.

As such, FAS put together a working group to discuss the implications of the rule and a potential change. This working group held a number of consultations detailed in the Background Report accompanying this dossier. The group has defined a set of Proposals,

also detailed in a report, summarized here: To rename the requirement from “24-credit rule” into a “Breadth Requirement”.

- To clarify the interpretation of the rule for interdisciplinary programs – a prime prefix should be designated by the unit and communicated to SAS and the Registrar.
- To reduce the breadth requirement from 24 to 15 credits (9 credits in addition to the 6-credit general education requirement) for all programs.
- The Working Group felt that this new version of the rule, in a Breadth Requirement, would reach the same objectives, while facilitating the path of our students. These proposals have been discussed and supported at a recent FAS All Chairs meeting (March 13, 2025) to make it easier for students to meet graduation requirements. The dossier proposes renaming the “24-credit rule” to “Breadth Requirement,” clarifying how it applies to interdisciplinary programs by designating a prime course prefix and reducing the requirement from 24 to 15 credits to facilitate student graduation.

The proposed changes were approved by the APC at its meeting of May 13, 2025.

**DRAFT MOTION:**

That, upon recommendation of the Academic Programs Committee, Senate approve the proposed changes to the 24-credit rule as outlined in the attached documentation.

**PREPARED BY:**

Name: Secretary of Senate  
Date: September 26, 2025

**ACADEMIC PROGRAMS COMMITTEE  
REPORT TO SENATE  
Sandra Gabriele, PhD  
May 13, 2025**

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

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

**Undergraduate Curriculum Proposals (Changes for 2026-27 Calendar)**

**Faculty of Arts and Science**

**AS-ARTISCI-5800; APC-2025-4-D2**

- Regulation changes

**Graduate Curriculum Proposals (Changes for the 2025-26 Calendar)**

**Faculty of Arts and Science**

**Department of Applied Human Sciences**

**AS-AHSC-5589; APC-2025-4-D9**

- Program changes
- Course changes
- Regulation changes



Sandra Gabriele, PhD  
Vice-Provost, Innovation in Teaching and Learning  
May 13, 2025

### **Summary and Rationale for Changes**

The **Faculty of Arts and Science** (FAS) has long had a requirement ensuring that an undergraduate education across its programs would combine depth and breadth. As such, program students would need to complete 24 credits of electives outside their field of concentration, in order to explore beyond the boundaries, and balance out expertise with a broader academic experience (see [Section 31.001 Faculty of Arts and Science](#)). This philosophically corresponds to the optimal training of a scholar in Arts and Science. Operationally, the rule as stated in Section 31.003 of the Undergraduate Calendar, Graduation requirements #2 is as such: “A candidate for graduation must have successfully completed at least 24 credits outside the single discipline defined by the four letter course prefix from which the degree concentration has been chosen” (with exceptions given in [Section 31.001 Faculty of Arts and Science](#)). Unfortunately, the growth in credits of our Majors into Specializations, and the many programs that already carry more than 66 program credits or an external accreditation, have made the applicability of this “24-credit rule” challenging to apply across the board.

The latest adjustment to the rule has been in the Undergraduate Calendar since 2020-21 academic year: students in programs leading to professional accreditation or programs including at least 12 credits from other disciplines can have the 24 credits reduced to 18 credits to avoid having to take extra credits beyond their 90-credit program. However, the set of exceptions has now become sizeable, and it has indeed affected the path of a number of students who have difficulty abiding by this rule at graduation, in some cases taking extra credits solely for completing this requirement.

As such, the FAS put together a working group to discuss the implications of the rule and a potential change. This working group held a number of consultations detailed in the Background Report accompanying this dossier. The group has defined a set of Proposals, also detailed in a report, summarized here:

1. To rename the requirement from “24-credit rule” into a “Breadth Requirement”.
2. To clarify the interpretation of the rule for interdisciplinary programs—a prime prefix should be designated by the unit and communicated to SAS and the Registrar.
3. To reduce the breadth requirement from 24 to 15 credits (9 credits in addition to the 6-credit general education requirement) for all programs.

The Working Group felt that this new version of the rule, in a Breadth Requirement, would reach the same objectives, while facilitating the path of our students. These proposals have been discussed and supported at a recent All Chairs meeting (March 13th, 2025).

There are no resource implications to this proposal.

**Resource Implications**

None.

**Summary of Committee Discussion: Faculty Council Approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 13 May 2025

**Approved by:**

Pascale Sicotte, Dean, Faculty of Arts and Science,  
Arts and Science Faculty Council, 11 Apr 2025

The following proposal was presented under ASFC-2025-3M-C and approved at the Arts and Science Faculty Council meeting on April 11, 2025. We request that it be reviewed at the Academic Programs Committee.

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

## **Summary of Committee Discussion: FCC/FAPC Approval**

### **For Submission to:**

Pascale Sicotte, Dean, Faculty of Arts and Science,  
Arts and Science Faculty Council, 11 Apr 2025

### **Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 25 Mar 2025

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

The Faculty of Arts and Science is proposing to modify its commonly-named “24-credit rule”, in order to make it a “Breadth requirement”, keeping with the depth and breadth philosophy of study within the Faculty, while facilitating the compliance to the requirements for the students. The FAS put together a working group which held a number of consultations to discuss the implications of the rule and potential changes, which made three proposals:

1. To rename the requirement from “24-credit rule” into a “Breadth Requirement”.
2. To clarify the interpretation of the rule for interdisciplinary programs—a prime prefix should be designated by the unit and communicated to SAS and the Registrar.
3. To reduce the breadth requirement from 24 to 15 credits (9 credits in addition to the 6-credit general education requirement) for all programs.

The proposals and their background have been discussed and supported at a recent All Chairs meeting (March 13th, 2025), and are supported by the FCC.

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

**Summary of Changes (Undergraduate Program Regular Curriculum Change)**

**Regulation Changes:**

- 31.001 Studies in Arts and Science Change
- 31.003 Graduation Requirements Change



## REGULATIONS CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-27 Section 31.001 and 31.003 (Breadth requirement)

**Calendar Section Name:** Studies in Arts and Science

**Calendar Section Type:** Regulation

**Description of Change:** 31.001 Studies in Arts and Science Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Faculty of Arts and Science

**Calendar publication date:** 2026/2027/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 31.001 Faculty of Arts and Science

### Present Text calendar

Studies in Arts and Science

The Faculty of Arts and Science encourages all students to explore beyond the boundaries of their programs of concentration. This is facilitated by the program structure and graduation requirements of the undergraduate degrees (see Section 31.002 Programs and Admission Requirements and Section 31.003 Degree Requirements ). Undergraduate degrees normally require 90 credits of coursework, consisting of at least one program of concentration (major at 36 to 48 credits; specialization or honours at 60 or more credits). The balance of the degree requirements may be made up of one or two minors (24 to 30 credits), one or two elective groups (15 or 18 credits), or by courses selected from a broad spectrum of disciplines. Students electing to take more than one minor may be required to surpass their regular credit requirement for graduation.

Students are required to complete at least ~~24~~ credits outside their main discipline (defined in this context by the four-letter course prefix) in addition to their program requirements. Credits earned to meet the General Education requirement (see Section 31.004 General Education ) may also be counted toward this ~~24-credit~~ requirement. ~~In programs leading to professional accreditation or in programs that include at least 12 credits from another discipline, the 24-credit requirement can be reduced to 18 credits.~~

Most major programs are relatively short, allowing maximal development of interests outside the area of concentration. Two areas of concentration can be combined in a double major. Even longer programs (specialization and honours) allow students to diversify their studies for up to one third of their degree requirements.

Program structures thus permit students to obtain a judicious

### Proposed Text

Studies in Arts and Science

The Faculty of Arts and Science encourages all students to explore beyond the boundaries of their programs of concentration. This is facilitated by the program structure and graduation requirements of the undergraduate degrees (see Section 31.002 Programs and Admission Requirements and Section 31.003 Degree Requirements ). Undergraduate degrees normally require 90 credits of coursework, consisting of at least one program of concentration (major at 36 to 48 credits; specialization or honours at 60 or more credits). The balance of the degree requirements may be made up of one or two minors (24 to 30 credits), one or two elective groups (15 or 18 credits), or by courses selected from a broad spectrum of disciplines. Students electing to take more than one minor may be required to surpass their regular credit requirement for graduation.

Students are required to complete at least **15** credits outside their main discipline (defined in this context by the four-letter course prefix) in addition to their program requirements. Credits earned to meet the General Education requirement (see Section 31.004 General Education ) may also be counted toward this **breadth** requirement.

Most major programs are relatively short, allowing maximal development of interests outside the area of concentration. Two areas of concentration can be combined in a double major. Even longer programs (specialization and honours) allow students to diversify their studies for up to one third of their degree requirements.

Program structures thus permit students to obtain a judicious balance between concentrated study and exploration of broader interests. Department and Faculty advisors are available to help students develop a plan of study which accommodates their

### **Present Text calendar**

### **Proposed Text**

balance between concentrated study and exploration of broader interests. Department and Faculty advisors are available to help students develop a plan of study which accommodates their personal interests and satisfies degree requirements.

personal interests and satisfies degree requirements.

