

**AGENDA OF THE OPEN SESSION
OF THE MEETING OF SENATE**

Held on Friday, October 5, 2018,
following the meeting of the Closed Session
in the Norman D. Hébert, LL.D. Meeting Room
(Room EV 2.260) on the SGW Campus

Item	Presenter/s	Action
1. Call to order	A. Shepard	
1.1 Adoption of the Agenda	A. Shepard	Approval
1.2 Adoption of September 14, 2018 Minutes	A. Shepard	Approval
2. Business arising from the Minutes not included on the Agenda	A. Shepard	
3. President's remarks	A. Shepard	Information
4. Academic update (<i>Document US-2018-6-D2</i>)	G. Carr	Information
CONSENT AGENDA	A. Shepard	
5. Committee appointments (<i>Document US-2018-6-D3</i>)		Approval
6. Academic Programs Committee: Report and recommendations (<i>Document US-2018-6-D4</i>)		Approval
6.1 Undergraduate curriculum changes - Faculty of Arts and Science		
6.1.1 Loyola College for Diversity and Sustainability (<i>Document US-2018-6-D5</i>)		
6.1.2 Simone de Beauvoir Institute and Women's Studies (<i>Document US-2018-6-D6</i>)		

- 6.2 Institute for Cooperative Education
- 6.2.1 Editorial changes and updates to regulations and requirements (*Document US-2018-6-D7*)
- 6.2.2 Accelerated Career Experience option (*Document US-2018-6-D8*)

7. Revisions to the membership of the Council of the Gina Cody School of Engineering and Computer Science (*Document US-2018-6-D9*) Approval

8. Graduate calendar regulation changes (*Document US-2018-6-D10*) Information

REGULAR AGENDA

9. Presentation on digital strategy G. Beaudry Information

10. Ad Hoc Committee to Review Senate Eligibility Requirements (*Document US-2018-6-D11*) M. Clark-Gardner Approval

11. Question period (*maximum - 15 minutes*)

12. Other business

13. Adjournment A. Shepard

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

Held on Friday, September 14, 2018,
following the meeting of the Closed Session
in the TD Bank Financial Group Amphitheatre
(Room MB 3.210) on the SGW Campus

PRESENT

Voting members: Alan Shepard (*Chair*); Sarah Abou-Bakr; Sami Al-Hanbali; Ali Akgunduz; Paul Allen; Amir Asif; Reena Atanasiadis; Leslie Barker; Guylaine Beaudry; Pascale Biron; Rory Blaisdell; Mathilde Braems; Christophe Brett; Graham Carr; Mikaela Clark-Gardner; Sally Cooke; Mark Corwin; Frank Crooks; Christine DeWolf; Jill Didur; Rebecca Duclos; Mehdi Farashahi; Marcie Frank; Vince Graziano; Christophe Guy; Brigitte Jaumard; George Kanaan (*Acting for Anne-Marie Croteau*); Jean-Gabriel Lacombe; Sarah Mazhero; Zenobia Pais; Virginia Penhune; Martin Pugh; André Roy; Daniel Salée; Francesca Scala; Rashmikaa Sethu Madhavan; Safa Sheikh; Ali Sherra; Robert Soroka; Marc Steinberg; Ron Stern; Nafisa Tabassum Jamal; Christopher Trueman; Jean-Philippe Warren; Paula Wood-Adams; Radu Zmeureanu

Non-voting members: Philippe Beauregard; Roger Côté; Marcel Dupuis; Frederica Jacobs; Tom Hughes; Ilze Kraulis; Anne Whitelaw

Also attending: Melodie Sullivan

ABSENT

Voting members: Shaina Ali; David Morris; John Potvin; Matt Soar

Non-voting members: Joanne Beaudoin; Denis Cossette; Isabel Dunnigan; Emmet Henchey

1. Call to order

The President called the meeting to order at 2:46 p.m.

1.1 Approval of Agenda

R-2018-5-5 *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2 Approval of the Minutes of the Open Session meeting of May 18, 2018

R-2018-5-6 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of May 18, 2018 be approved, as corrected.

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

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

3. President's remarks

During the course of his remarks, Prof. Shepard commented that the University is on track for a great academic year, with strong applications and enrolments. He spoke of the successful events surrounding orientation organized by the CSU, GSA and the University as well as the welcome-back events held on both campuses. He updated Senate on research chairs and awards received by Concordia faculty members and concluded his remarks by inviting Senators to participate in Homecoming which will be held September 20 to 24 as well as the Shuffle which will be held on September 28.

4. Academic update (Document US-2018-5-D3)

As complimentary information to his written update, Dr. Carr noted that the Bachelor of Engineering degree will be celebrating its 50th anniversary during Homecoming and that the 5th annual edition of Concordia's Undergraduate Research Showcase is taking place on September 21.

He was also pleased to note that in August recent Fine Arts graduate Clara Couzino won the BMO 1st Art! competition, beating out 266 other submissions to claim the \$15,000 national prize.

CONSENT

5. Committee appointments (Document US-2018-5-D4)

R-2018-5-7 That the committee appointments, outlined in Document US-2018-5-D4, be approved.

6. Academic Programs Committee: Report and recommendations (Document US-2018-5-D5)

6.1 Undergraduate curriculum changes - Faculty of Engineering and Computer Science

6.1.1 Department of Computer Science and Software Engineering (Document US-2018-5-D6)

6.1.2 Department of Electrical and Computer Engineering (Document US-2018-5-D7)

6.1.3 Department of Mechanical, Industrial and Aerospace Engineering (Document US-2018-5-D8)

R-2018-5-8 *That the undergraduate curriculum changes in the Faculty of Engineering and Computer Science, outlined in Documents US-2018-5-D6 to D8 be approved, as recommended by the Academic Programs Committee in Document US-2018-5-D5.*

6.2 Undergraduate curriculum changes - Faculty of Fine Arts - Department of Music
(Document US-2018-5-D9)

R-2018-5-9 *That the undergraduate curriculum changes in the Faculty of Fine Arts, outlined in Document US-2018-5-D9 be approved, as recommended by the Academic Programs Committee in Document US-2018-5-D5.*

6.3 Graduate curriculum changes – Faculty of Engineering and Computer Science

6.3.1 Department of Computer Science and Software Engineering (Document US-2018-5-D11)

6.3.2 Department of Electrical and Computer Engineering (Documents US-2018-5-D12 and D13)

6.3.3 Department of Mechanical, Industrial and Aerospace Engineering (Documents US-2018-5-D14 and D15)

R-2018-5-10 *That the graduate curriculum changes in the Faculty of Engineering and Computer Science, outlined in Documents US-2018-5-D11 to D15 be approved, as recommended by the Academic Programs Committee in Document US-2018-5-D5.*

REGULAR

7. New undergraduate programs – Faculty of Fine Arts – Department of Music – BFA Specialization in Electroacoustic Creative Practices and BFA Specialization in Electroacoustic Recording Arts (Document US-2018-5-D10)

Dean Duclos introduced these new programs, noting that they have no resource implications. The Chair of the Department of Music, Prof. Corwin, indicated that these programs are unique in North America and bring together creative, technical and artistic aspects following an expressed need. These programs will allow for specificity and are adapting to the market by attracting students from trade schools who are seeking more breadth in their training.

R-2018-5-11 *Upon motion duly moved and seconded, it was unanimously resolved that that the new undergraduate programs in the Faculty of Fine Arts, outlined in Document US-2018-5-D10 be approved, as recommended by the Academic Programs Committee in Document US-2018-5-D5.*

8. Annual report of the academic hearing panel (Document US-2018-5-D16)

Me Sullivan presented the highlights of the report, which is provided annually for information purposes in accordance with Article 94 of the Academic Code of Conduct and responded to questions of clarification.

9. Strategic directions update

For the benefit of the new members, Dr. Carr summarized the consultation process of the strategic planning exercise initiated in 2015 which resulted in the articulation of nine strategic directions to achieve the overarching goal to design a next-generation university:

1. Double our research
2. Teach for tomorrow
3. Get your hands dirty
4. Mix it up
5. Experiment boldly
6. Grow smartly
7. Embrace the city, embrace the world
8. Go beyond
9. Take pride

Last year the academic leadership team identified five guiding principles to support actions relating to our strategic directions:

- Position globally
- Partner meaningfully
- Integrate for impact
- Deliver on innovation
- Augment the student experience

The Provost provided an overview of the accomplishments and highlights of initiatives undertaken during the last three years.

YEAR 1 (2016/2017)

The “first moves” to launch the plan included the following initiatives:

- Creation of the Department of Chemical and Materials Engineering.
- Public Scholars Program: A high-profile program in which ten highly-qualified PhD students from all Faculties share the significance of their research with the wider community.
- Horizontal postdoctoral fellowships: Promotes research careers and recognizes the excellence of the work of university-level students, postdoctoral fellows and members of a university.
- Institute for Urban Futures: Has organized a slate of programming since 2016 focused on the culture of cities and social justice, including hosting urban futurists in residence, organized public art competition and running schools.
- Concordia University Press: A digital and open access publishing model.

YEAR 2 (2017/2018)

The second year’s focus was on the following projects:

- Health Institute: Focuses on five key areas spanning all Faculties that will position Concordia in a key field of research and training: health and technology; preventive health, health policy and governance; biomedical fundamentals; and health and wellbeing.
- Montreal 2050: Part of our clustering effort around cities which is focused on convening and engaging faculty across disciplines, with governments, private sector partners, and citizens in the work of imagining how Montreal and other cities should be designed for the future.
- Digital strategy: Establishes a plan of action for fully integrating and leveraging digital tools and practices that serve all members of our community and place users at the center of things.
- Summer@Concordia: Ensures that the University is active and thriving 12 months a year, by scheduling greater offerings for students, providing teaching flexibility for faculty; maximizing space utilization and capitalizing on Montreal as a destination city.
- Next-generation learning: Fosters experimentation around active learning practices, experiential learning opportunities, transdisciplinary course offerings, and digital tools.
- Indigenous directions: Begins to articulate the University response to the calls to action of the Truth and Reconciliation Commission through the creation of an Indigenous Directions Leadership Group with a mandate to draft recommendations.

YEAR 3 (2018/2019)

For the current year, Dr. Carr indicated that emphasis will be to sustain the momentum in the areas identified in Years 1 and 2 and to continue to drive what is already successful with respect to indigenous directions, international positioning, research and training innovation, student mobility and hands-on learning, activating alumni, and taking pride. He noted that other exciting initiatives are underway. The emerging picture is that Concordia is a university that is forward-looking, agile and responsive, deeply rooted, globally networked, serious fun, and that is a university other universities want to be.

10. Question period

Ms. Clark-Gardner read a statement in which she conveyed that an undergraduate student who is on conditional standing has been blocked by the administration from serving on Senate. She opined that the eligibility requirements are in contravention of the Accreditation Act. Ms. Clark-Gardner made the point of the CSU's intention and hopes to have a positive year working towards a common goal. In her view, this was a Senate issue and she requested that a vote be held at the next meeting Senate to grant an exception so that this student have a voice on Senate, noting that the student had now resolved the issues which contributed to the conditional standing.

Prof. Shepard voiced his objection to naming individuals on the floor of Senate. He added that in October 2016, following an extensive review and the recommendation of an

Ad Committee established by Senate, Senate approved revised eligibility requirements which maintained the requirement of an acceptable academic standing. That said, he noted that there is a process to follow with respect to the By-Laws and that this matter, as any other agenda matter, will be referred to Steering Committee which determines the agendas of Senate.

In response to a question from Prof. Corwin regarding an update on tuition remission, Dean Wood-Adams replied that a meeting will be held in October with Graduate Program Directors, Chairs and Professors to discuss graduate funding, including the issue of tuition remission.

11. Other business

There was no other business to bring before Senate.

12. Adjournment

The meeting adjourned at 4:05 p.m.



Danielle Tessier
Secretary of Senate

Internal Memorandum

To: Members of Senate
From: Graham Carr, Provost and Vice-President, Academic Affairs
Date: September 27, 2018
Re: Academic Update

On September 24, Concordia alumna Gina Cody made an historic \$15M donation to Concordia and the Faculty of Engineering and Computer Science. In recognition of her generosity and achievements in her field, the faculty has been renamed the Gina Cody School of Engineering and Computer Science. It is the first university engineering faculty in Canada to be named after a woman. Her donation will provide for graduate and undergraduate scholarships — to attract top students and encourage inclusiveness — and bolster next-gen research on smart cities. It will also support three new chairs: in data analytics and artificial intelligence; in the internet of things; and in Industry 4.0 and advanced manufacturing.

The John Molson MBA will be celebrating its 50th anniversary during the 2018-2019 academic year. The celebrations began with a dinner reception at Homecoming. A number of activities and initiatives and activities will take place throughout the year to mark the anniversary.

Also 50 years ago, the first Bachelor of Engineering degrees were conferred by Sir George Williams University. This event was celebrated by a cocktail dinatoire and distinguished speaker lecture that took place during homecoming on September 22.

The John Molson School of Business and Raymond Chabot Grant Thornton are launching the Person of the Year Awards to celebrate Quebec entrepreneurs. The nomination period will run from September 26 to December 21 and the winners will be announced at a gala event in May of 2019.

The Danish political party, The Alternative, was hosted by the Faculty of Fine Arts as a Political-Party-in-Residence. Uffe Elbæk and colleague Indra Adnan, co-initiator of The Alternative UK, spent four days doing intensive workshops with Concordia faculty and students at the former Expo 67 Canada Pavilion site in Parc Jean Drapeau. The core political issue of the residency is urban vacancy. Along with the non-profit group Entremise, participants considered uses for the high number of underutilized or vacant buildings owned by the city of Montreal in La Toundra Hall on the former Expo site. The

goal was to experience one another's working methods up close. Students in the residency are now working towards their third session in November, a two-day 'catalyst event' open to the public, designed to build interest in a long-term project around the issue of vacancy.

Martha Langford (Art History, director and Research Chair of the Gail and Stephen A. Jarislowsky Institute for Studies in Canadian Art), and Jean-Philippe Warren (Sociology and Anthropology and CURC for the Study of Quebec), have been named as Fellows of the Royal Society of Canada (RSC). They will be inducted into the RSC at a ceremony to be held on November 16.

The Faculty of Fine Arts conferred an honorary doctorate, during a special ceremony on September 21, upon one of the world's most thought-provoking and respected filmmakers, Ulrike Ottinger. Known for her deep ethnographic sensibility and ability to explore and interweave both narrative and documentary cinematic styles, Ottinger has won many international prizes. She has had retrospectives of her work at the Cinémaèque française in Paris and the Museum of Modern Art in New York City.

Mehdi Farashahi (Management) has been re-appointed Director, International Business, in JMSB. He has been teaching graduate and undergraduate courses in the fields of strategy and international business at JMSB since 1999. In 2018, Mehdi created the JMSB's summer course offering: IBUS 471: *Internationalization of SMEs*.

Ingrid Chadwick (Management) has been named Director, National Bank Initiative in Entrepreneurship and Family Business. She is an expert in organizational learning, team dynamics, female leadership, the psychology of entrepreneurship, and mindsets and cognitive appraisals. She replaces Alexandra Dawson, who has been the director of the Initiative since its inception in 2015.

Claudine Mangen (Accountancy) has been named Director, Luc Beauregard Centre of Excellence in Communications Research. She currently holds the RBC Professorship in Responsible Organizations. Her research is primarily in the area of corporate governance with a focus on boards of directors, shareholder activism, executive compensation and corporate disclosures. As director, Mangen will coordinate targeted research and oversee all other activities of the Centre with the support of the Advisory Board.

Raymond Paquin (Management) was appointed this past summer to the position of Director, John Molson Case Publications. He joined JMSB in 2008 and is currently Principal of Concordia's Loyola College for Diversity and Sustainability. As director, Paquin will be leading a new initiative that will see JMSB-produced business cases published and distributed. An accomplished case writer himself, Paquin was the 2014 oikos Case Writing Competition Winner for the teaching case on Quebec-based carsharing company Communauto.

GradProSkills held Grad School Base Camp for new graduate students on August 31 and September 18. The day-long event is a condensed version of six GradProSkills workshops that cover fundamental topics aimed at preparing students for a successful start to graduate school. These topics include: academic code of conduct, reading strategies, library research, time management, stress management and embracing diversity. In total, 88 students participated in the two events. GradProSkills will offer 138 workshops to our graduate student population in the Fall 2018.

Between October 10 and 14, Concordia will be the site of interactive, multimedia storytelling that explores subjects like the Syrian refugee crisis, racism and Islamophobia, and the opioid epidemic. The Centre for Oral History and Digital Storytelling (COHDS) is hosting Oral History in Our Challenging Times, an annual conference put on by the Oral History Association. The event brings together established researchers and graduate students in universities and public history institutions, community-based oral historians, media and arts organizations. Many activities are free and open to the public, including the [conference kickoff](#) on Wednesday, October 10 which will feature live mural-making, and a performance by an Indigenous drum group of Concordia and McGill students.

We continue our work to consolidate and streamline services for students. Undergraduate admissions has been reorganized, with all admissions counsellors now together under Enrolment Services. We are aiming to accelerate admissions decisions, and coordinate cross-faculty decisions for all undergraduate programs. The entire Enrolment Services team – Admissions, Recruitment Admissions, Recruitment, Registrar's Office, Exams and Scheduling and SIS – is now together in FB, while two Student Accounts team members have moved to the Birks Centre to improve our services to students.

Our student athletes continue to do well on and off the field. Of particular note this month: the Stingers wrestling team represented Canada at the World University Championship in Brazil. Three female Stingers came home with gold, and two members of the men's team garnered bronze. On September 16 the women's rugby team took home the Kelly-Anne Drummond cup, winning 51-34 over McGill. The cup is named after Kelly-Anne Drummond, a member of Concordia women's rugby team who died tragically in 2004. Family, friends and former team-mates are setting up a scholarship in Drummond's name and took the opportunity at the game to continue raising funds for Women Aware in support of programs to combat domestic violence.



COMMITTEE APPOINTMENTS

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Academic Programs	Rim Hamila (CSU)	2018/2019
Distinguished Professor Emeritus	Ursula Neuerburg-Denzer (FA)	2018/2021
<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Anjali Awasthi (SGS)	2018/2020
	Volker Haarslev (SGS)	2018/2019
	Ted McCormick (SGS)	2018/2020
	Leopold Plotek (FA)	2018/2020
	David Waddington (SGS)	2018/2020
Student Tribunal Pool	Harish Babu Mullanpudi (GSA)	2018/2020
	Jasleen Kaur (GSA)	2018/2020
	Tejas Shinde (GSA)	2018/2020
	Nick Spicer (GSA)	2018/2020
	Gunes Umucu (GSA)	2018/2020

October 1, 2018

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
October 5, 2018**

The Academic Programs Committee requests that Senate consider the following undergraduate changes for the 2019-20 Undergraduate Calendar:

Following approval of Faculty Council, on **September 13, 2018** APC members reviewed the undergraduate curriculum submissions from the Faculty of Arts and Science, and the Institute for Cooperative Education. As a result of discussions APC resolved that the following undergraduate curriculum proposals be forwarded to Senate for approval:

Faculty of Arts and Science

Loyola College for Diversity and Sustainability (For January 2019 Implementation)

(US-2018-6-D5)

[The proposal involves revising the program by reducing its credit value by three, updating its course requirements, adding a note about the requirement for interdisciplinarity, and clarifying the GPA note; and updating a course exclusion note.]

- Minor in Sustainability Studies
- Course Offering
- Requirements

Simone de Beauvoir Institute and Women's Studies (For January 2019 Implementation)

(US-2018-6-D6)

[The proposal involves converting two slot courses to permanent offerings and adding courses to the optional course list.]

- Optional Courses
- Course Offerings
- Requirements

Institute for Cooperative Education

(For September 2019 Implementation) **(US-2018-6-D7)**

[The proposal involves editorial changes and updates to requirements and regulations in the co-op and the industrial experience and professional experience options.]

- Section 24 – Institute for Co-operative Education
- Editorial
- Regulations
- Requirements

(For September 2019 Implementation) **(US-2018-6-D8)**

[The proposal involves the creation of a new option.]

- Accelerated Career Experience Option



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
19 September 2018

INTERNAL MEMORANDUM

TO: Dr Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: July 3, 2018

SUBJECT: 2019-2020 Undergraduate Calendar Curriculum Changes
Loyola College for Diversity and Sustainability
LOYC-11
Changes to Minor in Sustainability Studies; Exclusion note change
LOYC 240

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of May 11th, 2018. We request that this proposal be considered at the next meeting of APC.

The **Loyola College for Diversity and Sustainability** is updating its successful Minor in Sustainability Studies. Given the interest in this program by students who are in Honours or Specialization programs which require more than 60 credits, the College is reducing the number of credits required for the Minor from 30 to 27 so that these students can finish their degrees with closer to 90 credits. This reduction in credits is accomplished by moving the general introductory course, LOYC 240 *Global Environmental Issues and Ecological Justice*, from the required course list to the program elective course list. Given the increase in interest in sustainability, more students enter the minor with a background in areas related to sustainability and do not need this course, however, by keeping it as a program elective it is available for students who are interested in the Minor, but who do need this background information. The increase in interest in sustainability also is evident in the number of courses in other departments that are appropriate for the minor and which have been added to the chosen from lists. Also, as BIOL/LOYC 205 and LOYC 320 are not required as prerequisites for any other courses in the Minor, they are recommended rather than required to be taken in the first nine credits of the Minor. In addition, a statement stressing the requirement for interdisciplinarity in this program is added and the note pertaining to the GPA requirement is clarified.

Finally, the exclusion note to LOYC 240 has been updated to ensure that students who took POLI 208 under its previous POLI 298 slot course number, are unable to repeat the course.

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

Reference documents:
FCC 2017.5/U_LOYC-11
ASFC 2018-4M-D

Loyola College for Diversity and Sustainability

LOYC-11

Memo from Principal

Program Change

Minor in Sustainability Studies

Exclusion Note Change

LOYC 240 *(also listed as POLI 208)*
Global Environmental Issues and Ecological Justice (3 credits)

INTERNAL MEMORANDUM

TO: Dr. Paul Joyce, Associate Dean, Academic Programs

FROM: Dr. Adeela Arshad-Ayaz, Interim Principal, Loyola College for Diversity and Sustainability

DATE: April 18, 2018
Amended July 26, 2018 Dr. Raymond Paquin, Principal of the Loyola College for Diversity and Sustainability

SUBJECT: Changes to LOYC 240 and minor changes to Minor in Sustainability Studies

After consultation with and agreement on the part of the Fellows of the Loyola College for Diversity and Sustainability, I request that the following changes be made to section 31.525 of the Undergraduate Calendar as soon as possible. Changes 1-6 were approved by the Fellows of the Loyola College for Diversity and Sustainability on May 18th, 2017 and change 7, on May 25th, 2017.

(1) Credit reduction for the Minor in Sustainability Studies

So that the minor will be easier for students taking specializations or honours programs in other departments (which are often 60 or 66 credits) and more in line with minor programs in other departments, we would like to reduce the Minor from 30 to 27 credits.

(2) Change in requirement of LOYC 240 for the Minor in Sustainability Studies

To accomplish the credit reduction, we request that LOYC 240 be made an optional rather than a required course for the minor. We would therefore add it to the list of 200-level courses that students could take towards the minor (i.e., the 9-credit block). As many students now enter the Minor with some background in sustainability they do not need this course, however, by keeping it as a program elective, it will be available for those students who do need it.

(3) Changes to LOYC 240 exclusion note

As LOYC 240 was previously cross-listed with a POLI 298 on this topic, the exclusion note must also include this.

(4) Change to the GPA note for the Minor in Sustainability Studies

The GPA note is difficult to interpret as written. The proposed change would make it clear.

(5) Addition of the interdisciplinarity requirement to the Minor in Sustainability Studies:

In keeping with the interdisciplinary nature of the Minor in Sustainability Studies, we would like to stipulate that courses taken towards the minor must be outside of the students' major department. This addition negates the need to make this particular stipulation for GPE students taking GEOG 203 and 204 and renders an implicitly interdisciplinary program explicitly interdisciplinary.

(6) Changes to the required order of the courses

Since there is no real prerequisite structure to the Minor in Sustainability Studies, we would like to remove the requirement that students take BIOL 205/LOYC 205 and LOYC 320 in the first nine credits and instead change this to a stated recommendation that they do so.

(7) Addition of courses to the list of options for the Minor in Sustainability Studies:

In keeping with the interdisciplinary goals of the Minor in Sustainability Studies, we would like to include the following courses as options for the Minor in Sustainability Studies: FPST 201, 203, and 341 and SOCI/ANTH 277, 319, 384, and 450. First Peoples Studies approved this on May 25th, as did the fellows of the LCDS. We also obtained approval from within the Department of Sociology and Anthropology on May 24th, 2017. These additions are courses our students are already requesting and taking via student request.

Sincerely,

Dr. Adeela Arshad-Ayaz
Principal
Loyola College for Diversity and Sustainability
L-CC-326

PROGRAM CHANGE: Minor in Sustainability Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: January 2019

Faculty/School: Arts and Science
Department: Loyola College for Diversity and Sustainability
Program: Minor in Sustainability Studies
Degree:
Calendar Section/Graduate Page Number: 31.525

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>30 Minor in Sustainability Studies</p> <p>3 LOYC 240³</p> <p>6 BIOL 205³ or LOYC 205³; LOYC 320³ to be taken in the first nine credits</p> <p>9 Chosen from BIOL 226³; CHEM 209³; EXCI 233³; GEOG 203³, 204³; LOYC 220³; PHIL 236³; SCPA 215³</p> <p>12 Chosen from BIOL 353³; COMS 372³; ECON 391³; GEOG 321³; HIST 395³; LOYC 310³, 350³, 420³; MANA 369³, 374³; POLI 394³</p> <p><i>NOTE: Students are responsible for ensuring they have the necessary prerequisites for courses at the 300 level.</i></p> <p><i>NOTE: Within the minor program, students must maintain a minimum cumulative GPA of 3.00 as well as a minimum assessment GPA of 3.00.</i></p> <p><i>NOTE: Students registered in a Human Environment, Environmental Geography, or Environmental Science program may not take GEOG 203 or 204 for credit.</i></p>	<p>27 Minor in Sustainability Studies</p> <p>6 BIOL/LOYC 205³; LOYC 320³ <u>recommended</u> to be taken in the first nine credits</p> <p>9* Chosen from BIOL 226³; CHEM 209³; EXCI 233³; <u>FPST 201³, 203³</u>; GEOG 203³, 204³; LOYC 220³, <u>240³</u>; PHIL 236³; SCPA 215³; <u>SOCI/ANTH 277³</u></p> <p>12* Chosen from BIOL 353³; COMS 372³; ECON 391³; <u>FPST 341³</u>; GEOG 321³; HIST 395³; LOYC 310³, 350³, 420³; MANA 369³, 374³; POLI 394³; <u>SOCI/ANTH 319³, 384³, 450³</u></p> <p><u>* In keeping with the interdisciplinary goals of the minor, students cannot take courses in the same department as their major, specialization, or honours program to fulfill these requirements.</u></p> <p><i>NOTE: Students are responsible for ensuring they have the necessary prerequisites for courses at the 300 <u>and 400</u> level.</i></p> <p><i>NOTE: <u>Students must have a cumulative GPA of at least 3.00 in courses taken toward the minor to be awarded the minor upon graduation.</u></i></p>

Rationale:

Reduction of the Minor in Sustainability Studies from 30 to 27 credits will make it more in line with other minors at the University and will make it easier for students in honours and specialization programs to take the minor. Making LOYC 240 an optional rather than a required course will allow for this credit reduction.

There is no real prerequisite structure to the Minor in Sustainability Studies so the requirements that students take this in the first 9 credits should be changed to a recommendation.

The GPA note is difficult to interpret as written. The proposed change would make it clear.

The minor has always been implicitly interdisciplinary; the addition of the note about students having to take 200- and 300-/400-level requirements outside of their major discipline makes this explicit. With this addition, the exclusion note for GEOG 203 and 204 is redundant.

The addition of relevant SOCI/ANTH and FPST courses offers more choices to our students, especially in light of the explicit interdisciplinary requirement. These additions are courses our students are already requesting and taking via student request.

Resource Implications:

None.

COURSE CHANGE: LOYC 240 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: January 2019

Faculty/School: Arts and Science
Department: Loyola College for Diversity and Sustainability
Program: Minor in Sustainability Studies
Degree:
Calendar Section/Graduate Page Number: 31.525

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Exclusion note change

Present Text (from 2018/2019) calendar	Proposed Text
<p>LOYC 240 <i>(also listed as POLI 208)</i> Global Environmental Issues and Ecological Justice (3 credits) This course introduces students to collective action problems faced by governments, international organizations, corporations, advocacy groups, and scientists. Topics may include climate change, biodiversity conservation, hazardous waste disposal, water and food security. <i>NOTE: Students who have received credit for POLI 208 or 394 may not take this course for credit.</i></p>	<p>LOYC 240 <i>(also listed as POLI 208)</i> Global Environmental Issues and Ecological Justice (3 credits) This course introduces students to collective action problems faced by governments, international organizations, corporations, advocacy groups, and scientists. Topics may include climate change, biodiversity conservation, hazardous waste disposal, water and food security. <i>NOTE: Students who have received credit for POLI 208 <u>or</u> 394, <u>or for this topic under a POLI 298 number</u>, may not take this course for credit.</i></p>
<p>Rationale: LOYC 240 was cross-listed with POLI 298, which has now become POLI 208, hence the indication of the POLI 298 to the exclusion note. This change is already reflected in the POLI 208 exclusion note.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Political Science</p>	

Rebecca Tittler

From: Karl Hele
Sent: May-25-17 2:14 PM
To: Rebecca Tittler
Subject: Re: Adding FPST courses to the Minor in Sustainability Studies?

great.

all the best
karl

From: Rebecca Tittler
Sent: May 25, 2017 1:33 PM
To: Karl Hele
Subject: Re: Adding FPST courses to the Minor in Sustainability Studies?

Sounds great! Thank you, Karl.
Best wishes
Rebecca

From: Karl Hele
Sent: May 25, 2017 1:29 PM
To: Rebecca Tittler
Subject: Re: Adding FPST courses to the Minor in Sustainability Studies?

Hi. Okay. Please do include 201, 203, 341, as well 210, 211, 212

Maybe an advising note for 301 would work. Let students know it counts but not formally include it.

Best
Karl
----- Original message -----

From: Rebecca Tittler
Date: Thu, May 25, 2017 13:24
To: Karl Hele;
Subject: Re: Adding FPST courses to the Minor in Sustainability Studies?

Hi Karl-

Thank you for this. It sounds like it might be difficult for our students to take 301 without the prerequisites, although if they had them we would certainly accept this course for the Minor in Sustainability Studies. On the other hand, it looks like 341 has no prerequisites, so perhaps this would be a good choice? We could also include FPST 201 and 203, with your permission.

Thoughts?
Rebecca

Rebecca Tittler

From: Danielle Gauvreau
Sent: May-31-17 4:56 PM
To: Rebecca Tittler
Cc: Satoshi Ikeda; Katja Neves; Sheri Kuit; Victoria Palmer; Aaron H. Brauer
Subject: RE: Inclusion of SOCI/ANTH courses in the Minor in Sustainability Studies

Dear Rebecca,

I discussed your request with people in charge of undergraduate programs in my department and I am happy to tell you that you can go ahead with these additions to the Minor.

To be consistent with the prerequisites as they appear in the undergraduate calendar though, we do not wish to have SOCI 277 listed as a prerequisite for SOCI 319 while it is not for our own students. This means that students will have to take 6 SOCI (or ANTH) credits at the 200 level before taking a 300 level course in our department. As in the past, if Prof. Ikeda wishes to waive the prerequisites for students in his SOCI 384 and SOCI 450 courses, we will have no objection.

Please let us know if you have any other question.

Danielle G.

Danielle Gauvreau, Ph.D.
Chair, Department of Sociology and Anthropology
Concordia University

1455 de Maisonneuve ouest
Montreal, Quebec H3G 1M8
tel.: 514-848-2424 ext 2138
e-mail: danielle.gauvreau@concordia.ca

De : Rebecca Tittler
Envoyé : jeudi 25 mai 2017 06:11
À : Danielle Gauvreau
Cc : Satoshi Ikeda; Katja Neves
Objet : Inclusion of SOCI/ANTH courses in the Minor in Sustainability Studies

Dear Professor Gauvreau-

Considering the relevance of SOCI/ANTH 277, 319, 384, and 450 to sustainability studies, the Loyola College for Diversity and Sustainability would like to officially include these as optional courses for the Minor in Sustainability Studies. Professors Ikeda and Neves-Graca, who teach these courses, have approved these additions. This would involve the following additions (in blue) to the calendar description of the Minor:

30 Minor in Sustainability Studies

- 3 LOYC 240³
- 6 BIOL 205³, LOYC 320³ to be taken in the first nine credits
- 9 Chosen from BIOL 226³; CHEM 209³; EXCI 233³; GEOG 203³, 204³; LOYC 220³; PHIL 236³; SCPA 215³; **SOCI/ANTH 277³**

12 Chosen from BIOL 353³; COMS 372³; ECON 391³; GEOG 321³; HIST 395³;
LOYC 310³, 350³, 420³; MANA 369³, 374³; POLI 394³; [SOCI/ANTH 319³, 384³, 450³](#)

[Note: Students must take SOCI/ANTH 277³ as a prerequisite to SOCI/ANTH 319³.](#)

Please let me know if you approve these changes.