Programs of concentration and related minors are published in the Calendar entries for each of the disciplines in the Faculty ( Section 31.010 Department of Applied Human Sciences onward). To facilitate innovative exploration outside these standard disciplines, the Faculty offers many alternatives. First, the University has established six Colleges ( Section 31.520 Liberal Arts College to Section 31.560 Simone de Beauvoir Institute and Women's Studies ) which foster various philosophies and methods of education on an intimate scale. Second, it has created majors which cross disciplinary boundaries (Southern Asia Studies and Women's Studies). In addition, selected students may create their own Individually Structured Program ( Section 31.170 Interdisciplinary Studies ) under the direction of the Faculty advisor. Finally, the Faculty offers cross-disciplinary minors (for example, Irish Studies, Southern Asia Studies, and Women's Studies) and a number of Interdisciplinary courses ( Section 31.170 Interdisciplinary Studies ) which may be chosen as electives in any program.

Programs of concentration and related minors are published in the Calendar entries for each of the disciplines in the Faculty ( Section 31.010 Department of Applied Human Sciences onward). To facilitate innovative exploration outside these standard disciplines, the Faculty offers many alternatives. First, the University has established six Colleges ( Section 31.520 Liberal Arts College to Section 31.560 Simone de Beauvoir Institute and Women's Studies ) which foster various philosophies and methods of education on an intimate scale. Second, it has created majors which cross disciplinary boundaries (Southern Asia Studies and Women's Studies). In addition, selected students may create their own Individually Structured Program ( Section 31.170 Interdisciplinary Studies ) under the direction of the Faculty advisor. Finally, the Faculty offers cross-disciplinary minors (for example, Irish Studies, Southern Asia Studies, and Women's Studies) and a number of Interdisciplinary courses ( Section 31.170 Interdisciplinary Studies ) which may be chosen as electives in any program.

A good education — balancing the development of expert knowledge in a narrow domain with broader academic experience — can be obtained in the Faculty of Arts and Science. The programs outlined are best considered as models of what can be planned by imaginative students and their academic advisors.

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### **Rationale:**

The 24-credit rule previously required is replaced by a 15-credit breadth requirement to allow more flexibility and facilitate path to graduation.

### **Resource Implications:**

None.

## REGULATIONS CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change

**Dossier Title:** 2026-27 Section 31.001 and 31.003 (Breadth requirement)

**Calendar Section Name:** Graduation Requirements

**Calendar Section Type:** Regulation

**Description of Change:** 31.003 Graduation Requirements Change

**Proposed:** Undergraduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Faculty of Arts and Science

**Calendar publication date:** 2026/2027/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

### Present Text calendar

Graduation Requirements

- A candidate for graduation must have successfully completed a program of concentration in the form of an honours, specialization, or major program.
- A candidate for graduation must have successfully completed at least ~~24~~ credits outside the single discipline defined by the four - letter course prefix from which the ~~degree concentration~~ has been chosen ~~(for exceptions to the 24 - credit rule see section Section 31.001 Faculty of Arts and Science )-~~
- 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.
- 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.
- Program students in the Faculty of Arts and Science may take ESL courses for credit, up to a maximum of six credits.
- 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

### Proposed Text

Graduation Requirements

- A candidate for graduation must have successfully completed a program of concentration in the form of an honours, specialization, or major program.
- 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 .
- 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.
- 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.
- Program students in the Faculty of Arts and Science may take ESL courses for credit, up to a maximum of six credits.
- 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 .
- In general, the credits obtained for any course may not be used

**Present Text calendar****Proposed Text**

Programs and Courses .

- 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.

- 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.

- Faculty of Arts and Science students must fulfill the General Education requirement outlined in Section 31.004 General Education .

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.

- 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.

- Faculty of Arts and Science students must fulfill the General Education requirement outlined in Section 31.004 General Education .

**Rationale:**

The 24-credit rule previously required is replaced by a 15-credit breadth requirement to allow more flexibility and facilitate path to graduation.

**Resource Implications:**

None.

## **Impact Report**

## Section 31.001 Faculty of Arts and Science

### Structure

The Faculty of Arts and Science, comprised of the former Loyola Faculty of Arts and Science, the former Sir George Williams Faculty of Arts, and the former Sir George Williams Faculty of Science, was brought into being on July 1, 1977.

For administrative purposes, the Faculty consists of departments, programs, colleges, institutes, and schools.

The departments and other units of which the Faculty is comprised are as follows:

### Departments

[Department of Applied Human Sciences](#)

[Department of Biology](#)

[Department of Chemistry and Biochemistry](#)

[Department of Classics, Modern Languages and Linguistics](#)

[Department of Communication Studies](#)

[Department of Economics](#)

[Department of Education](#)

[Department of English](#)

[Département d'études françaises](#)

[Department of Geography, Planning and Environment](#)

[Department of Health, Kinesiology, and Applied Physiology](#)

[Department of History](#)

[Department of Journalism](#)

[Department of Mathematics and Statistics](#)

[Department of Philosophy](#)

[Department of Physics](#)

[Department of Political Science](#)

[Department of Psychology](#)

[Department of Religions and Cultures](#)

[Department of Sociology and Anthropology](#)

[Department of Theological Studies](#)

### Colleges

[Liberal Arts College](#)

[Loyola College for Diversity and Sustainability](#)

[School of Irish Studies](#)

[School of Community and Public Affairs](#)

[Science College](#)

[Simone de Beauvoir Institute and Women's Studies](#)

## **Programs**

[Certificate in Arts and Science](#)

[Certificate in Science Foundations](#)

[Individually Structured Programs \(BA or BSc\)](#)

## **Objectives**

The Faculty of Arts and Science is committed to responsible and innovative leadership in developing and disseminating knowledge and values, and encouraging constructive social criticism. The Faculty achieves these objectives through inclusive and accessible academic programs which stress a broad-based, interdisciplinary approach to learning. We are dedicated to superior teaching and research supported by excellence in scholarship and creative activity, and a tradition of service to the community. The Faculty of Arts and Science serves many interdependent academic communities in an urban environment where students, staff, and faculty can pursue their shared commitment to lifelong learning.

## **Studies in Arts and Science**

The Faculty of Arts and Science encourages all students to explore beyond the boundaries of their programs of concentration. This is facilitated by the program structure and graduation requirements of the undergraduate degrees (see [Section 31.002 Programs and Admission Requirements](#) and [Section 31.003 Degree Requirements](#)). Undergraduate degrees normally require 90 credits of coursework, consisting of at least one program of concentration (major at 36 to 48 credits; specialization or honours at 60 or more credits). The balance of the degree requirements may be made up of one or two minors (24 to 30 credits), one or two elective groups (15 or 18 credits), or by courses selected from a broad spectrum of disciplines. Students electing to take more than one minor may be required to surpass their regular credit requirement for graduation. Students are required to complete at least 15 credits outside their main discipline (defined in this context by the four-letter course prefix) in addition to their program requirements. Credits earned to meet the General Education requirement (see [Section 31.004 General Education](#)) may also be counted toward this breadth requirement.

Most major programs are relatively short, allowing maximal development of interests outside the area of concentration. Two areas of concentration can be combined in a double major. Even longer programs (specialization and honours) allow students to diversify their studies for up to one third of their degree requirements.

Program structures thus permit students to obtain a judicious balance between concentrated study and exploration of broader interests. Department and Faculty advisors are available to help students develop a plan of study which accommodates their personal interests and satisfies degree requirements.

Programs of concentration and related minors are published in the Calendar entries for each of the disciplines in the Faculty ([Section 31.010 Department of Applied Human Sciences](#) onward). To facilitate innovative exploration outside these standard disciplines, the Faculty offers many alternatives. First, the University has established six Colleges ([Section 31.520 Liberal Arts College](#) to [Section 31.560 Simone de Beauvoir Institute and Women's Studies](#)) which foster various philosophies and methods of education on an intimate scale. Second, it has created majors which cross disciplinary boundaries (Southern Asia Studies and Women's Studies). In addition, selected students may create their own Individually Structured Program ([Section 31.170 Interdisciplinary Studies](#)) under the direction of the Faculty advisor. Finally, the Faculty offers cross-disciplinary minors (for example, Irish Studies, Southern Asia Studies, and Women's Studies) and a number of Interdisciplinary courses ([Section 31.170 Interdisciplinary Studies](#)) which may be chosen as electives in any program.

A good education — balancing the development of expert knowledge in a narrow domain with broader academic experience — can be obtained in the Faculty of Arts and Science. The programs outlined are best considered as models of what can be planned by imaginative students and their academic advisors.

## 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 (for exceptions to the breadth requirement see [Section 31.001 Faculty of Arts and Science](#)).
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.