Best wishes

Rebecca Tittler

Rebecca Tittler, PhD
Coordinator, Loyola College for Diversity and Sustainability & Loyola Sustainability Research Centre
Faculty of Arts and Science
Concordia University
7141 Sherbrooke St. West, AD 502
Montreal, QC H4B 1R6
Tel.: (514) 848-2424 ext. 2125

INTERNAL MEMORANDUM

TO: Dr Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: July 3, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Women's Studies and Simone de Beauvoir Institute
WSDB-6
New courses WSDB 310, 410; Optional course listing updated

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of May 11th, 2018. We request that this proposal be considered at the next meeting of APC.

Given positive enrolment under designated slot course numbers, the **Simone de Beauvoir Institute** is adding two courses, WSDB 310 *Feminism, Comedy, and Social Change* and WSDB 410 *Feminisms, Tourism, and Mobilities* to its list of optional courses in its permanent course offerings.

The list of optional courses is also updated to reflect cross-listings for FASS 291 (FASS 291/INTE 275), and FFAR 290 and SOCI 290 (INTE 270/FFAR 290/SOCI 290) for Calendar consistency.

Thank you for your consideration of this proposal for which there are no additional resource implications. These courses will be offered as part of the department's regular allotment.

Reference documents:
FCC 2017.5/WSDB-6
ASFC 2018-4M-E

Women's Studies and Simone de Beauvoir Institute

WSDB-6

Memo from Principal

Program changes

Optional Courses

New courses

WSDB 310 *Feminism, Comedy, and Social Change*

WSDB 410 *Feminisms, Tourism, and Mobilities*

Simone de Beauvoir Institute

Internal Memorandum

To: Dr. Paul Joyce, Associate Dean, Academic Programs, Faculty of Arts and Science

From: Dr. Kimberley Manning, Principal, Simone de Beauvoir Institute
Dr. Chantal Maillé, Chair, Curriculum Committee

Date: November 22, 2017

Subject: Curriculum revision of the Women's Studies programs, Simone de Beauvoir Institute

Attached please find the revisions to the Specialization, Major, Minor and Certificate programs at the Simone de Beauvoir Institute by the upgrade of two courses to permanent courses. The proposed changes were discussed and approved by members of the Curriculum Committee on November 22, 2017.

1. We are adding two courses (WSDB 310 *Feminism, Comedy, and Social Change* and 410 *Feminisms, Tourism, and Mobilities*) to the University Calendar under our Optional Course listing. These courses have both been taught a minimum of three times successfully with good enrolments under the Selected Topics in Women's Studies, WSDB 398. The *Feminism, Tourisms and Mobilities* course was upgraded to make it a 400 level course.

There are no resource implications as these courses will be offered under the department's regular yearly rotation.

2. INTE 270/FFAR 290/SOCI 290 are cross-listed therefore FFAR 290 and SOCI 290 are added to Optional Course section. INTE 275/FASS 291 are cross-listed therefore FASS 291 is also being added to the Optional Course listing.

Thank you for your help with these proposed changes.

PROGRAM CHANGE: Optional Courses

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: Winter 2019

Faculty/School: Arts and Science
Department: Simone de Beauvoir and Women's Studies
Program: Specialization, Major, Minor and Certificate in Women's Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.560

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Optional Courses WSDB 298³, 365³, 370³, 380³, 381³, 383³, 384³, 385³, 386³, 390³, 391³, 392³, 393³, 398³, 480³, 490³, 491³, 492³, 498³, 499⁶; ANTH 276³; ARTH 381³; CLAS 353³; COMS 368³, 472³; EDUC 321³; ENGL 303⁶, 351³, 352³, 382³, 393³; FLIT 360³, 471³, 472³; FMST 329³, 392³, 393³; HIST 305³, 347³; INTE 270⁶, 275³; PHIL 371³, 471³; POLI 309³; RELI 381³, 382³, 383³, 384³, 385³, 386³, 387³, 392³; SOCI 276³, 380³, 475³, 476³; SCPA 352³; THEO 295³</p>	<p>Optional Courses WSDB 298³, 310³, 365³, 370³, 380³, 381³, 383³, 384³, 385³, 386³, 390³, 391³, 392³, 393³, 398³, 410³, 480³, 490³, 491³, 492³, 498³, 499⁶; ANTH 276³; ARTH 381³; CLAS 353³; COMS 368³, 472³; EDUC 321³; ENGL 303⁶, 351³, 352³, 382³, 393³; FASS 291⁶; FFAR 290⁶; FLIT 360³, 471³, 472³; FMST 329³, 392³, 393³; HIST 305³, 347³; INTE 270⁶, 275³; PHIL 371³, 471³; POLI 309³; RELI 381³, 382³, 383³, 384³, 385³, 386³, 387³, 392³; SOCI 276³, 290⁶, 380³, 475³, 476³; SCPA 352³; THEO 295³</p>
<p>Rationale: WSDB 310 and 410 are added as they now have a permanent number. FFAR 290 and SOCI 290 are added to the listing as INTE 270/FFAR 290/SOCI 290 are cross-listed with one another (see US-2017-4-D22). INTE 275 is already cross-listed with FASS 291 in the calendar and is therefore added to the listing.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: WSDB 310 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: Winter 2019

Faculty/School: Arts and Science
Department: Simone de Beauvoir and Women's Studies
Program: Specialization, Major, Minor and Certificate in Women's Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.560

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>WSDB 310 <i>Feminism, Comedy, and Social Change</i> (3 credits) Prerequisite: See N.B. number (1). In this course, students examine the complex relationship between feminism and comedy through an interdisciplinary framework. The course posits comedic performance as a social/cultural text and considers how comedy might be used to challenge inequalities and promote social change. Topics may include the production and consumption of various genres of comedy; different theories of humour; the connections between comedic performances and key feminist principles; and how social and political issues can be addressed through comedy. <i>NOTE: Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.</i></p>
<p>Rationale: This course has been offered several times under WSDB 398 – Selected Topics. Enrollment was very good. It was, therefore, decided to give this course a permanent number.</p> <p>Past enrolments: W/2014 – 30/30, S/2015 – 23/30, W/2016 – 26/30.</p>	
<p>Resource Implications: There are no resources involved as this course is part of a list of rotating courses offered by the department.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: WSDB 410 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: Winter 2019

Faculty/School: Arts and Science
Department: Simone de Beauvoir and Women's Studies
Program: Specialization, Major, Minor and Certificate in Women's Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.560

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>WSDB 410 <i>Feminisms, Tourism, and Mobilities</i> (3 credits) Prerequisite: See N.B. number (2). This advanced level seminar explores gender, race, citizenship, class and sexuality as they manifest in various forms of contemporary tourism. This course, primarily concerned with issues of power, explores an interdisciplinary theoretical framework that privileges feminist transnational/postcolonial and critical race approaches. Some of the issues explored through this course include who can freely, safely and easily cross borders as well as the impacts of tourist consumption. Other themes may include the marketing and commodification of destinations and the interpersonal social encounters that tourism and travel enable. <i>NOTE: Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.</i></p>
<p>Rationale: This course has been offered several times under WSDB 398 – Selected Topics. Enrolment was very good. It was, therefore, decided to give this course a permanent number. The course has been upgraded and will now be offered at the 400 level.</p> <p>Past enrolments: W/2013 – 29/30, F/2016 – 29/30, W/2017 – 30/30</p>	
<p>Resource Implications: There are no resources involved as this course is part of a list of rotating courses offered by the department.</p>	
<p>Other Programs within which course is listed: None.</p>	

INTERNAL MEMORANDUM

TO: Sandra Gabriele, Vice-Provost, Teaching and Learning

FROM: Claude Martel, Director, Institute for Co-operative Education

Cc: Miranda D'Amico, Associate Dean, Student Academic Services, Arts and Science
Elaine Cheasley Paterson, Associate Dean, Academic Affairs, Fine Arts
Anjali Agarwal, Associate Dean, Student Academic Services, ENCS
Marius Paraschivoiu, Associate Dean, Academic Affairs, ENCS
George Kanaan, Associate Dean, Academic and Student Affairs, JMSB
Tristan Khaner, Associate Director, Institute for Co-operative Education

DATE: April 21, 2018

SUBJECT: Co-op Calendar Changes for 2019-20

The Institute for Co-operative Education continues to undergo positive changes. With our mission of smart growth, these edits to the Calendar will help provide consistent and clear information to our students, and increase alignment between our program offerings. The changes are primarily editorial in nature, removing duplication within the Calendar and between the Calendar and co-op website and clarifying existing wording in the Co-op section of the Undergraduate Calendar.

The proposed changes are listed in order of appearance in the Undergraduate Calendar.

I. Remove duplication of program-specific information

Change requested: Remove duplicate listing of specific programs with co-op options, specific program Academic Directors and contact information, sample course sequence schedules, and department-information in the following sections:

- Masthead text
- Introduction text
- Co-op Programs
- Co-op Schedules

Rationale: This listing of programs is not current. Academic Directors change often, sometimes multiple times a year. Currently, programs are listed in section 24, on the

co-op website, and in each department's calendar section. This duplication is unnecessary, runs the risk of conflicting information within the calendar, and risks conflicting information between the calendar and co-op website. The co-op website is kept current, and we have recently updated the website navigation to promote usability, so we advocate to simplify, reduce the risk for conflicting information, and remove duplication by removing program-specific information within section 24 of the undergraduate calendar, and instead drive students to the website.

2. Admission Criteria – editorial corrections

Change requested: clarify that admission to co-op is primarily based on academic performance and may include other factors, and drive students to the website for current and program specific admission requirements

Rationale: This is simply adding clarity - co-op admission is primarily based on academic performance, and may include prerequisite courses and other factors. Specific admission criteria and procedures sometimes vary depending on the program, so students should refer to the website for clarity.

3. Performance Requirements – replace AGPA with CGPA

Change requested: Remove reference to assessment GPA, replace with cumulative GPA as a minimum performance requirement.

Rationale: Every term, Academic Directors and the Institute perform a GPA review of our students. A combination of Assessment, Cumulative, and Term GPA's are used to evaluate students' performance. However the minimum performance requirements are based on the cumulative GPA. CGPA is more reflective of a student's current term and overall current performance since it is updated in an ongoing manner, versus the assessment GPA which is only calculated once per year and so in this case is not an accurate measure of current performance for a student. In addition, the calculated AGPA is released well into May – should we base our decision solely on AGPA that student may have to be withdrawn from their work term (which starts on May 1) which can damage the relationship between Concordia and partner institutions.

4. Industrial Experience and Professional Experience Options sections – editorial updates and corrections

Change requested: Reference CGPA vs AGPA for admission requirements to correspond with Co-op requirements, clarify that students are considered full-time status during their work-terms, update wording regarding returning to courses after the work-term, align INEX/PREX structure on fee and tuition payment with the existing structure of the co-op program

Rationale: The editorial updates to CGPA are simply to align the program requirements with co-op (see rationale in point 3). As requested by the Registrar's

office, we are also adding wording to clarify that students in the INEX/PREX option are considered full-time status during their work-terms (same as our co-op students). Updated wording based on current tax-credit regulations, clarifying that students return after their work-term only if there are courses remaining in their degree, instead of requiring students to register for courses after the internship (this leaves more discretion in the hands of the Department's Academic Director). Wording is also cleaned up in the fee section to better align with the existing structure for co-op programs:

- timing of fee payment is tied to the student's entry and completion of the program; and
- INEX/PREX students should not be receiving the same reflective learning course (between co-op and INEX/PREX) for different 'prices' (paying tuition for 3 complementary credits or not). Our wording updates brings the INEX/PREX options programs into alignment with the existing co-op structure, requiring students to still pay co-op fees but not pay tuition for their 3 complementary credits

We hope the above calendar change requests meet with your approval.

Thank you very much.

Claude Martel

Director / Directeur

Concordia University/Université Concordia

Institute for Co-operative Education/Institut d'enseignement coopératif

Office/Bureau: 1550, Boul. De Maisonneuve ouest, suite 430

Montréal (Québec), H3G 1M8

T: (514) 848-2424 x 3950 F: (514) 848-2811

PROGRAM CHANGE: Update Masthead - names of academic directors

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2019

Faculty/School: Institute for Co-operative Education
Department: Institute for Co-operative Education
Program:
Degree:
Calendar Section/Graduate Page Number: 24

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><i>Director</i> CLAUDE MARTEL</p> <p><i>Associate Director</i> TRISTAN KHANER</p> <p><i>Co-op Academic Directors</i> RICHARD BISAILLON, <i>Political Science</i> CAROLE EL AYOUBI, <i>Mechanical, Industrial and Aerospace Engineering</i> MEHDI FARASHAHI, <i>International Business</i> CLAUDINE GAUTHIER, <i>Physics</i> HUA GE, <i>Building, Civil and Environmental Engineering</i> MADOKA GRAY-MITSUMUNE, <i>Biology</i> LORETTA HUNG, <i>Finance</i> ANDREA HUNTER, <i>Journalism</i> RAJAGOPALAN JAYAKUMAR, <i>Computer Science and Software Engineering</i> M. ZAHANGIR KABIR, <i>Electrical and Computer Engineering</i> LISA KAKINAMI, <i>Mathematics and Statistics</i> DANIELLE MARCOUX, <i>Translation</i> XAVIER OTTENWAELDER, <i>Chemistry and Biochemistry</i> TARA RAMSARAN, <i>Accountancy</i> BARBARA SHAPIRO, <i>Human Resource Management</i> CHRISTIAN SIGOUIN, <i>Economics</i> HAROLD J. SIMPKINS, <i>Marketing</i> RAUL VALVERDE, <i>Business Technology Management and Supply Chain Operations Management</i> MARK WATSON, <i>Sociology and Anthropology</i></p>	<p>Director CLAUDE MARTEL</p> <p>Associate Director TRISTAN KHANER</p>
<p>Rationale: A number of academic directors change every year, sometimes multiple times a year. We maintain a current list of Academic Directors on our website under "Contacts" - students should refer to the web for a current list of academic director / programs.</p>	

Resource Implications:

none

PROGRAM CHANGE: Update intro for section 24

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2019

Faculty/School: Institute for Co-operative Education
Department: Institute for Co-operative Education
Program:
Degree:
Calendar Section/Graduate Page Number: 24

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>The University through the Institute for Co-operative Education offers programs in the co-operative format in the departments of Biology, Chemistry and Biochemistry, Economics, Journalism, Mathematics and Statistics, Physics, Political Science, Sociology and Anthropology, and in the Translation program in the Faculty of Arts and Science; in all departments of the Faculty of Engineering and Computer Science; in the areas of Accountancy, Business Technology Management (formerly Management Information Systems), Finance, Human Resource Management, International Business, Marketing, and Supply Chain Operations Management in the John Molson School of Business; and in Art History in the Faculty of Fine Arts.</p> <p>As it becomes feasible, the University may consider offering other programs in the co-op format.</p> <p>The Co-op Philosophy Co-operative education is a structured educational strategy integrating academic studies with learning through program-relevant work experiences. It provides progressive experiences in integrating theory and practice, giving students the opportunity to transfer knowledge and skills between work and classroom settings.</p> <p>Advantages of a Co-op Education Integrating theory and practice in a structured and purposeful manner allows students to come to terms with the realities of professional practice in a way that allows for the development of self-confidence, self-reliance, and self-motivation. Co-operative education provides an opportunity to gain practical experience in a chosen field. With the help of the Institute for Co-operative Education, students enhance their technical knowledge and interpersonal skills through practical experience and through participation in professional seminars, workshops, and other activities. The collaboration between employers and faculty is mutually beneficial, providing an opportunity for employers to contribute to, and influence, the educational process, and for the faculty to become aware of the latest developments in industry. In some cases joint industry-university research projects result.</p>	<p>The University through the Institute for Co-operative Education offers a variety of structured work-integrated learning programs in a number of departments across all Faculties. Please visit the website for a complete list of programs: concordia.ca/academics/co-op/programs.</p> <p>The Co-op Philosophy Co-operative education is a structured educational strategy integrating academic studies with learning through program-relevant work experiences. It provides progressive experiences in integrating theory and practice, giving students the opportunity to transfer knowledge and skills between work and classroom settings.</p> <p>Advantages of a Co-op Education Integrating theory and practice in a structured and purposeful manner allows students to come to terms with the realities of professional practice in a way that allows for the development of self-confidence, self-reliance, and self-motivation. Co-operative education provides an opportunity to gain practical experience in a chosen field. With the help of the Institute for Co-operative Education, students enhance their technical knowledge and interpersonal skills through practical experience and through participation in professional seminars, workshops, and other activities. The collaboration between employers and faculty is mutually beneficial, providing an opportunity for employers to contribute to, and influence, the educational process, and for the faculty to become aware of the latest developments in industry. In some cases joint industry-university research projects result.</p>

Rationale:

This listing of programs is not current. Currently, programs are listed in section 24, on the co-op website, and in each department's calendar section. This duplication is unnecessary, runs the risk of conflicting information within the calendar, and risks conflicting information between the calendar and co-op website (which is kept current). We advocate to simplify, remove duplication, and remove potential duplication by removing program-specific information within section 24 of the undergraduate calendar, and instead drive readers to the website.