## 24-Credit Rule Working Group Proposals

### *Working Group Members*

Alan Bale, CMLL; Brad Nelson, CMLL; Denis Liakin, Études françaises; Nancy St-Onge, HKAP; Saul Carliner, Education; Philippe Caignon, ADSAS; Richard Courtemanche/Beth Bloodgood, ADAPRO

Section 31.003 of the Undergraduate Calendar: “A candidate for graduation must have successfully completed at least 24 credits outside the single discipline defined by the four-letter course prefix from which the degree concentration has been chosen (for exceptions to the 24-credit rule see section [Section 31.001 Faculty of Arts and Science](#)).” The most recent change to the 24-credit rule was made in 2019 (for application to the 2020-21 academic year): students in programs leading to professional accreditation or programs including at least 12 credits from other disciplines can have the 24 credits reduced to 18 credits to avoid having to take extra credits beyond their 90-credit program.

### Process of the Working Group

The Working Group began by identifying a core set of questions which needed to be answered in order to make a recommendation about the 24-credit rule. To answer these questions, we collected quantitative data on program requirements, student enrollment in elective courses, and current interpretations and applications of the 24-credit rule. Seventeen chairs gave their insights into the purpose and effects of the 24-credit rule in person or through email based on feedback from their UPDs, UPAs, and advisors. The Working Group also agreed on principles that any proposed recommendations needed to meet: equity, simplicity, and flexibility. Any recommended change of rule should fit a diverse range of programs, be clear to students and advisors (without the need for judgement calls that might be inconsistent), and reduce the need for exceptions via student requests. The Working Group has prepared a background report with details on the questions, goals, data gathered, Chairs consulted, and observations.

### Working Group Proposals

1. Rename the requirement from 24-credit rule into the breadth requirement rule. Clarify in the Calendar that the breadth requirement for students in FAS includes the University-wide general education credits.
2. Clarify the interpretation of the rule for interdisciplinary programs—a prime prefix should be designated by the unit and communicated to SAS and the Registrar. Any additional courses in other prefixes can count towards a breadth requirement rule. For example, the BSc Environmental Science and Sustainability includes courses in BIOL, CHEM, GEOG, and GEOL with streams within BIOL, CHEM, and GEOG. The prefix of the unit of their stream would be the prime prefix. In practical terms, this means that a student in the Biology Department could not count additional BIOL courses towards a breadth requirement rule, but could count CHEM, GEOG, and GEOL courses towards the requirement. We propose introducing Calendar language that clarifies this.
3. Reduce the breadth requirement to 15 credits (9 credits in addition to the general education requirement) for all programs. This change simplifies application of the requirement, increases student mobility, and reduces stress on advising and registration given smaller course envelopes. Students will be able to take courses outside of their units and encouraged to explore their interests. A single requirement (versus different requirements for accredited vs nonaccredited programs or different sectors) is less confusing to apply consistently and clearly and will cause fewer obstacles for students if they change programs. Reducing the number of credits from 24 to 15 would remove the need for most exceptions.

## 24-Credit Working Group Background Report

### Working Group Members:

Alan Bale, CMLL

Brad Nelson, CMLL

Denis Liakin, Études françaises

Nancy St-Onge, HKAP

Saul Carliner, Education

Philippe Caignon, ADSAS

Richard Courtemanche/Beth Bloodgood ADAPRO

Currently Section 31.003 of the Undergraduate Calendar: “A candidate for graduation must have successfully completed at least 24 credits outside the single discipline defined by the four-letter course prefix from which the degree concentration has been chosen (for exceptions to the 24-credit rule see section [Section 31.001 Faculty of Arts and Science](#)).” The most recent change to the 24-credit rule in FAS was made in 2019 (for application to the 2020-21 academic year): students in programs leading to professional accreditation or programs including at least 12 credits from other disciplines can have the 24 credits reduced to 18 credits to avoid having to take extra credits beyond their 90-credit program.

### Questions for the Working Group to answer:

- 1) Do the original rationales for the 24-credit rule still hold?
- 2) What are the effects of a change in the 24-credit rule for students?
- 3) What are the effects of a change in the 24-credit rule for units?
- 4) What are the effects of keeping the 24-credit rule on future programs and program development?
- 5) Which departments will be the most impacted by a change to the 24-credit rule?
- 6) Are interdisciplinary programs different? What about programs that are joint across faculties?

### The Working Group’s goals for proposed recommendations:

- Rule general enough to apply for all students, programs, units without having to have exceptions and thus student requests and advising
- Flexibility for students to pursue their interests
- Flexibility for units to develop their programs
- Maintain spirit of 24-credit rule—well-rounded education in line with initial principles
- Avoid the need for individual interpretation of rules by advisors or during Registrar audit such that consistent understanding and application of the rule
- Students should not have surprise courses to do at the end of their program
- Facilitate a student’s ability to switch between programs—application of the rule should not change dramatically if the student moves from one program to another, e.g., changes later in the academic career should not result in extra credits to the degree
- Limited exceptions to program rules to protect Concordia’s reputation as a degree granting institution (strength of degree audit)

Data gathered to help answer the above questions:

- 1) Students in Specializations or Honours programs with more than 66 credits in the program who are in 90-credit degree programs must exceed 90 credits to meet the 24-credit rule.  
Number of programs with more than 66 credits: 25 programs across 9 units in all 3 sectors (out of 209 Major, Honours, Specialization programs)
- 2) A number of Chairs were concerned that if the 24-credit rule is reduced, then units may not have enough students to continue to offer their courses. The number of elective courses (courses which are open to non-program students and thus the most likely to be impacted by changing the 24-credit rule) at risk of being cancelled because they fall below the 15-student threshold if the 24-credit rule was removed (i.e. if non-program students were not in them): 1 of 186 sections across 128 distinct courses for the 2023-2024 academic year
- 3) Alternatives to the 24-credit rule to achieve the goal of breadth in the curriculum include increasing the degree of interdisciplinarity within programs. There is currently tension between the 24-credit rule and interdisciplinarity within programs as it is unclear whether including other prefixes within a major may make other courses in these prefixes ineligible to count towards the 24-credit rule. For example, in a program like the Major in Religions and Cultures which includes prefixes from 10 different units it would be difficult for students to find courses towards the 24-credit rule if the rule is interpreted strictly.  
Number of interdisciplinary programs (program has 12 or more credits from another unit): 23  
Number of programs with any courses from more than one prefix: 68  
Number of programs with any courses from another unit included: 43
- 4) In units with multiple prefixes, students can fulfill the 24-credit rule using courses from the same unit. This fulfills the letter of the rule but not the spirit.  
Number of units with multiple prefixes in use: 8
- 5) Accredited programs that are already at 18 rather than 24 credits for the 24-credit rule: 20
- 6) Some of the issues surrounding the 24-credit rule are more about clarity of application so that students get consistent advising, and the graduation audit is accurate.  
Programs for which the Registrar has questions regarding unclear or contradictory interpretations of the 24-credit rule for the current graduation audit: 56
- 7) In two units, Calendar text has been added to clarify questions around the 24-credit rule. In SOCI/ANTH, the Calendar text reads: Entry requirements for Sociology/Anthropology cross-listed courses depend on the discipline through which the course was entered. A cross-listed SOCI/ANTH course counts as either SOCI or ANTH as needed to satisfy the program requirements regardless of whether the student registered for the course as SOCI or ANTH. In the Joint Major Data Science there is a Calendar note that the 24-credit rule does not apply.

- 8) Practices of other Faculties of Arts and/or Science at universities in Quebec regarding a breadth or general education requirement:

McGill, Faculty of Arts, Multi-track System: Students must complete at least one Major concentration (36 to 48 credits) and Minor Concentration (18 to 24 credits) from different course codes, although can complete two Majors or joint Honours (from different disciplines instead)

<https://www.mcgill.ca/oasis/academic/degree-planning-guide/requirements>

McGill, Faculty of Science, same as above plus Liberal Programs including Core Science Component (CSC) (45–50 credits) and a breadth component (at least 18 credits)

<https://www.mcgill.ca/study/2024->

[2025/faculties/science/undergraduate/ug\\_sci\\_program\\_reqs](https://www.mcgill.ca/study/2024-2025/faculties/science/undergraduate/ug_sci_program_reqs)

Université de Montréal: Major of 60 credits plus Minor or Certificate of 30 credits, or three Minors, or Specializations of 90 credits (some of which are multidisciplinary)

([https://registraire.umontreal.ca/fileadmin/registrariat/documents/Annuaire/2024-2025/Annuaire\\_general\\_1cycle\\_2024\\_2025.pdf](https://registraire.umontreal.ca/fileadmin/registrariat/documents/Annuaire/2024-2025/Annuaire_general_1cycle_2024_2025.pdf), p.8)

- 9) Practices of other Faculties of Arts and/or Science at universities in Canada regarding a breadth or general education requirement:

York, Faculty of Science, General Education requirement: 24 credits (BA) to 27 credits (BSc)

<https://www.yorku.ca/science/my-degree/program-requirements/general-education/>

York, Faculty of Liberal Arts and Professional Studies, General Education requirement: 21 credits

[http://calendars.registrar.yorku.ca/2015-2016/faculty\\_rules/AP/degree\\_req.htm](http://calendars.registrar.yorku.ca/2015-2016/faculty_rules/AP/degree_req.htm)

Toronto Metropolitan University: Tripartite degree structure required for undergraduate degree consisting of Core Studies 60%-75% of 40 1-credit courses, Open Electives 10%-25%, and Liberal Studies 15%-20%

<https://www.torontomu.ca/senate/policies/undergraduate-curriculum-structure-policy-2/>

Simon Fraser General Education (WQB) requirement: All undergraduates must complete 36 units of courses designated as Writing, Quantitative, or Breadth

<https://www.sfu.ca/vpacademic/our-role/academic-planning/curriculum-development/general-education-wqb/wqb-requirements.html#:~:text=General%20Education%20at%20SFU%20enhances,an%20ethical%20and%20comprehensive%20manner.&text=All%20students%20admitted%20to%20an,prior%20to%20admission%20to%20SFU>

Waterloo: BA Breadth Requirement of 10 courses over 5 categories

<https://uwaterloo.ca/arts/undergraduate/programs/ba-degree-requirements-overview#:~:text=BA%20Breadth%20Requirements,-The%20BA%20Breadth&text=Students%20must%20complete%20a%20total,of%20your%20Liberal%20Studies%20requirements.>

Waterloo, Faculty of Science, BSc: University Communication requirement of 3 credits

[https://uwaterloo.ca/academic-calendar/undergraduate-studies/catalog#/programs/BJod\\_8jW6](https://uwaterloo.ca/academic-calendar/undergraduate-studies/catalog#/programs/BJod_8jW6)

Chairs Consulted:

Alison Rowley, History  
André Gagné, Theology  
Anna Sheftel, SCPA  
Craig Townsend, GPE  
Daniel Salée, Political Science  
David Morris, Philosophy  
Elizabeth Miller, Communications Studies  
Gearoid O'Hallmhair, Irish Studies  
Jarrett Carty, Liberal Arts College  
Jorgen Hansen, Economics  
Kimberley Manning, SdBI  
Marco Bertola, Mathematics and Statistics  
Mark Watson, Sociology and Anthropology  
Michael Sacher, Biology  
Naftali Cohn, Religion  
Peter Pawelek, Chemistry and Biochemistry (Gregor Kos)  
Rosemary Reilly, Applied Human Sciences

#### Findings:

Programs that might most need the purpose of the 24-credit rule (broadening of education) are often the ones with the most difficulty to apply it because of accreditation and external requirements for their programs (for example programs requiring 72 credits or more of program credits). Some programs have a large number of courses from outside of the home unit built into the program design as either required courses (e.g. BSc Honors or Specialization in Environmental or Sustainability Science) or as “selectives”, groups from which students select a certain number of courses from a list (e.g. Major in Interdisciplinary Studies in Sexuality, Major in Southern Asia Studies). These programs both have between 15 and 18 credit requirements that can be satisfied by a list of 'optional' courses. There are SSDB or RELI courses on the list, but also: AHSC, ANTH, BIOL, ENGL, FASS, FFAR, FMST, HIST, RELI, SOCI, RELI, HIST, ENGL, FMST, LING, PHIL, SCPA, URBS, WSDB, SSDB.

The working group also found it important to note the difference between eliminating the requirement to take courses across units and eliminating the ability of students to take courses across units. Students in 45-credit programs will continue to need and want a broad variety of courses. However, the limited availability of elective courses is an important issue. If students don't have the ability to select courses that are of interest to them to meet the 24-credit rule, this creates logistical challenges and falls short of the spirit of the rule.

Although this was not a major focus of the committee, one issue that arises in teaching electives is that students somehow think that these courses involve less work than required for courses in majors. It might be helpful for units to communicate expectations to students more widely perhaps by suggesting language to add to course outlines. For example, “The workload for breadth courses, like all courses, is determined by the number of credits awarded. Whether a course is part of your major or breadth requirements, the workload should be relatively similar across courses.”

Discussions in the Working Group were based on upon input from Chairs consulted (see list above) as well as members' experiences within their units, and resulted in a list of potential effects which were examined further.

- 1) In a number of BSc programs, students were required to take more than the number of credits in their degree program (90-credit programs in particular) to fulfill the 24-credit rule and thus this extended their time to graduation.
- 2) Students who change programs, particularly from an accredited program (e.g. BSc Specialization in Chemistry) to a non-accredited program (e.g. BSc Major in Chemistry) have had to unexpectedly complete additional courses at the end of their programs because they needed to fulfil the 24-credit rather than 18-credit rule. While there are mechanisms to address this through a student request, this adds stress for the student and increases advising demands.
- 3) Changes to the 24-credit rule could potentially change the distributions of students, TA funds (and thus graduate recruitment potential), and course allotments. The data on courses from 2023-2024 suggests that this would not have been an issue for that year at least. Chairs also expressed the concern that without the requirement to take courses in other units they may be less able to attract new minors or majors based on this experimentation. The general education requirement (6 credits from outside the sector) might partially fulfill this need. Students can apply the new credit-no credit option to these courses as well.
- 4) Students faced confusion based on contradictory advising in the application of the 24-credit rule for units with multiple prefixes or interdisciplinary programs in which students can and do take courses from across units. On one side, some students were able to take courses in different prefixes in the same unit and satisfy the letter but not the spirit of the 24-credit rule. On the other side, highly interdisciplinary programs may limit the eligibility of other courses from those included units towards the 24-credit rule, limiting the ability of students to take courses in the spirit of the 24-credit rule because their major program was already interdisciplinary.
- 5) The requirement to take courses from other units encourages and enables students to explore new interests and find the best program for themselves, adding minors or even changing majors after taking a course or two in the Humanities or Social Sciences. The requirement encourages students to take full advantage of university experience and opportunities by insuring they explore beyond their core program and initial interests.
- 6) Taking courses from across sectors encourages the development of a diverse set of skills needed for the world of tomorrow, including critical thinking, analysis, writing, and argumentation. Diversity of experiences increases the quality of training and their ability to handle future challenges—students become stronger in their main program from having taken a diverse set of courses that require other skills. Broad preparation for their next steps is especially important with increased dynamism in students' future career paths (e.g. introduction new technologies).

- 7) The requirement to explore outside a main degree program might help some students push back against parental pressure for a particular career path. A breadth requirement also helps Concordia as a university shield against societal pressure towards career preparation versus exploration and discovery. Philosophical and pedagogical arguments for the breadth requirement were raised, but these goals could also be met in other ways, including minors (most are 24 credits), the development of more interdisciplinary programs or increasing the interdisciplinary content of existing programs, and packages of electives in interesting elective groups on new themes of interest (“samplers”).
- 8) Within the Sciences, students within 120-degree programs complete the 24-credit requirement in their first year by taking the required Extended Credit Program classes which are equivalent to the admissions profile that students in 90-credit programs complete during CEGEP. These include BIOL 201 (3cr), CHEM 205 and 206 (6cr), PHYS 204, 205, 206, 224, 225, 226 (12cr) and MATH 203, 205 (6cr). As CEGEP students have already taken these equivalent courses in CEGEP, have they then equally met the breadth requirement? Furthermore, if students coming from CEGEPs into 90-credit programs are assigned “deficiencies” to complete (a component of the admission profile that they haven’t completed, including ESL courses), then these courses count towards the 24-credit rule.
- 9) While many Chairs supported the spirit of the 24-credit rule, in terms of encouraging breadth of experiences and education, logistical considerations were increasingly problematic for achieving these goals. Reductions in the number of class sections and fewer elective courses have increased the difficulty of students accessing courses outside of their programs. This has also increased the demand for advisors to help find seats in courses or to submit student requests to have the requirement waived to enable on-time graduation. Additionally demands for accreditation or specialized training has resulted in the growth of the number of required courses in some programs so that the credit value reaches or exceeds 66 credits (see Table 1). At this point students in 90-credit programs have no room to make any mistakes in fulfilling their graduation requirements without exceeding 90 credits. In recognition of this, there are already exceptions made for accredited programs and highly multidisciplinary programs (see Table 2).