Resource Implications:

limited - reduced administration need in upkeeping multiple sources of information

PROGRAM CHANGE: Admission to Co-op - editorial corrections

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2019

Faculty/School: Institute for Co-operative Education
Department: Institute for Co-operative Education
Program:
Degree:
Calendar Section/Graduate Page Number: 24

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Admission to Co-op Admission to co-op is selective based on academic performance, as well as other factors such as extracurricular activities, communication skills, motivation, personality, and drive. Applicants must be legally eligible to work in Canada. International students are required to obtain a Canadian work permit.</p> <p>Students applying to co-op should complete the appropriate section on the University Admissions form. When students are accepted, they may be asked to provide a resumé of past work experience and a statement of the reasons for their interest in the co-op format. The final decision to accept or reject an applicant rests with the Director, Institute for Co-operative Education.</p>	<p>Admission to Co-op Admission to co-op is selective, <u>primarily</u> based on academic performance, <u>and may include prerequisite courses and</u> other factors such as extracurricular activities, communication skills, motivation, personality, and drive. Applicants must be legally eligible to work in Canada. International students are required to obtain a Canadian work permit.</p> <p>Students applying to co-op should complete the appropriate section on the University Admissions form. <u>Please refer to concordia.ca/academics/co-op for program, application, and admission details.</u> The final decision to accept or reject an applicant rests with the Director, Institute for Co-operative Education.</p>
<p>Rationale: Adding clarity - co-op admission is primarily based on academic performance, and may include prerequisite courses and other factors. Specific admission criteria and procedures sometimes vary depending on the program, so students should refer to the website for clarity.</p>	
<p>Resource Implications: none</p>	

PROGRAM CHANGE: Performance Requirements - replace AGPA with CGPA

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2019

Faculty/School: Institute for Co-operative Education
Department: Institute for Co-operative Education
Program:
Degree:
Calendar Section/Graduate Page Number: 24

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Co-op Performance Requirements Students permitted to undertake their studies in the co-op format enrol full-time as regular undergraduates and are subject to their program's academic regulations. However, higher performance standards are often required to continue in the co-op format. Students registered in the co-op program are required to maintain a minimum assessment GPA of 2.50 to continue in the co-op program. A faculty or department may require a higher assessment GPA and may have additional requirements to continue in the co-op program. Students are advised to consult with the co-op academic director of their program for the specific requirements of their program or if they wish to apply to a co-op program after their initial admission. The work-term evaluation consists of two components:</p> <ol style="list-style-type: none"> 1. student work-term performance as evaluated by the Director of the Institute for Co-operative Education or delegate, with input from the employer; 2. the work-term report or communications component and presentation evaluated by faculty, the Director of the Institute for Co-operative Education or delegate. <p>Each component is evaluated separately. Students must successfully complete all required components to pass the work term which is marked on a pass/fail basis. A failing grade for the work term or failure to meet the co-op academic requirements will normally result in the dismissal of the student from the Institute for Co-operative Education. A student may be exempted from any work-term requirements if he or she submits medical and/or other evidence to support such exemption to the Director of the Institute for Co-operative Education.</p>	<p>Co-op Performance Requirements Students permitted to undertake their studies in the co-op format enrol full-time as regular undergraduates and are subject to their program's academic regulations. However, higher performance standards are often required to continue in the co-op format. Students registered in the co-op program are required to maintain a minimum cumulative GPA of 2.50 to continue in the co-op program. A faculty or department may require a higher GPA and may have additional requirements to continue in the co-op program. Students are advised to consult with the co-op academic director of their program for the specific requirements of their program or if they wish to apply to a co-op program after their initial admission. The work-term evaluation consists of two components:</p> <ol style="list-style-type: none"> 1. student work-term performance as evaluated by the Director of the Institute for Co-operative Education or delegate, with input from the employer; 2. the work-term report or communications component and presentation evaluated by faculty, the Director of the Institute for Co-operative Education or delegate. <p>Each component is evaluated separately. Students must successfully complete all required components to pass the work term which is marked on a pass/fail basis. A failing grade for the work term or failure to meet the co-op academic requirements will normally result in the dismissal of the student from the Institute for Co-operative Education. A student may be exempted from any work-term requirements if he or she submits medical and/or other evidence to support such exemption to the Director of the Institute for Co-operative Education.</p>
<p>Rationale: Every term, Academic Directors and the Institute perform a GPA assessment on their students. A combination of Assessment, Cumulative, and Term GPA's are used to evaluate students' performance. Assessment GPA is only calculated once per year and so in this case is not an accurate measure of current performance for a student. Cumulative GPA is</p>	

more appropriate.

Resource Implications:
none

PROGRAM CHANGE: Programs - editorial removal of duplicated listing

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2019

Faculty/School: Institute for Co-operative Education
Department: Institute for Co-operative Education
Program:
Degree:
Calendar Section/Graduate Page Number: 24

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>UNDERGRADUATE PROGRAMS</p> <p>Co-op programs offered in the Faculty of Arts and Science:</p> <p>Biology Co-op Academic Director: Dr. Madoka Gray-Mitsumune, 514-848-2424, ext. 4026</p> <p>The Biology co-operative program is offered to students who are enrolled in the BSc Honours or Specialization in Biology; Cell and Molecular Biology; and Ecology. Students in Biology co-op take the regular academic program. Work positions are available in industry, national and provincial research institutes, health organizations, and universities located throughout Canada. Students are encouraged to choose their work-term positions that will provide practical experiences in biology-related fields. Please see §31.030 for specific details concerning the curriculum.</p> <p>Chemistry and Biochemistry Co-op Academic Director: Dr. Xavier Ottenwaelder, 514-848-2424, ext. 8934</p> <p>The Chemistry and Biochemistry co-operative program is offered to students who are enrolled in the BSc Honours or Specialization in Chemistry, Biochemistry. Students in Chemistry and Biochemistry co-op take the regular academic program; however, in the work terms the employment opportunities range among a wide variety of industrial and government agencies located throughout Canada. Students are encouraged to choose their work-term positions in a way which provides them with experience ranging from basic analysis in industrial processes and environmental control to senior research placements in the laboratories of various employers. Please see §31.050 for specific details concerning the curriculum.</p> <p>Economics Co-op Academic Director: Dr. Christian Sigouin, 514-848-2424, ext. 3916</p> <p>The Economics co-operative program is offered to students enrolled in a BA Honours or</p>	<p>UNDERGRADUATE PROGRAMS</p> <p>Please see the following Faculty sections of the Undergraduate Calendar for a list of co-op programs by Faculty, and Faculty-level requirements:</p> <p>Arts and Science: §31.515 John Molson School of Business: §61.25 Engineering and Computer Science: §71.10.8 Fine Arts: §81.10</p> <p>For a complete list of current undergraduate co-op programs, sequence of work and study terms, and contact information, please refer to our website: concordia.ca/academics/co-op.</p>

Specialization in Economics. The academic content of the Economics co-op program is identical to that of the regular program; however, the required work terms provide the co-op student with the unique opportunity of experiencing economics in an applied format. Because of the course choices available, an Economics co-op student is prepared to undertake employment during his or her work terms in a variety of public sectors including provincial and federal government agencies. Private sector positions might include placements in banks, consulting firms, or planning departments in a variety of industries. Please see §31.080 for specific details concerning the curriculum.

Journalism Co-op

Academic Director: Dr. Andrea Hunter, 514-848-2424, ext. 2485

The Journalism co-operative program is offered to full-time students who are enrolled in the BA Major program in the Department of Journalism. Students who meet the academic requirements for co-op are eligible to apply. The academic content is very similar to that of the regular programs, with some specific recommendations for courses to improve the students' job skills. Work terms provide co-op students with the opportunity to gain practical journalism experience with a variety of employers. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §31.180 for specific details concerning the curriculum.

Mathematics and Statistics Co-op

Academic Director: Dr. Lisa Kakinami, 514-848-2424, ext. 3397

The Mathematics and Statistics co-operative program is offered to students enrolled in the BA or BSc degrees with Honours or Specialization in Mathematics, Applied Mathematics, Statistics, Actuarial Mathematics, Actuarial Mathematics/Finance or Mathematical and Computational Finance. The academic content of the Mathematics and Statistics co-op programs is identical to that of the regular programs. Work terms provide co-op students with the opportunity to gain practical experience with a variety of employers, such as insurance companies, consulting firms, large Canadian corporations, government departments, and research establishments. Please see §31.200 for specific details concerning the curriculum.

Physics Co-op

Academic Director: Dr. Claudine Gauthier, 514-848-2424, ext. 2193

The Physics co-operative program is offered to all full-time students who are enrolled in the department and meet the academic requirements for co-op. Students in Physics co-op take the regular academic program; however, in the work terms the employment opportunities are from a wide variety of industrial and government agencies located throughout Canada. Students are encouraged to choose their work term positions in a way which provides them with experience in applied mathematics, computer science, and electronics. Please see §31.230 for specific details concerning the curriculum.

Political Science Co-op

Academic Director: Dr. Richard Bisailon, 514-848-2424, ext. 5023

The Political Science co-operative program is available to all full-time students enrolled in the major and honours programs in the Department who meet the academic requirements for co-op. The academic content is identical to that of the regular program; however, the

required work terms provide the co-op students with the unique opportunity to apply and refine their skills in public, private and third sectors. Work opportunities are found in environments such as government departments and agencies; crown corporations; industries such as banks, telecommunications, and transportation; international organizations; non-government and not-for-profit organizations; and similar. Please see §31.240 for specific details concerning the curriculum.

Sociology and Anthropology Co-op

Academic Director: Dr. Mark Watson, 514-848-2424, ext. 2127

The Sociology and Anthropology co-operative program is offered to students who are enrolled in the BA Honours, Specialization in Sociology/Anthropology, or Sociology or Anthropology Major. Academic content is identical to that of the regular program, but six study terms are interspersed with three work terms. Students are supervised personally and must meet the requirements specified by the Faculty of Arts and Science and the Institute for Co-operative Education in order to continue their studies in the co-op format. Liaison between the student, the employers and the Institute for Co-operative Education is provided by the Sociology and Anthropology co-op committee, which includes the student's advisors. Please see §31.310 for specific details concerning the curriculum.

Translation Co-op

Academic Director: Dr. Danièle Marcoux, 514-848-2424, ext. 7894

The Translation co-operative program is offered to students enrolled in a specialized BA in Translation. The academic content of the Translation co-op program is identical to that of the regular program; however, the required work terms provide the co-op students with the unique opportunity to apply their translation skills in the government and corporate sectors. Work opportunities are found in environments such as government ministries, communication departments, and various organizations such as technical publishers, consultants, advertising agencies, and similar. Please see §31.110 for specific details concerning the curriculum.

Co-op programs offered in the John Molson School of Business:

Accountancy Co-op

Academic Director: Tara Ramsaran, 514-848-2424, ext. 2756

The Accountancy co-operative program is available to students who are enrolled in the BComm program and are majoring in Accountancy. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student's quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.40 for specific details concerning the curriculum.

Business Technology Management Co-op

Academic Director: Dr. Raul Valverde, 514-848-2424, ext. 2968

The Business Technology Management co-operative program is available to students who

are enrolled in the BComm program and are majoring in Business Technology Management. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student's quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.50 for specific details concerning the curriculum.

Finance Co-op

Academic Director: Loretta Hung, 514-848-2424, ext. 5114

The Finance co-operative program is available to students who are enrolled in the BComm program and are majoring in Finance. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student's quality of work performance. Most of the positions will be in the Montreal area; however, students must be prepared to work in other parts of Canada. Please see §61.70 for specific details concerning the curriculum.

Human Resource Management Co-op

Academic Director: Barbara Shapiro, 514-848-2424, ext. 2780

The Human Resource Management co-operative program is available to students who are enrolled in the BComm program and are majoring in Human Resource Management. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student's quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.90 for specific details concerning the curriculum.

International Business Co-op

Academic Director: Dr. Mehdi Farashahi, 514-848-2424, ext. 2923

The International Business co-operative program is available to students who are enrolled in the BComm program and are majoring in International Business. The academic content is very similar to that of the regular program, with specific recommendations for courses designed to improve and enhance the student's quality of work performance. Positions for work terms are not limited to the Montreal area, and may include one work term outside of Canada. Please see §61.80 for specific details concerning the curriculum.

Marketing Co-op

Academic Director: Harold J. Simpkins, 514-848-2424, ext. 2955

The Marketing co-operative program is available to students who are enrolled in the BComm program and are majoring in Marketing. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student's quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.100 for specific details concerning the curriculum.

Supply Chain Operations Management Co-op

Academic Director: Dr. Raul Valverde, 514-848-2424, ext. 2968

The Supply Chain Operations Management co-operative program is available to students who are enrolled in the BComm program and are majoring in Supply Chain Operations Management. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student's quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.50 for specific details concerning the curriculum.

Co-op programs offered in the Faculty of Engineering and Computer Science:

Building and Civil Engineering Co-op

Academic Director: Dr. Hua Ge, 514-848-2424, ext. 8771

The Building and Civil Engineering programs are offered in the co-op format to selected students pursuing undergraduate studies leading to the degree of BEng. The academic content of the co-op program is identical to that of the regular program but requires one additional course per term. Work term opportunities range from a variety of industrial, government, and consulting organizations in and out of town. Students are encouraged to choose work terms in both public and private sectors, and to mix office experience with site work. Please refer to §71.10.8 and 71.50 for specific information on program and performance requirements.

Electrical and Computer Engineering Co-op

Academic Director: Dr. M. Zahangir Kabir, 514-848-2424, ext. 5688

The Electrical and Computer Engineering programs are offered in the co-op format to selected students pursuing undergraduate studies leading to the degree of BEng. The academic content of the co-op program is identical to that of the regular program but requires one additional course per term. Work term opportunities range from a variety of industrial, government, and consulting organizations in and out of town. Students are encouraged to choose work terms in both public and private sectors, and to mix office experience with site work. Please refer to §71.10.8 and 71.30 for specific information on program and performance requirements.

Mechanical, Industrial and Aerospace Engineering Co-op

Academic Director: Carele El Ayoubi, 514-848-2424, ext. 7947

The Mechanical, Industrial and Aerospace Engineering programs are offered in the co-op format to selected students pursuing undergraduate studies leading to the degree of BEng. The academic content of the co-op program is identical to that of the regular program but requires one additional course per term. Work term opportunities range from a variety of industrial, government, and consulting organizations in and out of town. Students are encouraged to choose work terms in both public and private sectors, and to mix office experience with site work. Please refer to §71.10.8 and 71.40 for specific information on program and performance requirements.

Software Engineering Co-op

Academic Director: Dr. Rajagopalan Jayakumar, 514-848-2424, ext. 3011

The Computer Science and Software Engineering Department offers a co-operative program in Software Engineering. This is a four-year program which will lead to

professional engineering qualifications in Software Engineering. The academic content is a mix of Computer Science and Engineering courses and is similar to that of the regular programs. Please see §71.70 for further details.

Computer Science Co-op

Academic Director: Dr. Rajagopalan Jayakumar, 514-848-2424, ext. 3014

All options in the Computer Science program are offered in the co-op format to selected students enrolled in the BCompSc program. Co-op students in Computer Science take the regular academic program; however, they have the opportunity through the work terms to experience computer science in the government and corporate sectors. As students near the end of their studies, they are able to choose work terms directly related to their option, e.g. information systems, software systems, or computer applications. Please refer to §71.10.8 and 71.70 for specific information on program and performance requirements.

Co-op programs offered in the Faculty of Fine Arts:

Art History Co-op*

The Art History co-operative program is available to students who are enrolled in the BFA program and are majoring in Art History. The academic content is the same as that of the regular program, with specific recommendations for courses designed to improve and enhance the student's quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §81.50 for specific details concerning the curriculum.

**Admission to the Art History co-op program has been suspended for the 2017-18 academic year and until further notice.*

Rationale:

The proposed edit will replace the "UNDERGRADUTE PROGRAMS" and "CO-OP SCHEDULES" sections. This listing of programs & sequences is not current. Currently, programs are listed in section 24, on the co-op website, and this content is duplicated (but sometimes different) in each department's calendar section. This duplication is unnecessary, runs the risk of conflicting information within the calendar, and risks conflicting information between the calendar and co-op website (which is kept current). We advocate to simplify, remove duplication, and remove potential duplication by removing program-specific information within section 24 of the undergraduate calendar, and instead drive readers to the website.