Table 1: Programs with more than 66 credits:

Department	Type	Name	Credits
MAST	Honours	Actuarial Mathematics	66
MAST	Specialization	Actuarial Mathematics/Finance	90
HKAP	Honours	Athletic Therapy	102
HKAP	BSc	Athletic Therapy	96
CHEM	Honours	Biochemistry	72
CHEM	Specialization	Biochemistry	69
BIOL	Honours	Biology	72



BIOL	Honours	Cell and Molecular Biology	72
BIOL	Specialization	Cell and Molecular Biology	66
ENGL	Honours	English and Creative Writing	66
EDUC	Specialization	Early Childhood and Elementary Education	120
BIOL	Honours	Ecology	72
GPE, BIOL, CHEM	Honours	Environmental and Sustainability Science	69
HKAP	Honours	Kinesiology and Clinical Exercise Physiology	78
PSYC	Honours	Neuroscience	66
PHYS	Specialization	Physics	66
PHYS	Specialization	Biophysics	66
PHYS	Honours	Physics	69
PHYS	Honours	Biophysics	69
PSYC	Honours	Psychology	66
MAST	Honours	Pure and Applied Mathematics	66
MAST	Honours	Statistics	66
BIOL	Honours	Systems and Information Biology	73
EDUC	Specialization	Teaching English as a Second Language	120
FRAN	Specialization	Traduction	69

NOTE: Students in 60 credit programs (Honours and some Specializations) who also wish to complete a minor in the same department may also have issues with the 24-credit rule (e.g. English Honours in English Literature (60 credits) and Minor in Professional Writing (24 credits); History Honours (60 credits) and Minor in Law and Society (24 credits); or Political Science Honours (60 credits) and Minor in Human Rights (24 credits). Some units have avoided this issue by using multiple letter course codes within the unit (e.g. CMLL uses CLAS, LING, MARA, SPAN, ITAL, MCHI, GERM; Études françaises uses FRAN, FRAA, FLIT; Education has EDUC, TESL, ADED; HKAP uses CATA, EXCI, KCEP; Geography, Planning and Environment have GEOG, GEOL, and URBS; PSYC/NEUR; SOCI/ANTH; HIST/LAWS; SCPA/FPST).

Table 2: Programs already exempted from the 24-credit rule (reduced to 18 credits):

Department	Type	Name	Credits
MAST	Honours	Actuarial Mathematics	66

MAST	Specialization	Actuarial Mathematics/Finance	90
HKAP	Honours	Athletic Therapy	102
HKAP	BSc	Athletic Therapy	96
CHEM	Honours	Biochemistry	72
CHEM	Specialization	Biochemistry	69
BIOL	Honours	Biology	72
BIOL	Honours	Cell and Molecular Biology	72
BIOL	Specialization	Cell and Molecular Biology	66
BIOL	Honours	Ecology	72
GPE, BIOL, CHEM	Honours	Environmental and Sustainability Science	69
PHYS	Specialization	Physics	66
PHYS	Specialization	Biophysics	66
PHYS	Honours	Biophysics	69
PSYC	Honours	Psychology	66
MAST	Honours	Pure and Applied Mathematics	66
MAST	Honours	Statistics	66
BIOL	Honours	Systems and Information Biology	73
EDUC	Specialization	Teaching English as a Second Language	120
FRAN	Specialization	Traduction	69



**SENATE  
OPEN SESSION  
Meeting of October 3, 2025**

**AGENDA ITEM:** Academic Programs Committee (APC) recommendation: Human Systems Intervention (AS-AHSC-5589) program change.

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate is being presented the proposed changes to the Human Systems Intervention program.

**BACKGROUND:**

The Faculty of Arts and Science (FAS) is proposing the creation of a new thesis option within the master's program in Human Systems Intervention. The program currently offers only a course-based option; the proposed change would introduce a thesis-based stream, including modifications to the program requirements and the addition of a new thesis course, AHSC 694

The proposed changes were approved by the APC at its meeting of May 13, 2025, and are detailed in the attached document.

**DRAFT MOTION:**

That, upon recommendation of the Academic Programs Committee, Senate approve the changes to the Human Systems Intervention program (AS-AHSC-5589).

**PREPARED BY:**

Name: Secretary of Senate  
Date: September 26, 2025

**ACADEMIC PROGRAMS COMMITTEE  
REPORT TO SENATE  
Sandra Gabriele, PhD  
May 13, 2025**

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

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

**Undergraduate Curriculum Proposals (Changes for 2026-27 Calendar)**

**Faculty of Arts and Science**

**AS-ARTISCI-5800; APC-2025-4-D2**

- Regulation changes

**Graduate Curriculum Proposals (Changes for the 2025-26 Calendar)**

**Faculty of Arts and Science**

**Department of Applied Human Sciences**

**AS-AHSC-5589; APC-2025-4-D9**

- Program changes
- Course changes
- Regulation changes



Sandra Gabriele, PhD  
Vice-Provost, Innovation in Teaching and Learning  
May 13, 2025

### **Summary and Rationale for Changes**

The current course-based MA program in Human Systems Intervention (HSI) is a professional program that is intended to prepare students to become practitioners who facilitate social change across community and organizational systems. Graduates might work as organization or community development practitioners, change management professionals, advocates for social change initiatives, or leaders of programs intended to bring positive change to problematic situations. In all cases, the graduate enters a field of work as a front-line practitioner. The inclusion of a thesis-based option will afford students the opportunity to engage in applied research and eventually to pursue a PhD in their respective fields, preparing them for a career in academia, public service, community service or private industry. The option will contribute to a growing need for theory, evaluation and reflection on practice in human systems intervention broadly defined. This thesis option would encompass a full range of social systems including small groups, teams, community groups, private enterprises and public sector organizations that provide the full range of health, therapeutic, educational, youth and family, and leisure services across the lifespan. The existing HSI program is well positioned to act as a hub for ongoing research efforts to build this new foundation. Currently students need to complete a research paper and thus the courses provide training and instruction in all necessary steps in the research process, including the ethics of research, data collection methods, interpretation and dissemination. By expanding the concept of what Human Systems Intervention entails, and including a research focus, this MA program will not only continue to produce skilled practitioners, but it will also generate new researchers. Generally, the field experiences the schism of practice versus research. By overlapping these two options, both researchers and practitioners will be able to learn from one another in a unique way. Thesis students will gain a greater understanding of HSI practice while practice-focused students will learn more about applied research. In essence, the classroom will become a space for generative conversations bridging the theory/research and practice/application divide. By cultivating relationships between those who are most drawn to practice with those who are more drawn to research, it becomes possible for students to adopt perspectives that employ both. Skills learned include considering multiple perspectives; embracing differences; drawing on strengths; to create new solutions- each of which is important when working with interprofessional teams.

Therefore, the Department of Applied Human Sciences proposes to add a thesis option to the existing course-based MA in HSI, which would allow and encourage students interested in social change research from a systems perspective to enter the program. Students can engage with and create research that is significant in this domain. During the Winter semester in 2024, the Department of Applied Human Sciences distributed a survey to gauge student interest in pursuing the HSI thesis-based option. Out of 1,268 undergraduate students, 179 students responded to the survey, 91 of whom indicated interest in pursuing graduate studies with a thesis within the Department. In addition to this, we have had course-based MA students over the past years who were interested in a research option – evidenced by their desire to produce a research-focused journal article (instead of a report) as a pathway to a PhD. Many past HSI students have preferred to work in post-secondary education after graduation or develop a research career in government, health and social services and in a range of private and non-profit settings. Former undergraduates have returned to our department in either full-time (tenure track, ETA, or LTA) or part-time positions. These individuals have wanted to act as educators and researchers to generate new knowledge in social, community and organizational change - a need that would be more adequately met through a thesis-based option. Within the project-based option, students use research methods to create local knowledge as a foundation for change processes that is useful and applicable, but limited to, the context in which the knowledge was generated. In the report, the nature of the intervention, the relationship with the client, and the student's learning are most salient. Within the thesis option, students will be able to create credible and trustworthy/valid knowledge and intervention processes that are transferable/generalizable to other contexts and systems. As well, graduate students enrolled in the thesis option can apply for agency funding.

The additions to the program to create a thesis option involve:

- Increasing the value of the current course-based report from 9 credits to 18 credits for the research thesis, thus enabling the thesis option to be an officially recognized research program.
- Decreasing the mandatory course credits in the thesis-based option from 33 to 24 credits with 3 credits of electives.

This chart details the proposed changes:

**Human Systems Intervention MA with Thesis Option**

	Total number of credits in existing program	Total number of credits in proposed program
<b>Required Courses</b>	<b>33 credits</b> <ul style="list-style-type: none"> <li>• AHSC 610 Group Process Intervention (3.00)</li> <li>• AHSC 620 Learning and Individual Change Processes (3.00)</li> <li>• AHSC 631 Research Methods (3.00)</li> <li>• AHSC 640 Facilitating Social Justice and Equity in Human Systems (3.00)</li> <li>• AHSC 660 Philosophy and Ethics of Intervention (3.00)</li> <li>• AHSC 672 Consultation, Planning, and Intervention (6.00)</li> <li>• AHSC 680 Facilitating Individual and Group Learning Processes (6.00)</li> <li>• AHSC 683 Special Topics in Human Systems Intervention (3.00)</li> <li>• AHSC 685 Coaching Interventions and Processes (3.00)</li> </ul>	<b>24 credits</b> <ul style="list-style-type: none"> <li>• AHSC 610 Group Process Intervention (3.00)</li> <li>• AHSC 620 Learning and Individual Change Processes (3.00)</li> <li>• AHSC 631 Research Methods (3.00)</li> <li>• AHSC 640 Facilitating Social Justice and Equity in Human Systems (3.00)</li> <li>• AHSC 660 Philosophy and Ethics of Intervention (3.00)</li> <li>• AHSC 672 Consultation, Planning, and Intervention (6.00)</li> <li>• AHSC 681 Special Topics (3.00)</li> </ul>
<b>Elective Courses</b>	3 credits chosen from: <ul style="list-style-type: none"> <li>• AHSC 675 Introduction to Open Systems Theory (3.00)</li> <li>• AHSC 681 Special Topics (3.00)</li> <li>• AHSC 682 Special Topics (6.00)</li> <li>• AHSC 695 Independent Study I (3.00)</li> <li>• AHSC 696 Independent Study II (3.00)</li> </ul>	3 credits chosen from: <ul style="list-style-type: none"> <li>• AHSC 675 Introduction to Open Systems Theory (3.00)</li> <li>• AHSC 682 Special Topics (6.00)</li> <li>• AHSC 683 Special Topics in Human Systems Intervention (3.00)</li> <li>• AHSC 695 Independent Study I (3.00)</li> <li>• AHSC 696 Independent Study II (3.00)</li> </ul>
<b>Research</b>	<b>Total of 9 credits</b> AHSC 692 Master's Project (9.00)	<b>Total of 18 credits</b> AHSC 694 Master's Thesis (18.00)
<b>Total number of credits</b>	<b>45</b>	<b>45</b>

Existing courses in the MA in Human Systems Intervention  
New 18-credit course

In Year I, students are required to take all courses. Since courses are given in a non-residential format, once per month on the weekends, people have an opportunity to work. This has been an attractive draw for people in the workforce who want to return to school but cannot afford the time commitment of more traditional

programs. Therefore, the program has taken a unique approach to instructional design. All first-year courses are taken concurrently. This allows students to build knowledge connections and bridge domains, avoiding a common problem of siloing knowledge. Therefore, when covering research methods one day, and intervention planning the next, the learning from one day/course can inform and enrich the next.

A review of graduate supervision within AHSC over the past five years clearly testifies to the capacity for supervision. During the review period covering the past five years a total of 34 graduate students (both the INDI MA and PhD programs as well as the Humanities PhD program) were supervised by current faculty members in our department while two other graduate students were co-supervised by faculty members. Despite not having a formal thesis-based graduate program, the willingness to supervise and the ability to attract graduate students remains strong in the department. A recent survey of the existing faculty members identified that all 13 tenured faculty and one tenure-track faculty member expressed interest in supervising or co-supervising students in the new thesis-based option. As well, one of our ETA members has also expressed interest in thesis supervision.

The HSI MA thesis option will allow the Department to offer a stream for HSI students that can lead them toward a career as researchers and capture a potentially sizeable number of AHSC undergraduates who are interested in an MA that remains more strongly linked to a systems perspective connected to their own discipline. This new research stream would also position AHSC to develop a future PhD program. The proposed changes would bring Concordia's HSI program in line with similar programs that offer a MA thesis in Organizational Development as a research undertaking. One Canadian example is Royal Roads University, Victoria, BC where its Masters of Arts in Leadership has two options: One is an Engaged Leadership Project where students complete a project involving an issue or opportunity faced by leaders in organizations, community, network or community of practice; and the second option is a thesis where students engage in a systematic and scholarly study of an organizational opportunity or challenge with the goal of creating positive change with the organizational stakeholders.

Other similar programs are offered in Organizational Communication in French in the Province of Quebec (U de Montréal (DESS en Communication organisationnelle and Maîtrise en sciences de la communication), UQAM (Maîtrise en communication), Université d'Ottawa (Maîtrise en communication), and Université Laval (Maîtrise en communication publique - relations publiques). Since research in Human Systems Intervention is often community-engaged research, this proposed MA thesis stream would provide a more advanced degree than the Graduate Diploma in Community-Engaged Research & Evaluation at McMaster University. It would also provide an alternative to the MA in Community Engagement, Social Change, Equity at UBC or the MA in Community Engagement at the University of Alberta. It will also eventually provide the necessary step towards the proposed PhD in Community Engagement for Social Change that AHSC is developing.

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

### **Resource Implications**

With the exception of AHSC 694 Master's Thesis (18.00), this thesis option builds on the current course offerings, and therefore, no new courses will be required.

In terms of supervision, a thesis option would more effectively utilize the existing resources in the department. Currently, there are a number of faculty members who wish to supervise graduate students but are not practitioners in the field of HSI. The MA INDI program has been their only alternative. Despite not having a formal thesis-based graduate program, the willingness to supervise and the ability to attract graduate students remains strong in the department. A recent survey of the existing faculty members identified that all 13 tenured faculty and 1 tenure-track faculty member expressed interest in supervising or co-supervising students in the new thesis-based option.

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



**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
APC, 13 May 2025

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
GCC, 07 Apr 2025

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2425 6 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:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 07 Apr 2025

### **Approved by:**

Pascale Sicotte, Dean, Faculty of Arts and Science,  
Arts and Science Faculty Council, 11 Apr 2025

The following proposal was submitted forward for approval at the Arts and Science Faculty Council meeting of April 11, 2025. We request that this dossier be reviewed at the next Graduate Curriculum Committee meeting.

## **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, 11 Apr 2025

### **Approved by:**

Richard Courtemanche, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 25 Mar 2025

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

The Department of Applied Human Sciences is proposing to add a thesis option to its existing MA in Human Systems Intervention. This option would complement the existing course-based path in the MA program, attract new students, and bolster research in an area that is dynamic and promising. The department has already communicated, with the help of the School of Graduate Studies, with the Bureau de la Commission Interuniversitaire (BCI) as to the nature of the evaluation requirement for this new option. As it is a new stream in the same domain, for the department, this will be assessed as a program modification.

The program modification does not require any new section for teaching. The thesis option includes 24 credits of required courses, 3 credits for a program elective, and an 18-credit thesis, for a total of 45 credits. Changes were partially constrained to stay within the parameters provided by the BCI. The complementarity between the course-based MA and this new thesis-based option is evident, as 12 courses (all mandatory courses and all elective options) are shared between the two. The admission criteria differ partially, mostly to adapt to the type of incoming student, and facilitate the matching to the program. Specifically, the course-based stream focuses more on the applications, while the thesis-based stream centers on the new knowledge coming from the study of new properties of human systems paired with optimized interventions.

A questionnaire gauging undergraduate student interest for this option, that was widely distributed (with over 170 responses), provided a 50% positive response, so a good potential for graduate enrolments. The unit's history in student supervision, particularly as they have been involved in the MA and PhD INDI programs, and in research productivity, shows that they are ripe for this opportunity. They also have a LOI for a new PhD that is being processed, showing their growing momentum.

FCC acknowledges that while there are no new teaching assignment requirements in this file, there are MA thesis supervision resource implications that are related to this proposal. The department has had multiple faculty members supervise INDI program MA and PhD students over the last few years.

**Summary of Committee Discussion: Department approval**

**For Submission to:**

Elizabeth Bloodgood, Associate Dean, Academic Programs,  
Faculty Curriculum Committee, 19 Dec 2024

**Approved by:**

Rosemary Reilly, Chair, Applied Human Sciences,  
Department Council, 12 Dec 2024

The thesis option proposal was passed by Department Council on December 12, 2024.

**Summary of Changes (Graduate Program Regular Curriculum Change)****Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
AHSC 694 Master's Thesis New	X	X	X	X		X	X	X	X	

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Human Systems Intervention MA Change				X			

**Defined Group Changes:****Defined Groups**

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

**Regulation Changes:**

- Admission Requirements Change
- Additional Admission Requirements Change
- HSI Intervention MA with Thesis Option Note New
- Additional Degree Requirements Change
- Academic Regulations Change

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**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:** 2025/2026/Winter

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA

### Present Text calendar

Admission Requirements

- ~~Minimum two years of full-time work experience.~~
- Bachelor's degree with a minimum B average or a cumulative grade point average of at least 3.00.
- ~~A clearly delineated career intention concerning the development of intervention expertise for a particular domain of professional practice.~~
- Capacity to undertake all core courses of the first year in the scheduled sequence of the program.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

### Proposed Text

Admission Requirements

- Bachelor's degree with a minimum B average or a cumulative grade point average of at least 3.00.
- Capacity to undertake all core courses of the first year in the scheduled sequence of the program.
- **For the Thesis Option, work or volunteer experience is an asset.**
- **For the Project Option, a minimum two years of full-time work experience.**
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

### Rationale:

Process language, such as career intention documents, is removed from the calendar as it is housed on the admission requirements website.

### Resource Implications:

None.

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**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:** 2025/2026/Winter

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA

### Present Text calendar

Additional Admission Requirements

~~The Graduate Program Director may require a demonstration of English language competencies for international students or students educated abroad.~~

~~Preference will be shown toward applicants who have work experience that is directly related to their learning goals in the program.~~

### Proposed Text

Additional Admission Requirements

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

### Rationale:

Process language is removed from the calendar as it is housed on the admission requirements website.

### Resource Implications:

None.