Resource Implications:

limited - reduced administration need in up-keeping multiple sources of information

PROGRAM CHANGE: Co-op Schedules - editorial removal of duplicated listing

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2019

Faculty/School: Institute for Co-operative Education
Department: Institute for Co-operative Education
Program:
Degree:
Calendar Section/Graduate Page Number: 24

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text																																								
<p>CO-OP SCHEDULES</p> <p>Activity flow chart for students undertaking their programs in the co-op format:</p> <p>FACULTY OF ARTS AND SCIENCE</p> <p>Bachelor of Arts or Science (Co-operative)</p> <p>Biology</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Fall</td> <td style="text-align: center;">Winter</td> <td style="text-align: center;">Summer</td> </tr> <tr> <td>Year 1</td> <td style="text-align: center;">Term 1</td> <td style="text-align: center;">Term 2</td> <td style="text-align: center;">Work Term 1</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">Term 3</td> <td style="text-align: center;">Term 4</td> <td style="text-align: center;">Work Term 2</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">Term 5</td> <td style="text-align: center;">Work Term 3</td> <td style="text-align: center;">Term 6</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">Graduate</td> <td></td> <td></td> </tr> </table> <p>Chemistry and Biochemistry</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Fall</td> <td style="text-align: center;">Winter</td> <td style="text-align: center;">Summer</td> </tr> <tr> <td>Year 1</td> <td style="text-align: center;">Term 1</td> <td style="text-align: center;">Term 2</td> <td style="text-align: center;">Term 3</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">Work Term 1</td> <td style="text-align: center;">Term 4</td> <td style="text-align: center;">Work Term 2</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">Term 5</td> <td style="text-align: center;">Work Term 3</td> <td style="text-align: center;">Term 6</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">Term 7</td> <td style="text-align: center;">Graduate</td> <td></td> </tr> </table>		Fall	Winter	Summer	Year 1	Term 1	Term 2	Work Term 1	Year 2	Term 3	Term 4	Work Term 2	Year 3	Term 5	Work Term 3	Term 6	Year 4	Graduate				Fall	Winter	Summer	Year 1	Term 1	Term 2	Term 3	Year 2	Work Term 1	Term 4	Work Term 2	Year 3	Term 5	Work Term 3	Term 6	Year 4	Term 7	Graduate		
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Year 4	Term 7	Graduate																																							

Economics

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Work Term 1
Year 2	Term 3	Work Term 2	Term 4
Year 3	Work Term 3	Term 5	Term 6
Year 4	Graduate		

Journalism, Physics

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Work Term 1
Year 2	Term 3	Term 4	Work Term 2
Year 3	Work Term 3	Term 5	Off/Term 6
Year 4	Term 6	Graduate	

Mathematics and Statistics

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Work Term 1
Year 2	Term 3	Work Term 2	Term 4
Year 3	Work Term 3	Term 5	Work Term 4
Year 4	Term 6	Graduate	

Mathematical and Computational Finance

	Fall	Winter	Summer
Year 1	Term 1	Term 2*	Term 3
Year 2	Term 4	Work Term 1	Term 5
Year 3	Work Term 2	Term 6	Work Term 3
Year 4	Term 7	Graduate	

*Note: Students admitted to the BA/BSc in Mathematical and Computational Finance apply to enter co-op after completion of Term 1. The above activity flow chart is for students admitted into the BA/BSc in Mathematical and Computational Finance in the fall term.

Political Science, Translation

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Term 3

Year 2	Work Term 1	Term 4	Work Term 2
Year 3	Term 5	Work Term 3	Term 6
Year 4	Graduate		

Sociology and Anthropology

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Work Term 1
Year 2	Term 3	Term 4	Work Term 2
Year 3	Work Term 3	Term 5	Off/Term 6
Year 4	Term 6/7	Graduate	

JOHN MOLSON SCHOOL OF BUSINESS

Bachelor of Commerce (Co-operative)

Accountancy, Business Technology Management (formerly Management Information Systems), Finance, Human Resource Management, International Business, Marketing, Supply Chain Operations Management

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Term 3
Year 2	Work Term 1	Term 4	Work Term 2
Year 3	Term 5	Work Term 3	Term 6
Year 4	Graduate		

FACULTY OF ENGINEERING AND COMPUTER SCIENCE

Bachelor of Engineering (Co-operative)

All Engineering programs except Software

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Term 3
Year 2	Work Term 1	Term 4	Term 5
Year 3	Term 6	Work Term 2	Work Term 3
Year 4	Term 7	Term 8	Graduate

Software Engineering

	Fall	Winter	Summer

Year 1	Term 1	Term 2	Term 3
Year 2	Work Term 1	Term 4	Work Term 2
Year 3	Term 5	Term 6	Work Term 3
Year 4	Term 7	Term 8	Graduate

Bachelor of Computer Science (Co-operative)

All Computer Science programs

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Work Term 1
Year 2	Term 3	Work Term 2	Term 4
Year 3	Term 5	Work Term 3	Term 6
Year 4	Graduate		

FACULTY OF FINE ARTS

Bachelor of Fine Arts (Co-operative)

Art History

	Fall	Winter	Summer
Year 1	Term 1	Term 2	Work Term 1
Year 2	Term 3	Term 4	Work Term 2
Year 3	Work Term 3	Term 5	Term 6
Year 4	Graduate		

NOTE 1: The above activity flow chart is for students admitted into the co-op format in the fall term of the first year of their academic program. However, students may be admitted at the start of the winter term, following their September entry, with special permission. All are required to register as full-time students, and they must plan their studies to give a reasonable division of the total credits required for their degree between the specified number of campus terms. Students eligible to apply for NSERC grants should note that they must take at least 15 credits per term to be considered.

NOTE 2: The work term negotiated with the employer is for a minimum of 12 weeks. Extension beyond this period, to a maximum of 17 weeks, is at the sole discretion of the employer. To complete the requirements of each work term, a student's work performance and work term report must be assessed as "pass" in accordance with the procedure specified under "Co-op Performance Requirements."

Rationale:
 This section will be removed. We do not believe this content belongs in the calendar. Students' work/study sequences are determined by their Academic Director. There are 'standard' sequences (which is what was listed here), but the sequences are different depending on the students' circumstances, and may change with the Academic Director and Institute's approval. Instead of listing any schedules here, students should refer to the website for current information on schedules. All content in the Notes section is reflected on the website, and should not be referenced in the Calendar.

Resource Implications:

limited - reduced administration need in upkeeping multiple sources of information

PROGRAM CHANGE: INEX/PREX options - editorial clarifications & corrections

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: January 2018

Faculty/School: Institute for Co-operative Education
Department: Institute for Co-operative Education
Program:
Degree:
Calendar Section/Graduate Page Number: 24

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>INDUSTRIAL EXPERIENCE AND PROFESSIONAL EXPERIENCE OPTIONS</p> <p>Following the philosophy of co-operative education, the University, through the Institute for Co-operative Education, offers Industrial or Professional Experience options to all undergraduate students in programs that offer them.</p> <p>The work term for the Industrial or Professional Experience options runs for a minimum of 12 consecutive weeks. Work during this period is full-time, and students are paid by the employer at competitive rates. Following completion of the work term, students return to the University to complete the remaining courses for their undergraduate degree. It is not possible to guarantee that all students wishing to participate in an Industrial or Professional Experience work term will be able to do so.</p> <p>Admission Requirements Students in all programs who have a minimum GPA of 2.50 (cumulative and last assessment) are eligible to apply for the Industrial or Professional Experience option if their program offers them. Some departments may have a different requirement to be accepted into and remain in the option. Please check with the co-op academic director of the respective program for more details.</p> <p>Work Terms Students in the Industrial or Professional Experience options may complete one or two work terms. For each work term, students must register in their work experience courses (for example, ENGR 107, 207 for Engineering).</p> <p>For each work term, all students must complete a work-term report reviewed and graded by the co-op academic director. Students must also submit an Employer's Evaluation completed by their job-site supervisor. Work experience courses are assigned no academic credits, and students receive a grade of pass or fail.</p> <p>The work-term evaluation consists of two components:</p> <ol style="list-style-type: none"> 1. the student's work-term performance as evaluated by the Director of the Institute 	<p>INDUSTRIAL EXPERIENCE AND PROFESSIONAL EXPERIENCE OPTIONS</p> <p>Following the philosophy of co-operative education, the University, through the Institute for Co-operative Education, offers Industrial or Professional Experience options to all undergraduate students in programs that offer them.</p> <p>The work term for the Industrial or Professional Experience options runs for a minimum of 12 consecutive weeks. Work during this period is full-time, and students are paid by the employer at competitive rates. Following completion of the work term, students may be required to return to the University to complete the remaining courses for their undergraduate degree. It is not possible to guarantee that all students wishing to participate in an Industrial or Professional Experience work term will be able to do so.</p> <p>Admission Requirements Students in all programs who have a minimum cumulative GPA of 2.50 are eligible to apply for the Industrial or Professional Experience option if their program offers them. Some departments may have a different requirement to be accepted into and remain in the option. Please check with the co-op academic director of the respective program for more details.</p> <p>Work Terms Students in the Industrial or Professional Experience options may complete one or two work terms. For each work term, students are registered in their work experience course. As with the co-op option, students are considered full-time students at the University during their work terms.</p> <p>For each work term, all students must complete a work-term report reviewed and graded by the co-op academic director. Students must also submit an Employer's Evaluation completed by their job-site supervisor. Work experience courses are assigned no academic credits, and students receive a grade of pass or fail.</p> <p>The work-term evaluation consists of two components:</p>

- for Co-operative Education or delegate, with input from the employer;
- the work-term report or communications component and presentation, as evaluated by the co-op academic director and the Director of the Institute for Co-operative Education or delegate.

Each component is evaluated separately. Students must successfully complete all required components to pass the work term which is marked on a pass/fail basis. A failing grade for the work term or failure to meet the co-op academic requirements will normally result in the dismissal of the student from the Institute for Co-operative Education.

Reflective Learning Courses

Like co-op students, all Industrial or Professional Experience students are enrolled in Reflective Learning courses concurrently with their work term (~~for example, ENGR 408, 208 for Engineering~~). They are each 3-credit extension courses connected to the work term and are above and beyond the credit requirements of the students' academic program. The credits earned from the Reflective Learning courses are not transferable, nor are they included in the assessment of full- or part-time status. They are graded on a pass/fail basis.

Fees

Students should note that a fee exists to cover in part the costs particular to the Industrial and Professional Experience options. The fees are not refundable. However, should a student withdraw from the INEX or PREX options, no future fees will be charged. The payment of the fees follows the same deadlines as the deadline for the payment of tuition fees. For specific deadlines, visit concordia.ca/admissions/tuition-fees/fee-payment-deadlines.html.

~~Both Industrial and Professional Experience students pay fees for the first four terms of the program. In addition, students pay tuition and fees associated with each 3-credit Reflective Learning course.~~ Please refer to the Institute website (concordia.ca/academics/co-op/students/fees.html) for detailed fee information.

Detailed information about the Industrial and Professional Experience options is available from the Institute for Co-operative Education.

- the student's work-term performance as evaluated by the Director of the Institute for Co-operative Education or delegate, with input from the employer;
- the work-term report or communications component and presentation, as evaluated by the co-op academic director and the Director of the Institute for Co-operative Education or delegate.

Each component is evaluated separately. Students must successfully complete all required components to pass the work term which is marked on a pass/fail basis. A failing grade for the work term or failure to meet the co-op academic requirements will normally result in the dismissal of the student from the Institute for Co-operative Education.

Reflective Learning Courses

Like co-op students, all Industrial or Professional Experience students are enrolled in Reflective Learning courses concurrently with their work term. They are each 3-credit extension courses connected to the work term and are above and beyond the credit requirements of the students' academic program. The credits earned from the Reflective Learning courses are not transferable, nor are they included in the assessment of full- or part-time status. They are graded on a pass/fail basis.

Fees

Students should note that a fee exists to cover in part the costs particular to the Industrial and Professional Experience options. The fees are not refundable. However, should a student withdraw from the INEX or PREX options, no future fees will be charged. The payment of the fees follows the same deadlines as the deadline for the payment of tuition fees. For specific deadlines, visit concordia.ca/admissions/tuition-fees/fee-payment-deadlines.

The payment of the fee is spread over a number of terms (fall term, winter term, and summer session). The number of terms and the level of the fee depend on the student's year of entry and completion of the program. Please refer to the Institute website (concordia.ca/academics/co-op/students/fees) for detailed fee information.

Detailed information about the Industrial and Professional Experience options is available from the Institute for Co-operative Education.

Rationale:
Clarifying requirement after the work term - "Following completion of the work term, students may be required to return to the University to complete the remaining courses " instead of "Following completion of the work term, students return to the University to complete the remaining courses" - previous restriction required students to return to studies after the Work Term. With this new wording, it leaves more discretion for the department's Academic Director to modify a course sequence according to the department & students' needs, instead of requiring course registration after a work term.

Work Terms - As identified by the Registrar on May 1, 2018, the wording clarifying that students on INEX/PREX work terms are still considered full-time status students was unintentionally removed in ICE-13 calendar updates. We have added wording to clarify that INEX/PREX work terms carry the same full-time status as co-op work terms to remove ambiguity. Students on work terms which are managed by the Institute are all considered full-time status during their work terms.

Admission - updating wording to be consistent with the rest of the ICE calendar section; focus on cumulative GPA

Fees - Wording update to mirror structure of Co-op fee payment ("The payment of the fee is spread over a number of terms (fall term, winter term, and summer session). The number of terms and the level of the fee depend on the student's year of entry and completion of the program" versus specifying that fee payment is always over 4 terms (which it is not), and that it is tied to the Reflective Learning course (which it is not)).

Wording update to clarify that co-op, INEX, PREX students are to be treated the same way when it comes to tuition for the reflective learning course complementary credits (removing "In addition, students pay tuition and fees associated with each 3-credit Reflective Learning course.") - no PREX/INEX students will pay tuition for the 3 complementary credits (to match existing structure of co-op students). This is a particularly important update to implement now with the recent scrutiny around fees and international student fees - students should not be receiving the same reflective learning course (between co-op and INEX/PREX) for different 'prices' (paying tuition for 3 complementary credits or not).

Resource Implications:

none

INTERNAL MEMORANDUM

TO: Sandra Gabriele, Vice-Provost, Teaching and Learning

FROM: Claude Martel, Director, Institute for Co-operative Education

Cc: Miranda D'Amico, Associate Dean, Student Academic Services, Arts and Science
Elaine Cheasley Paterson, Associate Dean, Academic Affairs, Fine Arts
Anjali Agarwal, Associate Dean, Student Academic Services, ENCS
Marius Paraschivoiu, Associate Dean, Academic Affairs, ENCS
George Kanaan, Associate Dean, Academic and Student Affairs, JMSB
Tristan Khaner, Associate Director, Institute for Co-operative Education

DATE: April 21, 2018

SUBJECT: Co-op Calendar Changes for 2019-20: Creation of the Accelerated Career Experience option

The Institute for Co-operative Education continues to undergo positive changes. With our mission of smart growth, this new option offered through the Institute makes the most of existing infrastructure to offer an exceptional learning experience for students, meets the demands of major organizational partners, and provides a key recruitment differentiator amongst other post-secondary institutions.

I. Creation of the Accelerated Career Experience option

Change requested: Addition of a new option offered through the Institute for Co-operative Education – the Accelerated Career Experience option

Rationale:

Following the review of over 40 major employers in the last 18 months, different models of work-integrated learning was a top demand with most of our key internship partners. The model of an extended internship (12 to 16 continuous months) was one that appealed to many major employers. See Annex 1 for a list of national employers that already recruit students for 12 or 16-month internships in Canada. See Annex 2 for a list of Canadian universities which already offer 12 to 16-month internship programs.

This option will also fill a need for students that were not a fit for our existing programs (Coop and INEX / PREX). Many exemplary top-performing students did not feel comfortable with the constraints of the co-op model (3 or 4 separate internships). The ACE format provides a valuable learning experience not yet offered by Concordia, and can leverage the existing infrastructure within the Institute for Co-operative Education.

The program will be managed with a lens of 'smart growth', starting small and only growing in conjunction with industry and student demand. We conducted a successful pilot in 2018 with ENCS / Bombardier, where 4 students were placed. Given the proven nature of this model of internship, we estimate between 20-40 students in year 2, 50-100 in year 3, 100-150 in year 4. The number of internships would be limited by market demand. The Institute will be responsible to find, negotiate, secure and approve all ACE internships. As the number of internships grows, our plan is to allocate one Program Coordinator to manage the program.