## PROGRAM CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**Calendar Section Name:** Human Systems Intervention MA

**Calendar Section Type:** Program

**Description of Change:** Human Systems Intervention MA Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Applied Human Sciences

**Program Name:** Human Systems Intervention MA

**Program Type:** Course-based

**Degree:** MA

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 2026

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA > Degree Requirements

**Type of Change:** Program Change

	Present Text calendar	Proposed Text
45 credits	<p>Human Systems Intervention MA</p> <p><del>33-credits of Required Courses:-</del></p> <p><del>AHSC 610 Group Process Intervention (3)-</del></p> <p><del>AHSC 620 Learning and Individual Change Processes (3)-</del></p> <p><del>AHSC 631 Research Methods (3)-</del></p> <p><del>AHSC 640 Facilitating Social Justice and Equity in Human Systems (3)-</del></p> <p><del>AHSC 660 Philosophy and Ethics of Intervention (3)-</del></p> <p><del>AHSC 672 Consultation, Planning, and Intervention (6)-</del></p> <p><del>AHSC 680 Facilitating Individual and Group Learning Processes (6)-</del></p> <p><del>AHSC 683 Special Topics in Human Systems Intervention (3)-</del></p> <p><del>AHSC 685 Coaching Interventions and Processes (3)-</del></p> <p>.</p> <p><del>9 credits:-</del></p> <p><del>AHSC 692 Master's Project (9)-</del></p> <p>.</p> <p><del>3 credits of Elective Courses chosen from:-</del></p> <p><del>AHSC 675 Introduction to Open Systems Theory (3)-</del></p> <p><del>AHSC 681 Special Topics (3)-</del></p> <p><del>AHSC 682 Special Topics (6)-</del></p> <p><del>AHSC 695 Independent Study I (3)-</del></p> <p><del>AHSC 696 Independent Study II (3)-</del></p>	<p>45 Human Systems Intervention MA</p> <p>credits</p> <p>45 credits chosen from:</p> <p>Human Systems Intervention MA with Thesis Option</p> <p>Human Systems Intervention MA with Project Option</p>

### Rationale:

The content under this general program heading is moved as the MA will now list two program options (MA with Thesis and MA with Project). Please see Human Systems Intervention MA with Project Option for program changes and Human Systems Intervention MA with Thesis Option for details on the new MA option.



**Resource Implications:**

None.

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**Calendar Section Name:** Human Systems Intervention MA with Project Option

**Calendar Section Type:** Defined group

**Description of Change:** Human Systems Intervention MA with Project Option New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Applied Human Sciences

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 2026

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA > Degree Requirements > Human Systems Intervention MA

**Type of Change:** New Defined Group

### Present Text calendar

### Proposed Text

0

**45  
credits**

0

Human Systems Intervention MA with Project Option

33 credits of Required Courses:

AHSC 610 Group Process Intervention (3)

AHSC 620 Learning and Individual Change Processes (3)

AHSC 631 Research Methods (3)

AHSC 640 Facilitating Social Justice and Equity in Human Systems (3)

AHSC 660 Philosophy and Ethics of Intervention (3)

AHSC 672 Consultation, Planning, and Intervention (6)

AHSC 680 Facilitating Individual and Group Learning Processes (6)

AHSC 683 Special Topics in Human Systems Intervention (3)

AHSC 685 Coaching Interventions and Processes (3)

9 credits:

AHSC 692 Master's Project (9)

3 credits of Elective Courses chosen from:

AHSC 675 Introduction to Open Systems Theory (3)

AHSC 681 Special Topics (3)

AHSC 682 Special Topics (6)

AHSC 695 Independent Study I (3)

AHSC 696 Independent Study II (3)

**Rationale:**

The title of the existing MA in Human Systems Intervention is changed to reflect that it is the 'with Project' option, given the new Thesis option. As well, having a thesis option provides more funding opportunities for students.

**Resource Implications:**

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

## DEFINED GROUP CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**Calendar Section Name:** Human Systems Intervention MA with Thesis Option

**Calendar Section Type:** Defined group

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

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Applied Human Sciences

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 2026

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA > Degree Requirements > Human Systems Intervention MA

**Type of Change:** New Defined Group

### Present Text calendar

### Proposed Text

0	45 credits	Human Systems Intervention MA with Thesis Option
		24 credits of Required Courses:
		AHSC 610 Group Process Intervention (3)
		AHSC 620 Learning and Individual Change Processes (3)
		AHSC 631 Research Methods (3)
		AHSC 640 Facilitating Social Justice and Equity in Human Systems (3)
		AHSC 660 Philosophy and Ethics of Intervention (3)
		AHSC 672 Consultation, Planning, and Intervention (6)
		AHSC 681 Special Topics (3)
		3 credits of Elective Courses chosen from:
		AHSC 675 Introduction to Open Systems Theory (3)
		AHSC 682 Special Topics (6)
		AHSC 683 Special Topics in Human Systems Intervention (3)
		AHSC 685 Coaching Interventions and Processes (3)
		AHSC 695 Independent Study I (3)
		AHSC 696 Independent Study II (3)
		In addition to the courses listed above, students may be permitted to register for up to three credits of graduate-level elective courses offered in other departments. In all such cases, prior permission of the Graduate Program Director and the student's supervisor is required.

18 credits:

AHSC 694 Master's Thesis (18)

**Rationale:**

We propose to add a thesis option to the existing course-based MA in HSI, which would allow and encourage students interested in social change research from a systems perspective to enter the program. The inclusion of a thesis-based option would afford students the opportunity to engage in applied research and eventually to pursue a PhD in their respective fields, preparing them for a career in academia, public or community service, or private industry.

All required courses, to be taken in the first year, will provide students a solid foundation in the skills and methods of systems change, as well as research.

The 3 credits of electives, either selected from the list of Human Systems Intervention courses or from other departments and guided by their supervisor and the graduate program director, allow students to individualize their course of study in relation to their research.

Finally, the 18 credits of Thesis work will allow students to develop a notable and significant research project.

The HSI MA thesis option will allow us to offer a stream for HSI students that can lead them toward careers as researchers and capture a potentially sizable number of AHSC undergraduates who are interested in an MA that remains more strongly linked to a systems perspective connected to their own discipline.

**Resource Implications:**

With the exception of AHSC 694 Master's Thesis (18.00), this thesis option builds on the current course offerings, and therefore, no new courses will be required.

In terms of supervision, in essence, a thesis option would more effectively utilize the existing resources in the department. A recent survey of the existing faculty members identified that 13 tenured faculty and 1 tenure-track faculty member expressed interest in supervising or co-supervising students in the new thesis-based option.

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**Calendar Section Name:** Notes

**Calendar Section Type:** Regulation

**Description of Change:** HSI Intervention MA with Thesis Option

Note New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Applied Human Sciences

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

**Type of change:** New Regulation

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA > Degree Requirements > Human Systems Intervention MA > Human Systems Intervention MA with Thesis Option

### Present Text calendar

### Proposed Text

Notes

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

### Rationale:

In order for students to be prepared to undertake their research, the student's supervisor, the graduate program director, and student will decide which elective will best prepare them for this.

### Resource Implications:

None.

## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**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:** Applied Human Sciences

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

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA

### Present Text calendar

Additional Degree Requirements

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

~~**Coursework.** The program is divided into two sections of coursework, with Year I establishing the prerequisites for Year II. In addition, students will have a minimum of 3 credits of elective coursework to complete their degree requirements.~~

~~Year I provides students with fundamental understanding and frames of reference regarding learning and change processes of persons and groups, steps in the intervention process, ethical principles, and research methods. These fundamental understandings are then deepened through application in practice-based courses of Year II. The Master's Project is intended to promote an integration of concepts and practical experience.~~

~~Year I constitutes the first phase of the program. Year II and the Elective Coursework are more individually tailored, and constitute the second and subsequent years, when necessary.~~

~~**YEAR I.** 21 required credits.~~

~~**YEAR II.** 24 required credits.~~

~~**Elective Coursework.** Required credits from Years I and II comprise 42 of the 45 credits in this MA program. Students must~~

### Proposed Text

Additional Degree Requirements

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

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

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

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

## Present Text calendar

## Proposed Text

~~complete an additional 3 credits of coursework to satisfy degree requirements. These 3 credits of coursework may be taken in Year I or Year II.~~

**Course substitution.** Students may be exempted from certain courses on the basis of coursework completed prior to entry into the program. A maximum of ~~9 credits of~~ transfer credits will be permitted. These credits will be counted toward the required 45 credits in the program.

### Rationale:

Course load information is modified to reflect both MA options.

In Year I, students are required to take all courses. Since courses are given in a non-residential format, once per month on the weekends, people have an opportunity to work. This has been an attractive draw for people in the workforce who want to return to school but cannot afford the time traditional program take. Therefore, the program has taken a unique approach to instructional design. All first-year courses are all taken concurrently. This allows students to build knowledge connections and bridge domains, avoiding a common problem of siloing knowledge.

We also provide many opportunities for students who do not want to work to be TAs or RAs.

Details on MA course credits, coursework, and elective credits are removed. This information is already detailed in the Degree Requirements section, but also with the addition of the new MA option this information wouldn't be accurate to all students. This is better communicated via the Degree Requirements section.