Deans from ENCS and JMSB have already provided their support to this venture. See Annex 3 for the memos of support from Dean Amir Asif and Dean Anne-Marie Croteau. This program will be available to students in all departments in JMSB and ENCS. The ACE options would also be extended to the other faculties in the near future, as market demands/opportunities are better understood and the program's infrastructure is solidified within the Institute.

The format and sections proposed mirror the Industrial and Professional Experience Option section of the Co-op section in the calendar. Aligning structural features with the existing co-op/INEX/PREX will increase clarity for students. Some program structural highlights include:

- Eligible students would be more advanced in their academic careers (for example 2nd year+ in JMSB and 3rd year+ in ENCS – with some flexibility if a student is outside of their regular course sequence). This also means a student would have at least one academic term (15 credits) after their ACE internship (providing the opportunity to connect with their academic studies, or ENCS Capstone course as an example).
- A key feature of the Institute's negotiations with employers will be the understanding that students must return to their studies after the internship. Given the prevalent existence of 12 or 16-month programs across Canada, there is limited risk that employers will try to coerce students to remain as full-time employees instead of returning to finish their studies.
- Should a student withdraw from the internship (due to illness, poor fit, or other extenuating circumstances), their department Academic Director (already identified in the Co-op/INEX/PREX structure) will be able to adjust the student's work/study sequence back into exclusively an academic study program, mirroring the existing process for other Co-op/INEX/PREX programs.

- The proposed fee structure will amount to the same total fees as the regular co-op program (\$1,480 total fees). Managing a student in the ACE program is approximately the same overhead for the Institute, and close to the same amount of work-integrated learning as a regular co-op cycle. Both ENCS and JMSB Deans have agreed to this structure.

Offering the ACE program is a natural and exciting evolution for Concordia University. Existing infrastructure (system, people resources, processes, policies) within the Institute for Co-operative Education will be leveraged to run this program. The program's growth can be closely managed through the admissions process to ensure existing resources are able to facilitate the program effectively.

We hope the above calendar change requests meet with your approval.

Thank you very much.

Claude Martel

Director / Directeur

Concordia University/Université Concordia

Institute for Co-operative Education/Institut d'enseignement coopératif

Office/Bureau: 1550, Boul. De Maisonneuve ouest, suite 430

Montréal (Québec), H3G 1M8

T: (514) 848-2424 x 3950 F: (514) 848-2811

PROGRAM CHANGE: Addition of the Accelerated Career Experience option

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2019

Faculty/School: Institute for Co-operative Education
Department: Institute for Co-operative Education
Program:
Degree:
Calendar Section/Graduate Page Number: 24

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
	<p>ACCELERATED CAREER EXPERIENCE OPTION</p> <p>Following the philosophy of co-operative education, the University, through the Institute for Co-operative Education, offers Accelerated Career Experience to all undergraduate students in faculties and programs that offer it.</p> <p>The work term for the Accelerated Career Experience option runs for a minimum of 12 and a maximum of 16 consecutive months. Work during this period is full-time, and students are paid by the employer at competitive rates. Following completion of the 12 to 16-month work term, students return to the University to complete the remaining courses for their undergraduate degree. It is not possible to guarantee that all students wishing to participate in an Accelerated Career Experience work term will be able to do so.</p> <p>Admission Requirements Students in all programs who have a minimum cumulative GPA of 2.70 are eligible to apply for the Accelerated Career Experience option if their program offers it. Specific eligibility criteria and admission information can be found on the website concordia.ca/academics/co-op, and Faculty-level requirements in the Faculty sections of the Calendar (Faculty of Engineering and Computer Science: §71.10.8; John Molson School of Business: §61.25). Some employers may have additional requirements to apply to a position.</p> <p>Work Terms Students in the Accelerated Career Experience option may complete one 12 or 16-month work term. Students are registered in their work experience courses (ACCE 100, 200, 300, 400) and are considered to be full-time students during enrollment in these courses. For the 12 or 16-month work term, all students must complete a work-term report reviewed and graded by the co-op academic director. Students must also submit an Employer's Evaluation completed by their job-site supervisor.</p> <p>The work-term evaluation consists of three components: 1. the student's work-term performance as evaluated by the Director of the Institute for Co-</p>

- operative Education or delegate, with input from the employer;
2. the work-term report component as evaluated by the co-op academic director and the Director of the Institute for Co-operative Education or delegate.
3. the work-term presentation component as evaluated by the job-site supervisor and a group representing the management or executive of the hosting organization.

Some employers may have additional requirements to evaluate the student on a work term.

Each component is evaluated separately. Students must successfully complete all required components to pass the work term which is marked on a pass/fail basis. A failing grade for the work term or failure to meet the Accelerated Career Experience academic requirements will normally result in the dismissal of the student from the Institute for Co-operative Education.

Fees

Students should note that a fee exists to cover in part the costs particular to the Accelerated Career Experience option.

Accelerated Career Experience students pay fees for the three or four terms of the 12 to 16-month work term. Please refer to the Institute website (concordia.ca/academics/co-op/students/fees) for detailed fee information. The fees are not refundable. However, should a student withdraw from the Accelerated Career Experience option, no future fees will be charged.

The payment of the fees follows the same deadlines as the deadline for the payment of tuition fees. For specific deadlines, visit concordia.ca/admissions/tuition-fees/fee-payment-deadlines.

Detailed information about the Accelerated Career Experience option is available from the Institute for Co-operative Education.

Rationale:

Following the review of over 40 major employers in the last 18 months, different models of work-integrated learning was a top demand with most of our key internship partners. The model of an extended internship (12 to 16 continuous months) was one that appealed to many major employers. See Annex 1 for a list of national employers that already recruit students for 12 or 16 month internships in Canada. See Annex 2 for a list of Canadian universities which already offer 12 to 16 month internship programs.

This option will also fill a need for students that were not a fit for our existing programs (Coop and INEX / PREX). Many exemplary top-performing students did not feel comfortable with the constraints of the co-op model (3 or 4 separate internships). The ACE format provides a valuable learning experience not yet offered by Concordia, and can leverage the existing infrastructure within the Institute for Co-operative Education.

The program will be managed with a lens of 'smart growth', starting small and only growing in conjunction with industry and student demand. We conducted a successful pilot in 2018 with ENCS / Bombardier, where 4 students were placed, Given the proven nature of this model of internship, we estimate between 20-40 students in year 2, 50-100 in year 3, 100-150 in year 4. The number of internships would be limited by market demand. The Institute will be responsible to find, negotiate, secure and approve all ACE internships. As the number of internships grows, our plan is to allocate one Program Coordinator to manage the program.

Deans from ENCS and JMSB have already provided their support to this venture. See Annex 3 for the memos of support from Dean Amir Asif and Dean Anne-Marie Croteau. This program will be available to students in all departments in JMSB and ENCS. The ACE options would also be extended to the other faculties in the near future, as market demands/opportunities are better understood and the program's infrastructure is solidified within the Institute.

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- Eligible students would be more advanced in their academic careers (for example 2nd year+ in JMSB and 3rd year+ in ENCS – with some flexibility if a student is outside of their regular course sequence). This also means a student would have at least one academic term (15 credits) after their ACE internship (providing the opportunity to connect with their academic students, or ENCS Capstone course as an example).
- A key feature of the Institute’s negotiations with employers will be the understanding that students must return to their studies after the internship. Given the prevalent existence of 12 or 16 month programs across Canada, there is limited risk that employers will try to coerce students to remain as full-time employees instead of returning to finish their studies.
- Should a student withdraw from the internship (due to illness, poor fit, or other extenuating circumstances), their department Academic Director (already identified in the Co-op/INEX/PREX structure) will be able to adjust the student's work/study sequence back into exclusively an academic study program, mirroring the existing process for other Co-op/INEX/PREX programs.
- The proposed fee structure will amount to the same total fees as the regular co-op program (\$1,480 total fees). Managing a student in the ACE program is approximately the same overhead for the Institute, and close to the same amount of work-integrated learning as a regular co-op cycle. Both ENCS and JMSB Deans have agreed to this structure.

Resource Implications:

Existing infrastructure (system, people resources, processes, policies) within the Institute for Co-operative Education will be leveraged to run this program. The program's growth can be closely managed through the admissions process to ensure existing resources are able to facilitate the program effectively.

Annex 1

Organizations that already recruit 12 or 16-month internships across Canada

- Bombardier
- Airbus
- CN
- Air Canada
- RBC
- Procter and Gamble
- Canadian Natural Resources Limited
- Manulife
- TD bank
- Deloitte
- Schneider electric
- Caisse de dépôt et placement du Québec
- Chevron
- Canadian Security Intelligence Service
- IBM
- Great West Life/London Life
- Georgia-Pacific
- TELUS
- GE
- Lafarge
- Moody's
- Stantec
- Husky Energy
- CH2M
- ...

Annex 2

Canadian universities that have a 12 or 16-month internship program

Western's Internship Program

The Student Success Centre centrally supports Western's Internship Program, offered in the faculties of:

- Engineering
- Science
- Social Science (Management and Organizational Studies)

An internship is an extended period of work, typically 12 to 16 months continuous duration. Students are employed in settings which provide work experience directly related to their academic programs and career objectives. The setting may be the private, public, or not-for-profit sector.

Students typically leave school for a year to work for an employer who is offering a 12 to 16 month work term, which will provide education-related work experience.

University of Toronto

Professional Experience Year (PEY) Internship Program is the largest paid internship program in Canada, offering you the opportunity to recruit students for a length of 12-16 months, with start dates between May and September each year.

Queen's University

Queen's Undergraduate Internship Program (QUIP)

The Queen's Undergraduate Internship Program (QUIP) provides students with a 12-16 month work experience. QUIP internships are paid, professionally supervised, career-related positions designed to offer second or third year students the opportunity to learn about current advances, practices and technologies in business and industry.

McMaster University

The **Engineering Co-op Program** combines academic study with alternating work terms of durations from 4 to **16-months** in length. Co-op gives students an opportunity to apply academic knowledge outside the classroom, enhance their academic experience through paid employment, and give them a competitive edge for the workforce.

Ryerson University

This option adds one additional year to a student's academic program with the incorporation of a 12 to 16-month industrial internship beginning at the end of their third year. Internship students are paid the prevailing wages determined by the employer. At the end of the placement term, a performance evaluation is requested from the employer. At the conclusion of the internship, the student is required to submit a placement report for evaluation by the program department. Throughout the internship period. The internship coordinator of the Department of Civil Engineering acts as a liaison.

York University

York University's Internship Program provides you with the opportunity to hire students for 4, 8, 12 or 16 month paid internships. Our Honours students complete 3 years of academic study providing them with a solid base of theory and skills in the following degree programs:

Business:

- Accounting
- Business & Society
- Communications Studies
- Economics (including Financial and Business Economics)
- Finance
- Human Resources Management
- Management
- Marketing
- Public Administration

IT:

- Information Technology

Science:

- Astronomy
 - Biophysics
 - Physics
-

Engineering and Design

Term and possible length of availability

	<i>Sept</i>	<i>Jan</i>	<i>May</i>
Aerospace Engineering	4 - 12 months	4 - 8 months	4 - 16 months
Architectural Conservation and Sustainability	4 - 12 months	4 - 8 months	4 - 16 months
Architecture	4 - 12 months	4 - 8 months	4 - 16 months
Biomedical and Electrical Engineering	4 months	4 - 12 months	4 - 8 months
Biomedical and Mechanical Engineering	4 - 12 months	4 - 8 months	4 - 16 months
Civil Engineering	4 - 12 months	4 - 8 months	4 - 16 months
Communications Engineering	4 - 12 months	4 - 8 months	4 - 16 months
Computer Systems Engineering	4 - 12 months	4 - 8 months	4 - 8 months
Electrical Engineering	4 - 12 months	4 - 8 months	4 - 8 months
Engineering Physics	4 - 12 months	4 - 8 months	4 - 8 months
Environmental Engineering	4 - 12 months	4 - 8 months	4 - 16 months
Industrial Design	4 - 12 months	4 - 8 months	4 - 16 months
Information Technology (BIT)	4 months	4 - 12 months	4 - 8 months
Mechanical Engineering	4 - 12 months	4 - 8 months	4 - 16 months
Software Engineering	4 months	4 - 12 months	4 - 8 months
Sustainable and Renewable Energy Engineering	4 - 12 months	4 - 8 months	4 - 16 months

Arts and Social Sciences

	<i>Sept</i>	<i>Jan</i>	<i>May</i>
Anthropology	4 - 12 months	4 - 8 months	4 - 12 months
Cognitive Science	N/A	4 - 8 months	4 months
English	4 - 8 months	4 - 8 months	4 months
French	4 months	4 - 8 months	4 - 8 months
Geography; Geography (Physical Geography); Environmental Studies; Geomatics	4 - 12 months	4 - 8 months	4 - 12 months
History	4 months	4 - 8 months	4 months
Psychology	4 - 12 months	4 - 8 months	4 - 12 months
Sociology	4 - 12 months	4 - 8 months	4 - 12 months

Public Affairs

	<i>Sept</i>	<i>Jan</i>	<i>May</i>
Communication and Media Studies	4 - 8 months	4 months	4 - 12 months
Political Science	4 - 8 months	4 - 8 months	4 - 12 months

Public Affairs and Policy Management

4 - 8 months

4 - 8 months

4 - 12 months

Science

	<i>Sept</i>	<i>Jan</i>	<i>May</i>
Biology	4 - 12 months	4 - 8 months	4 - 12 months
Biochemistry	4 - 12 months	4 - 8 months	4 - 12 months
Bioinformatics	4 - 12 months	4 - 8 months	4 - 12 months
Biotechnology	4 - 12 months	4 - 8 months	4 - 12 months
Chemistry	4 - 12 months	4 - 8 months	4 - 12 months
Earth Sciences	4 - 12 months	4 - 8 months	4 - 12 months
Environmental Science	4 - 12 months	4 - 8 months	4 - 12 months
Food Science & Nutrition	4 - 12 months	4 - 8 months	4 - 12 months
Mathematics	4 - 12 months	4 - 8 months	4 - 12 months
Neuroscience; Neuroscience & Mental Health	4 - 12 months	4 - 8 months	4 - 12 months
Physical Geography; Geomatics	4 - 12 months	4 - 8 months	4 - 12 months
Physics	4 - 12 months	4 - 8 months	4 - 12 months

University of Alberta

Agricultural, Life and Environmental Sciences (ALES) Internship Program

Apply your academic knowledge in the workplace through a full-time, paid 4, 8, 12 or 16-month internship experience.

Arts Work Experience (AWE)

Apply your academic knowledge in the workplace through a full-time, paid 4, 8, or 12-month internship experience.

University of Manitoba

COMPUTER ENGINEERING

Areas of Study:

While a level of specialization in either hardware or software is possible in fourth year, the program concentrates on providing a broad background in the discipline.

Program Options & Specializations

One industry internship (12 to 16 months in industry)

Focus Areas: Embedded Systems, Communication Networks, Machine Vision

ELECTRICAL ENGINEERING

Areas of Study:

Electronics, field theory, electrical machines, digital logic, microprocessors and signal processing.

Program Options & Specializations

One industry internship (12 to 16 months in industry)

Focus Areas: Power and Energy Systems, Wireless Communication Devices, Biomedical, Engineering Physics

University of Regina

Actuarial Science Internship

Senior students in the Actuarial Science undergraduate degree program are eligible to participate in an optional internship in the AcSc program. AcSc Internship students participate in an assisted job search process (similar to the Co-op placement process) to secure a paid internship placement with a participating employer. The internship is 12 to 16 months in duration, with placements starting in either May (for 12- or 16-month placement) or in September (for the 12-month placement) each year. Job descriptions from employers are posted the semester prior to the beginning of a work term (January-August of each year).

Annex 3

Letters of support from JMSB and ENCS Deans

Subject: RE: Moving forward with the ACE program
Date: mercredi 5 septembre 2018 14:21:09 UTC-04:00
From: Anne-Marie Croteau
To: Claude Martel
CC: Barbara Shapiro, Amir Asif

Bonjour Claude,

I know you have addressed all our initial concerns and we thank you for this. Therefore, we will be more than happy to support ACE and see some of our JMSB students be part of this great initiative. We support this initiative and wish you great success.