### Resource Implications:

None.



## REGULATIONS CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**Calendar Section Name:** Academic Regulations

**Calendar Section Type:** Regulation

**Description of Change:** Academic Regulations Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Applied Human Sciences

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

**Type of change:** Regulation Change

**Path:** Graduate > See Summer 2025 Graduate Calendar > Programs > Arts and Science Programs > Applied Human Sciences Programs > Master/Magisteriate > Human Systems Intervention MA

### Present Text calendar

Academic Regulations

~~- **Course Load for Full-Time Students.** The normal course load for full-time students will be a minimum of 21 credits per year.~~

~~A student may not register for more than 27 credits per year without permission from the AHSC Graduate Program Director.~~

~~- **Course Load for Part-Time Students.** Students will only be admitted to the program on a full-time status for the first year.~~

~~With explicit permission of the AHSC Graduate Committee, a student may continue on a part-time basis following the first year of study.~~

~~- **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.~~

~~- **Program Specific Requirements.** A minimum grade of B is required in each course.~~

~~- **Residence.** The minimum residence is one year (3-terms) of full-time study.~~

~~- **Time Limit.** Please refer to Academic Regulations page for further details regarding Time Limits.~~

~~- **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.~~

### Proposed Text

Academic Regulations

- **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

- **Program Specific Requirements for MA with Project Option students.** A minimum grade of B is required in each course.

- **Residence.** The minimum residence is one year (three terms) of full-time study.

- **Time Limit.** Please refer to the Academic Regulations section for further details regarding Time limits .

- **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

### Rationale:

Course load language is moved to the Additional Degree Requirements section.

### Resource Implications:

None.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** Fall 2025 HSI new thesis option

**Calendar Section Name:** AHSC 694

**Calendar Section Type:** Course

**Description of Change:** AHSC 694 Master's Thesis New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Faculty of Arts and Science

**Department:** Applied Human Sciences

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

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Jan 2026

**Path:** Graduate > See Summer 2025 Graduate Calendar > Courses > Arts and Science Courses > Applied Human Sciences Courses > Human Systems Intervention MA Courses > Human Systems Intervention MA Project Courses

**Type of Change:** New Course

### Present Text calendar

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

**Non-standard assessment note :**

### Proposed Text

AHSC 694 Master's Thesis (18 credits)

*Prerequisites:*

*Description :*

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

*Component(s):*

Thesis Research

*Notes :*

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

### Rationale:

The thesis requirements will adhere to the guidelines provided from the School of Graduate Studies at Concordia University. The student will work with their primary supervisor and supervisory committee to "ensure that the content and presentation of the thesis meets the norms and practices of their discipline" (SGS, 2023, p.4). In order to enter the program students will have to include in their application a draft research proposal that includes the general area they wish to research and a draft methodology.

The student and their primary supervisor will agree on a thesis-format prior to beginning. The student will have the option of submitting a traditional chapter-based thesis, research-creation thesis, or manuscript-based thesis (SGS, 2023).

The student will be responsible for submitting drafts of the thesis to their supervisor regularly throughout the process (the timetable and format of draft submissions will be agreed upon by the student and supervisor) (SGS, 2023). Adhering to the existing School of Graduate Studies guidelines, working closely with the primary supervisor and supervisory committee will ensure the academic integrity and scientific contribution of the student's thesis.

The evaluation of the thesis would directly comply with Concordia's School of Graduate Studies' thesis regulations. Throughout the development of the thesis the supervisor will read, edit, and comment on the thesis prior to the initial submission for evaluation. The student would then submit their thesis to the examining committee for examination. The examining committee would consist of a minimum of two

members, including the supervisor and another professor. The thesis will then be evaluated by the committee and a decision to accept or reject will be rendered. The criteria used for the evaluation of the thesis will be the standard criteria from the Master's Thesis Examiner Evaluation Form. The thesis may be accepted as is or accepted with modifications (minor or major). The modifications or revisions would need to be done within a six-month period following acceptance and "to the satisfaction" of the supervisor as per SGS guidelines (SGS, 2023). If a split decision is rendered on an even numbered committee the GPD or Department Chair (where appropriate) will adjudicate (SGS, 2023). If the thesis is outright rejected the student does have the option to re-submit the work only once within six months of the initial submission as per SGS guidelines.

**Resource Implications:**

None.

## Impact Report

### Courses

AHSC 694 Master's Thesis New

Graduate -> See Summer 2025 Graduate Calendar -> Courses -> Arts and Science Courses -> Applied Human Sciences Courses -> Human Systems Intervention MA Courses -> Human Systems Intervention MA Project Courses

Source of Impact

*This document is designed to get you thinking about the kind of research you would like to do for your thesis. In this way, you can begin to evolve your thinking as you take your courses, increase the clarity of your purpose during the thesis option, and it can help to decide which faculty member is best positioned to support you as a supervisor. This is just a first attempt and can grow and change as you learn more.*

*Introduction:* a brief summary of what you know about the focus and what gap you would like your research to fill. This can be 1 paragraph.

### **Project Description: Nature and Scope**

#### *Project Objectives*

The objective(s) of your proposed research or what questions you would like to answer through your research. This can also be framed as research questions.

#### *Theoretical Frameworks That Guide This Inquiry*

Some of the theories or frameworks you may draw upon to guide your research.

#### *Methodology*

A description of your proposed methodology (quantitative, qualitative, arts-based or mixed methods).

#### *Methods*

The proposed research tools you intend to use (interviews, focus groups, surveys, visuals, art making, organizational ethnography, observations, etc.).

#### *The Context of the Inquiry*

The context you will situate your project in. Will it be in a community organization? Will it be a program evaluation for youth?

#### *Participants*

Description of your potential participants.

#### *Data Collection*

Data sources (if you use more than one). For example you might use observations along with interview data.

#### *Summary of Data Collection Procedures*

A description of the steps you propose to take in collecting the data- a broad outline of what procedures you intend to use and how.

#### *Analysis Procedures*

How you intend to treat the data (e.g., qualitative, quantitative, mixed methods, etc.)? Will you be doing a statistical analysis? Or will you be doing qualitative coding?

#### *Expected Outcomes*

Products (a traditional thesis, published manuscript, research creation, other)

# Human Systems Intervention MA

## Admission Requirements

- Bachelor's degree with a minimum B average or a cumulative grade point average of at least 3.00.
- Capacity to undertake all core courses of the first year in the scheduled sequence of the program.
- For the Thesis Option, work or volunteer experience is an asset.
- For the Project Option, a minimum two years of full-time work experience.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the [English language proficiency](#) page for further information on requirements and exemptions.

## Additional Admission Requirements

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

## Degree Requirements

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

Please see the Applied Human Sciences Courses page for course descriptions.

## Human Systems Intervention MA (45 credits)

45.0 credits chosen from:

Human Systems Intervention MA with Thesis Option

Human Systems Intervention MA with Project Option

## Human Systems Intervention MA with Project Option (45 credits)

33.0 credits of Required Courses:

- AHSC 610 Group Process Intervention (3.00)
- AHSC 620 Learning and Individual Change Processes (3.00)
- AHSC 631 Research Methods (3.00)
- AHSC 640 Facilitating Social Justice and Equity in Human Systems (3.00)
- AHSC 660 Philosophy and Ethics of Intervention (3.00)
- AHSC 672 Consultation, Planning, and Intervention (6.00)
- AHSC 680 Facilitating Individual and Group Learning Processes (6.00)
- AHSC 683 Special Topics in Human Systems Intervention (3.00)
- AHSC 685 Coaching Interventions and Processes (3.00)

9.0 credits:

- AHSC 692 Master's Project (9.00)

3.0 credits of Elective Courses chosen from:

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

## **Human Systems Intervention MA with Thesis Option (45 credits)**

24.0 credits of Required Courses:

- AHSC 610 Group Process Intervention (3.00)
- AHSC 620 Learning and Individual Change Processes (3.00)
- AHSC 631 Research Methods (3.00)
- AHSC 640 Facilitating Social Justice and Equity in Human Systems (3.00)
- AHSC 660 Philosophy and Ethics of Intervention (3.00)
- AHSC 672 Consultation, Planning, and Intervention (6.00)
- AHSC 681 Special Topics (3.00)

3.0 credits of Elective Courses chosen from:

- AHSC 675 Introduction to Open Systems Theory (3.00)
- AHSC 682 Special Topics (6.00)
- AHSC 683 Special Topics in Human Systems Intervention (3.00)
- AHSC 685 Coaching Interventions and Processes (3.00)
- AHSC 695 Independent Study I (3.00)
- AHSC 696 Independent Study II (3.00)

In addition to the courses listed above, students may be permitted to register for up to three credits of graduate-level

elective courses offered in other departments. In all such cases, prior permission of the Graduate Program Director and the student's supervisor is required.

18.0 credits:

- AHSC 694 Master's Thesis (18.00)

## Notes

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

## Additional Degree Requirements

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

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

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

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

## Academic Regulations

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

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