Anne-Marie Croteau, PhD, CDir
Dean, John Molson School of Business
Concordia University, Montreal, Canada
1455 de Maisonneuve West, MB 15.135
514 848-2424, ext. 2703
concordia.ca/jmsb



**FACULTY OF ENGINEERING
AND COMPUTER SCIENCE**

Office of the Dean

September 7, 2018

TO: Sandra Gabriel, Vice-Provost, Teaching and Learning
FROM: Dr. Amir Asif, Dean
Faculty of Engineering and Computer Science
RE: Support for the ACE Program proposed by Institute for Co-Op Education

The Faculty of Engineering and Computer Science adopted the current strategic plan in 2016. As outlined in the strategic plan, one of the main objectives of the faculty is to increase experiential learning opportunities for ENCS undergraduate and graduate students. This objective is aligned with the strategic direction of the University "Get your hands dirty". The ACE program proposed by the Institute for Co-Op Education contributes to the University and ENCS strategic plans. Through the ACE program, ENCS students will get opportunities to work as engineering trainees in real-life engineering projects for an extended period of time. The proposed ACE program requires students to undertake an internship with a company longer than typical internships. The extended period with the same company will enable students to learn and contribute to the projects more effectively. Furthermore, this process will help ENCS students develop complimentary skills in business culture, team-work, impact of engineering in society, economy and networking.

ENCS strongly believes that the ACE program will improve experiential learning for the faculty. We fully support the ACE program proposed by the Co-Op office.

Should you have further questions or require additional information, please do not hesitate to contact me.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Amir Asif', written over a horizontal line.

Dr. Amir Asif
Dean • Faculty of Engineering and Computer Science
Doyen • Faculté de génie et d'informatique

CONCORDIA UNIVERSITY / UNIVERSITE CONCORDIA
EV002.169, 1515 St. Catherine St. West
Montreal, QC • Canada H3G 2W1

t. (514) 848-2424 ext 3062
e. dean.encs@concordia.ca



**SENATE
OPEN SESSION
Meeting of October 5, 2018**

AGENDA ITEM: Revisions to the membership of the Council of the Gina Cody School of Engineering and Computer Science

ACTION REQUIRED: For approval

SUMMARY: In accordance with the University By-Laws, modifications to the membership of the Faculty and School Councils require approval of Senate and the Board of Governors.

BACKGROUND: The membership of the Council was last revised in 2015 to add a part-time faculty member as an observer with speaking privileges. At its meeting of September 21, 2018, the Council approved the attached revised membership.

While the proposed changes are mainly of a housekeeping nature to streamline and simplify the wording, the only substantive revision encompasses a change of the status of the part-time faculty member from an observer to a voting member of Council.

As approved by the Council at its meeting of May 2018, the School Elections Procedures will be updated to provide that:

- Nominations will be called from among part-time faculty members who have taught at least one course in the School in the last twelve months;
- An election will be conducted by the School's Elections Committee along with an observer from the School's part-time faculty members and following the School's Election Procedures; and
- Should the elected part-time faculty member not teach in the academic year subsequent to their election, the term of the part-time faculty member on Council will end and a new election will be conducted.

DRAFT MOTION: That, on recommendation of the Council of the Gina Cody School of Engineering and Computer Science, Senate recommend to the Board of Governors the approval of the membership of the Council of the Gina Cody School of Engineering and Computer Science, as outlined in Document US-2018-6-D9.

PREPARED BY:

Name: Danielle Tessier
Date: September 25, 2018

MEMBERSHIP OF THE COUNCIL OF THE GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

Chair

The Dean of the Gina Cody School of Engineering and Computer Science shall be the Chair of the Council. The Chair can vote in case of a tie.

Voting Members

The President and Vice-Chancellor

The Provost and Vice-President or delegate

The Associate Deans of the Gina Cody School of Engineering and Computer Science

The Chair/Director of each academic unit within the School

Four (4) full-time faculty members from each academic unit, with the following exceptions: one (1) each from the Centre for Engineering in Society, and the Department of Chemical and Materials Engineering. All memberships are for a two-year term.

One (1) part-time faculty member, elected according to the School Elections Procedures for a two-year term.

One (1) undergraduate student from each department with an accredited undergraduate program, nominated by the Engineering and Computer Science Students' Association, each for a one-year term.

The President of the Engineering and Computer Science Students' Association, for a one-year term.

The Vice-President Academic from the Engineering and Computer Science Students' Association, for a one-year term.

Three (3) graduate students nominated by the Engineering and Computer Science Graduate Association according to their bylaws, for a one-year term.

Non-voting Members

The Dean of Graduate Studies or delegate

The University Librarian or delegate

The Registrar or delegate

Secretary of Council

Recording Secretary of Council

Observers

Principal Director of Development of Advancement and Alumni Relations

Executive Director or delegate of the Center for Continuing Education

Director or delegate for the Institute of Co-operative Education

Communications Advisor

Manager, Students Academic Services

Finance and Planning Officer
Manager, Planning and Operations Facilities

As approved by the Board of Governors on October 11, 1973.

And amended by the Board of Governors on December 13, 1973, January 10, 1974, May 8, 1975; January 8, 1976, June 10, 1976, May 12, 1977; May 10, 1979; November 20, 1980; December 18, 1980; January 20, 1983; November 16, 1988, May 15, 1991; May 21, 1997; November 19, 1997; March 17, 1999; December 9, 2015;



**SENATE
OPEN SESSION
Meeting of October 5, 2018**

AGENDA ITEM: Graduate calendar regulation changes

ACTION REQUIRED: For information

SUMMARY: The attached revisions to graduate calendar regulations were approved by the School of Graduate Studies at its meeting of May 17, 2018.

They are provided for information purposes so that Senators be aware of those changes.

BACKGROUND: Contrary to undergraduate regulations, Senate does not approve graduate regulations since final authority in this regard rests with the School of Graduate Studies.

More specifically, the Powers of the Council of the School of Graduate Studies stipulate, among others, to:

- establish university-wide standards and procedures for admission to graduate programs;
- establish university-wide standards and procedures for graduation from graduate programs;
- establish any other university-wide standards for graduate programs that the Council deems appropriate;
- establish university-wide standards and procedures for the evaluation of all graduate work, including theses, reports, projects and comprehensive examinations.

PREPARED BY:

Name: Danielle Tessier
Date: September 25, 2018

SCHOOL OF GRADUATE STUDIES

MEMO TO: Danielle Tessier
Associate Secretary-General, University Secretariat

FROM: Paula Wood-Adams
Dean of Graduate Studies

DATE: September 7, 2019

SUBJECT: *Graduate Calendar regulation changes*

For Senate's information, please find attached the following documents:

CSGS 1718 5 D1 *Deferment of Admission*

Students will be permitted to defer once in a given year, if the need for the deferral is due to circumstances beyond the applicant's control. The \$25 deferral fee currently in place has been removed.

CSGS 1718 5 D2 *Withdrawal for Academic Reasons*

Withdrawn students are now permitted to reapply after three terms, reduced from the current five-term waiting period.

CSGS 1718 5 D3 *Fast Track to PhD Programs*

Programs may now fast track students with outstanding credentials directly from the Bachelor's degree, and eliminate the current requirement that master's courses be completed before the fast track to the PhD.

CSGS 1718 5 D4 *GPA Graduation Requirement*

The GPA graduation requirement for master's, diploma and graduate certificate programs is changed to a minimum of 2.7; the GPA graduation requirement for PhD programs remains 3.0.

CSGS 1718 5 D5 *Academic Standing*

The definition of good academic standing for master's, diploma and graduate certificate programs is changed to 2.7, to align it with the revised graduation GPA requirement.

CSGS 1718 5 D6 *Assessment Grade Point Average AGPA*

The definition of the minimum AGPA as it pertains to master's, diploma and graduate certificate programs is changed to 2.7, to align it with the revised graduation GPA requirement.

These motions were passed, unopposed at the May 17, 2018 meeting of the Council of the School of Graduate Studies.

Current Summer 2018 Calendar Text	Proposed Fall 2018 Text
<p>Deferment of Admission Applicants who have been accepted to a degree program and who wish to postpone the start of their studies may request a deferral of admission. These students should contact their degree program in order to request permission for a change of admission date. In cases where a program approves a deferral of admission, there is a \$25 fee. The deferral form can be found in the Forms for Students section. The completed form along with the deferral fee, should be submitted to the applicant's degree program.</p>	<p>Deferment of Admission <u>Applicants who are admitted into the program but wish to defer their admission due to extenuating circumstances, such as non-processed visa (supporting documents may be required), may, at the discretion of the Department, be granted this request once within one year. Applicants should consult their Department, as deferrals are not accepted by all programs.</u> The Request to change (defer) admission can be found in the <i>Forms for Students</i> section.</p>
<p>Rationale: The most common reason for deferrals is visa-related. Currently, the payment process for international students is not a straightforward system; administratively and/or financially. Due to this complexity, students will no longer be charged a fee for deferrals. A new deferral form has been created.</p>	

Current Summer 2018 Calendar	Proposed Fall 2018
<p>Re Admission of Withdrawn Students Students who have been withdrawn from a graduate program for academic reasons (e.g. low GPA, C or F grades) may wish to be considered for re-admission into the program. Normally, students must have been withdrawn from the program for a minimum of five terms in order to be reconsidered. A request for re-admission is considered to be a new application. Students who wish to be considered for re-admission must submit an on-line application, along with the required application fee. Documentation (e.g. CV, transcripts) showing professional or educational accomplishments since the student was withdrawn must be submitted along with a recommendation for re-admission by the degree program.</p>	<p><u>Withdrawal for Academic Reasons</u> <u>Students who are withdrawn for academic reasons, will not be eligible to reapply for at least three terms. To qualify for admission, students are required to submit an application for admission and meet competitive admission criteria.</u></p>
<p>Rationale: The 3-term regulation is consistent with the regulations found within most Canadian Institutions.</p> <p>*Note: The admission process will be listed in C-Space for students.</p>	

Current Summer 2018 Calendar	Proposed Fall 2018 Calendar
<p>Accelerated Admission to PhD Programs Accelerated admission (fast tracking) describes a process whereby exceptional students are admitted to PhD programs without a master's/magisteriate degree in the same discipline. Students who follow this process must show high academic performance or potential, evidenced by an outstanding GPA, appropriate research publications in the field of study, a research topic at the master's/magisteriate level which is advanced enough for a doctoral thesis proposal, or other similar demonstrations of achievement. Students who are accepted for accelerated admission and who are currently registered in a master's/magisteriate degree program, or who would do so directly from a bachelor's degree, are expected to complete the course component of the thesis option master's/magisteriate in the same discipline in addition to the standard academic requirements for the doctoral program.</p>	<p>Fast Track to PhD Programs <u>Fast Tracking</u> describes a process whereby exceptional students are admitted to PhD programs without a master's/magisteriate degree in the same discipline. Students who follow this process must show high academic performance or potential, evidenced by an outstanding GPA, appropriate research publications in the field of study, a research topic at the master's/magisteriate level which is advanced enough for a doctoral thesis proposal, or other similar demonstrations of achievement. Students who are accepted for accelerated admission and who are currently registered in a master's/magisteriate degree program, <u>can enter directly into the PhD program without completing all of the master program requirements.</u> <u>In some cases, an outstanding student who holds a bachelor's degree can progress directly into a PhD program.</u></p>
<p>Rationale: The regulation is changing in order to make it more flexible.</p>	

Current Summer 2018 Calendar Text	Proposed Winter 2019 Text
<p>GPA Graduation Requirement In order to graduate, students in doctoral and master's programs must have a cumulative GPA of at least 3.00. Students in diploma and graduate certificate programs must have a cumulative GPA of at least 2.70 in order to graduate. Individual programs may have more stringent regulations; students should check their programs' regulations or with the Graduate Program Director.</p>	<p>GPA Graduation Requirement In order to graduate, students in doctoral programs must have a cumulative GPA of at least 3.00. Students in <u>master</u>, diploma and graduate certificate programs must have a cumulative GPA of at least 2.70 in order to graduate. Individual programs may have more stringent regulations; students should check their programs' regulations or with the Graduate Program Director.</p>
<p>Rationale: This change will bring us in-line with other Canadian universities in terms of stringency of our academic regulations for master students.</p>	

Current Summer 2018 Calendar Text	Proposed Winter 2019 Text
<p>Academic Standing</p> <p>The academic progress of graduate students is assessed at the end of every term. To be considered in good standing, students in master's and doctoral programs must maintain the F Rule, C Rule and an Assessment Grade Point Average (AGPA) of at least 3.00 based on a minimum of 12 credits. Students in graduate diploma and graduate certificate programs must maintain a minimum GPA of 2.70. For program specific requirements, please refer to the Program section of the Calendar. Independent and Visiting students are only subject to the F Rule.</p>	<p>Academic Standing</p> <p>The academic progress of graduate students is assessed at the end of every term. To be considered in good standing, students in doctoral programs must maintain the F Rule, C Rule and an Assessment Grade Point Average (AGPA) of at least 3.00 based on a minimum of 12 credits.</p> <p>Students in <u>master's</u>, graduate diploma and graduate certificate programs must maintain a minimum GPA of 2.70.</p> <p>For program specific requirements, please refer to the Program section of the Calendar.</p> <p>Independent and Visiting students are only subject to the F Rule.</p>
<p>Rationale: This change aligns the Academic Standing regulation with the proposed change to the GPA Graduation Requirement.</p>	

Current Summer 2018 Calendar Text	Proposed Winter 2019 Text
<p>Assessment Grade Point Average (AGPA)</p> <p>The academic progress of graduate students is monitored at the end of every term. To be considered in good standing, students in master's and doctoral programs must maintain an Assessment Grade Point Average (AGPA) of at least 3.00 based on a minimum of 12 credits. Students whose AGPA falls below 3.00 are considered to be on academic probation.</p> <p>Students whose AGPA falls below 3.00 for any two assessment periods are considered to be in failed standing. Individual programs may have more stringent AGPA regulations; students should check their program's calendar entry or with the Graduate Program Director.</p> <p>Students in graduate diploma and graduate certificate programs must maintain a minimum GP A of 2.70 during their program of study in order to be considered in good academic standing. Students whose AGPA falls below 2.70 are considered to be on academic probation. Students whose AGPA falls below 2.70 for any two assessment periods are considered to be in failed standing. Individual programs may have more stringent AGPA regulations; students should check their program's calendar entry or with the Graduate Program Director.</p> <p>Students in qualifying programs or concurrent qualifying programs in undergraduate courses will be assigned a grade in accordance with the undergraduate grading system for undergraduate courses. For all courses a B grade is required in order to ensure that the minimum standards of the graduate grading system are maintained. In addition, students must meet specific program requirements for good academic standing.</p>	<p>Assessment Grade Point Average (AGPA)</p> <p>The academic progress of graduate students is monitored at the end of every term. To be considered in good standing, students in doctoral programs must maintain an Assessment Grade Point Average (AGPA) of at least 3.00 based on a minimum of 12 credits. Students whose AGPA falls below 3.00 are considered to be on academic probation.</p> <p>Students whose AGPA falls below 3.00 for any two assessment periods are considered to be in failed standing.</p> <p>Individual programs may have more stringent AGPA regulations; students should check their program's calendar entry or with the Graduate Program Director.</p> <p>Students in <u>master's</u>, graduate diploma and graduate certificate programs must maintain a minimum GPA of 2.70 during their program of study in order to be considered in good academic standing. Students whose AGPA falls below 2.70 are considered to be on academic probation. Students whose AGPA falls below 2.70 for any two assessment periods are considered to be in failed standing.</p> <p>Individual programs may have more stringent AGPA regulations; students should check their program's calendar entry or with the Graduate Program Director.</p> <p>Students in qualifying programs or concurrent qualifying programs in undergraduate courses will be assigned a grade in accordance with the undergraduate grading system for undergraduate courses. For all courses a B grade is required in order to ensure that the minimum standards of the graduate grading system are maintained. In addition, students must meet specific program requirements for good academic standing.</p>
<p>Rationale: This change aligns the Assessment Grade Point Average regulation with the proposed change to the GPA Graduation Requirement.</p>	



SENATE
OPEN SESSION
Meeting of October 5, 2018

AGENDA ITEM: Ad Hoc Committee to Review Senate Eligibility Requirements

ACTION REQUIRED: For approval

SUMMARY: A question was raised at the last Senate meeting regarding the current student eligibility requirements, which provide that students must be registered in a program, in a course or for-credit activity, and be in acceptable academic standing (2.0 or more). Please refer to Appendix 1 for the full eligibility requirements.

The point was made that the issue regarding the eligibility requirements should be referred to Steering Committee.

Accordingly, at its meeting of September 25, 2018, Steering Committee discussed this issue and agreed to the CSU's request that a decision be made by the larger body of Senate, as to whether another Ad Hoc Committee to Review Senate Eligibility Requirements should be established.

It was specified that the discussion at Senate will be circumscribed to the eligibility requirements only and that any reference to individual cases will be ruled out of order.

BACKGROUND: Further to a request initiated by the CSU to modify the student eligibility requirements to serve on Senate and its standing committees, at its meeting of April 22, 2016, Senate referred this issue to Steering Committee.

At its meeting of May 3, 2016, Steering Committee decided to establish the Ad Hoc Committee to Review Senate Eligibility Requirements, including the mandate and membership of the Ad Hoc Committee.

At its meeting of October 7, 2016, Senate received the report of the Ad Hoc Committee and approved revised eligibility requirements for all members of Senate. Please refer to Appendix 2 for the Ad Hoc Committee's report and recommendation.

DRAFT MOTION: That Senate establish an Ad Hoc Committee to review Senate Eligibility Requirements and that Steering Committee be mandated to establish the mandate and membership of said Ad Hoc Committee.

PREPARED BY:

Name: Danielle Tessier
Date: September 26, 2018

APPENDIX 1

EXTRACT OF THE BY-LAWS

Article 64

Eligibility to serve on Senate is subject to the following requirements:

- a) Faculty members and librarians elected to Senate who take a leave during their term of office shall be replaced by their Faculty Council for the duration of their leave, or by the professional librarians, in the case of librarians.
- b) Student members elected to Senate shall be registered in a course or other for-credit activity, be registered in an undergraduate or graduate program, and be in acceptable academic standing (such standing to be verified semi-annually, normally in September and January).
- c) Suspension or expulsion from the University shall immediately render student members ineligible to serve on Senate. Suspension or termination of employment at the University shall immediately render faculty members, librarians and members of the administrative and support staff ineligible to serve on Senate. Constituencies that appoint individuals as their representative members are expected to conduct appointment processes in view of the duties and obligations of Senators specified in the *Code of Ethics and Conduct applicable to Members of Senate and Members of Committees Established by Senate* (US-1). A constituency may request, in writing, that the seat of one of its appointees be vacated. Vacated seats shall be filled as specified in Article 62.
- d) The part-time faculty member appointed under article 62 z) shall have taught at least one course in the Faculty of Engineering and Computer Science in the last twelve months prior to being appointed and shall teach at least one course in the Faculty of Engineering and Computer Science in each of the first two years of his or her three-year term.

Executive Summary:
Recommendation of Ad Hoc Committee to Review Senate Eligibility Requirements

The Ad Hoc Committee to Review Senate Eligibility Requirements (the “Committee”) was established pursuant to a mandate created by the Senate Steering Committee on May 3, 2010, “to review the current eligibility requirement for constituents to serve on Senate and its standing committees and bring a recommendation to Senate in the Fall 2016”. Further to the Committee’s 5 meetings, the Committee issued recommendations to Senate, which are enclosed. This Executive Summary provide a brief summary of the recommended modifications to Article 63 of the Bylaws and for the Committee’s reasoning for those recommended modifications.

Redline of modifications to Article 63

~~Senators must fulfill Eligibility to sit on Senate is subject to the following requirements in order to be eligible to sit on Senate:~~

- a) Faculty members ~~elected to Senate~~ and librarians who take a leave during their term of office shall be replaced by their Faculty Council for the duration of their leave, or by the professional librarians, in the case of librarians.
- b) Students elected to Senate shall be registered in ~~an undergraduate or graduate program, be registered in~~ a course or other for-credit activity, registered in an undergraduate or graduate program, and be in ~~good acceptable academic standing. Students who are in failed (this~~ standing, shall be verified by Senate twice per year, normally in September and January).
- c) ~~Suspension or expulsion from the University shall immediately render a student ineligible to serve on Senate. Suspension or termination of employment at the University shall immediately render faculty members and members of the administrative and support staff ineligible to serve on Senate. Constituencies that appoint individuals to Senate are expected to conduct appointment processes in conditional standing or on academic probation or who have been sanctioned either under view of the duties and obligations of Senators specified in the Code of Rights and Responsibilities (Policy BD 3) or the Academic Code of Ethics and Conduct within the three (3) years previous to their nomination are not eligible applicable to members of Senate and Members of committees established by Senate (US-1). A constituency may request, in writing, that the seat of one of its appointees be vacated. Vacated seats may be filled as specified in Article 61.~~

Changes to Art. 63 (a) – These changes are intended as ‘housekeeping’ only, to reflect the previous addition of Librarian Senators.

Changes to Art 63 (b) – In the Undergraduate and Graduate Calendars, the term “acceptable academic standing” is used (not “good standing”). Currently, in practice, the Secretary of Senate verifies academic standing according to the schedule proposed here. These changes add precision, and address issues previously discussed in Senate re: academic standing.

Changes to Art 63 (c) – The eligibility requirements that students may not be sanctioned under the *Code of Rights and Responsibilities* or the *Academic Code of Conduct* are removed. Instead, an eligibility requirement for all Senators to not be subject to suspension or expulsion is added, as is a reference to the Senate Code of Ethics, which currently applies. Further rules are added with respect to vacated seats.

The above changes were made for numerous reasons, including justice, fairness, practicality, and to promote and highlight mutual trust between constituencies. When issues arise in Senate, they can be addressed in accordance with Senate’s Code of Ethics.



Recommendation of the Ad Hoc Committee to Review Senate Eligibility Requirements

Mandate: The Ad Hoc Committee to Review Senate Eligibility Requirements was established by the Steering Committee of Senate on May 3, 2016, with a mandate “To review the current eligibility requirement for constituents to serve on Senate and its standing committees and bring a recommendation to Senate in the Fall 2016.” The committee was composed of: 4 full-time faculty members (1 from each Faculty); 1 part-time faculty member; 2 undergraduate students; 1 graduate student; and 1 academic administrator, for a total of 9 members. (See Appendix A.) This committee was established following Senate’s discussion, in Winter 2015/16, of two different proposals, from the CSU and the University, for revision to Senate eligibility requirements, neither of which passed.

Process: The committee met on 5 occasions, from mid-June to the first week of Fall 2016/17, for a total of more than 8 hours of face-to-face discussion. At the first meeting, D. Morris was appointed Chair of the Committee. As well, a framing principle was established: that eligibility requirements concerning 1) registration in programs (i.e., independent students), 2) academic standing, and 3) the Academic Code of Conduct and the Code of Rights and Responsibilities be discussed as separate items.

Deliberations drew on research and findings about, e.g., how the current University Bylaws are implemented with respect to Senate eligibility, and how Codes mentioned in the current Eligibility Requirement (i.e., the Code of Rights and Responsibilities, BD-3, and the Academic Code of Conduct) are administered. Discussions were detailed, vigorous, forthright, and collegial, representing a wide spectrum of views, ranging from the position that Senate should not impose any eligibility requirements at all, since, e.g., the CSU and GSA are autonomous bodies, and should be autonomous in conducting their appointment processes; to the view that no revision ought to be made to the existing Bylaws, given that circumstances of individuals prompted this review, and we should not be making changes on that basis; and a number of positions in between.

The overall outcome reflected this spectrum of views and the nature of the discussion and efforts. At the final meeting, a proposal (discussed and developed over the previous few meetings) was put to a vote. 4 members voted in support, with no votes against. However, 3 abstentions were registered, by members who could not endorse the proposal, yet did not want to preclude it from consideration at Senate. The abstaining members did not see the need for a distinct minority report; their views are in various ways represented in the report below. Personal and professional circumstances prevented 2 members, representing the CSU, from attending this meeting. However, they have, subsequent to the meeting, added their support to the recommendation. (While the CSU understands the decision and supports it, it remains opposed to the exclusion of independent students and students on conditional standing.) Altogether, then, 6 of the 9 members

of the committee support the recommendation; given the wide spectrum of views, this is very strong support.

Organization of the report: The report first gives the recommendation, and then explanations of the intent and reasoning in support of its various components. It integrates other possibilities canvassed, with reasons for and against each option. The aim of the report is giving a compressed overview of a quite robust process that sifted options toward a recommendation that, given the spectrum of views, received strong support—without, however, consensus or unanimity.

Recommendation: The committee recommends 1) that article 63 of the University Bylaws be revised as set forth in the box below. (See Appendix B for a comparison between the revision and the current bylaw.) As well, it recommends 2) that brief, appropriate language be added, as a matter of information, to the Graduate and Undergraduate Calendars (and relevant derivative documents or website materials, in places where academic standing is discussed, e.g., adding a 16.3.10.V.3 to the undergraduate calendar), to indicate that being “in failed or conditional standing can have implications for non-academic activities, e.g., lead to ineligibility to sit on Senate.”

Eligibility to sit on Senate is subject to the following requirements:

- a) Faculty members and librarians who take a leave during their term of office shall be replaced by their Faculty Council for the duration of their leave, or by the professional librarians, in the case of librarians.
- b) Students elected to Senate shall be registered in a course or other for-credit activity, registered in an undergraduate or graduate program, and be in acceptable academic standing (this standing shall be verified by Senate twice per year, normally in September and January).
- c) Suspension or expulsion from the University shall immediately render a student ineligible to serve on Senate. Suspension or termination of employment at the University shall immediately render faculty members and members of the administrative and support staff ineligible to serve on Senate. Constituencies that appoint individuals to Senate are expected to conduct appointment processes in view of the duties and obligations of Senators specified in *the Code of Ethics and Conduct applicable to members of Senate and Members of committees established by Senate* (US-1). A constituency may request, in writing, that the seat of one of its appointees be vacated. Vacated seats may be filled as specified in Article 61.

Intent of Recommendations, and Reasoning

'House-keeping' recommendations: These should be passed in any case, to bring the article in line with current practice.

A.1) Add language re. librarians to a : When the Bylaws were initially formulated, the Senate Membership article did not specifically designate librarians; the added language specifies that it is the University Librarian, not a Faculty Council, who replaces librarians on leave.

B.1) Change language in b from “good academic standing” to “acceptable academic standing”: This is to reflect changes to the language about academic standing in the applicable academic regulations.

Substantive recommendations re programs and academic standing:

B.2) Academic Standing—add language to b) regarding timing of verification of academic standing: Current practice is that the Secretary of Senate verifies academic standing twice per year, in September and January. The above revision to clause b) of the Bylaws specifies this.

- This is meant to address concerns about students who might fall below acceptable standing due to a grade not being entered on time, or for some other reason that is correctible or being corrected. This can especially be a concern for graduate students with *'In Progress'* notations, etc.
- This revision clarifies that changes in academic standing do not immediately result in a student becoming ineligible to sit on for Senate. The timing of verification would, in most cases, give adequate time for problems to be fixed, given that a student's academic standing is assessed by the registrar in April-May. For example, there is time from this assessment in May, until September of the next term, when Senate verifies standing, to resolve issues arising from the previous fall term.
- This change did not satisfy members who thought there should be no eligibility requirements, and that academic standing should not effect a Senator's standing on a collegial body.
- The Committee discussed concerns about grade corrections that may take longer than normal (e.g., a case where a fix was still underway in September, when academic standing is being checked). There was unanimity (even amongst abstaining members) that informal procedures would be able to prevent this from becoming an issue.
- The recommendation to add language to the undergraduate and graduate calendars is to make clear to students, in a document they are expected to consult, that academic standing can have consequences beyond the merely academic.

B.3) Independent Students—retain requirement with respect to registration in academic programs, i.e., precluding independent students: The committee's recommendation is to keep this requirement, since knowledge of programs is important for the deliberations of Senators, especially with respect to the creation and modification of academic programs, and program registration is an indicator of university involvement and academic engagement.

- This did not satisfy members who argued that (1) this precludes representation of independent student views from Senate, (2) potentially reduces the number of students who are both willing and able to serve on Senate, and that (3) there should be no eligibility requirements to sit on Senate.
- It was noted in response (including by one member who shares the above view) that registration in a certificate program satisfies this requirement, and is a way for independent students to stand for Senate.
- The recommendation is to leave this in as it is a compromise (for some); is an important requirement item (for others); and is circumventable (for objectors).

Substantive recommendations with respect to codes of conduct:

C) Remove all requirements the Academic Code of Conduct (ACC) and Code of Rights and Responsibilities (CoRR), and replace with language pertaining to conduct that applies to all Senators and is linked to the Senate Code of Ethics and the mandate of the ethics committee.

This is the most substantive recommendation, and the intent and reasoning require explanation. Notably, this component was supported by nearly all members of the committee, albeit in varying degrees. It also was the focus of the greater part of all deliberations.

The committee's recommendation grew from first of all shifting issues of conduct (other than ACC conduct) from its current place, in a clause about students only, to a clause applying to all Senators. This shift is a matter of justice, and parity between Senators. Further discussion led to shifting *all* issues of conduct to Senate itself, via Senate's Code of Ethics and Ethics Committee.

The overall intent of the recommended revision is to spell out that constituencies are expected to appoint Senators who will conduct themselves according to Senate's Code of Ethics. It gives constituencies tools to remove and replace Senators. It is envisioned that this will typically suffice to address concerns about conduct. If it does not, issues of conduct which arise can be addressed by Senate and Senators, via Senate's Code of Ethics, which is flagged in the revision. [\(This Code can be found online, and should be read as background to this proposal.\)](#) *In instances when the Code applies, this Code already empowers Senate, via its Ethics Committee, to issue sanctions in the form of warnings, suspensions, and removal of Senators.* Shifting matters concerning ethical conduct to Senate allows possibilities for judgement, appropriate flexibility, and justice that, the committee found, are simply not available to Senate via links to the Academic Code of Conduct (ACC) and Code of Rights and Responsibilities (CoRR). E.g., it is in principle possible that a student issued a sanction under CoRR might have done so in circumstances or for reasons that Senate might judge to be mitigating, or not precluding Senate eligibility. How can Senate assess that possibility?

General Findings:

- Senate cannot give the bodies administering the ACC and CoRR the task of making decisions about Senate eligibility.
 - Removal from Senate is not an existing sanction under these codes.
 - Administration of the ACC and CCR must focus on fulfilling the purposes of these codes, not Senate issues.

- Persons trained to administer these codes do not have expertise with respect to Senate and cannot represent Senate's interests.
- Legally, Senate cannot turn over decisions about Senate eligibility to an outside body.
- Both the ACC and CoRR *must* operate in their own separate silos, and the processes and evidence that lead to decisions are *sealed* from outside bodies in order to protect the confidentiality of all parties concerned. All Senate can ask is whether there are sanctions for a given student; it can't know the reasons why, see the evidence, etc.
- This signals another, key point: both codes are designed to work for educational purposes, in an educational environment. E.g., administration of the CoRR is meant to be restorative of the academic community, vs. simply punitive. Piggybacking other decisions on top of processes with educational purposes can be distorting.
- These codes and their administration have been reviewed and revised in important ways in recent years. Their current operation and intent differs from when the portions of the Bylaws applicable to Senate were first established and linked to them.

C.1) Academic Code of Conduct—remove linkages to the ACC:

- Administration of the ACC differs from the CoRR: ACC sanctions can be issued by administrators in faculties as well as the School of Graduate Studies and the Centre for Continuing Education; only rarely do ACC decisions come to a central tribunal body, as is the case with all formal complaints under CoRR hearings. With ACC, there is a potentially wider diversity of practices and outcomes, and a very broad range of sanctions with academic effects can be imposed. Student errors of various sorts, unfamiliarity with practices, differing demands of different professors, can result in sanctions. Finally, a key intent of the ACC is the educational one—of re-orienting students to not violate it again.
 - The committee discussed ways in which results of the ACC could be used to preclude, e.g., an incorrigibly ethically bankrupt plagiarizer from sitting on Senate, whilst not precluding students who made a mistake, or did something wrong and learned from it.
 - **No such avenue was found, that would be simple, clear, workable, uniform and fair in result. This is the reason that the committee recommends removing linkages to the ACC.**
 - What of the ethically bankrupt plagiarizer, who is incorrigible? The view was that either they would be detected on multiple occasions, and via the ACC be suspended or expelled, and thus removed from Senate under the revised clause; or, like the greatest art forger, nobody would ever find out, so the ACC would never have been applied.

C.2) Code of Rights and Responsibilities—remove linkages to the CoRR:

- The committee obtained data on CoRR cases involving students. In the last 10 years, there were only 21 non-protest related cases heard by CoRR hearing panels, i.e., 2 a year on average. Given that Concordia has around 40,000 to 45,000 students each year, this is, on average, a vanishingly small percentage, around 0.004%. Of the 21 cases in the 10 year period, there were only 2 instances of upheld offences that involved reprimands only.
- Given the small likelihood of intersection between these non-protest cases and students standing for Senate, the existing linkage to CoRR is likely moot with regard to non-protest cases.

- Protest cases, though, are precisely where concerns arise, and where issues of justice and due consideration of details and circumstance would in principle be important for Senate.
- Senate, however, cannot open up the envelope of CoRR sanctions to make this sort of judgement.
- Moreover, CoRR panels should not conduct their processes with Senate issues in mind, indeed these panels are enjoined to put aside such considerations.
- In response, one proposal was to have the Senate Ethics Committee in effect serve as an appeal board. Pursuant to this proposal, a Senate member or appointee with a sanction under the CoRR could appeal their ineligibility to sit on Senate to the Senate Ethics Committee, which would review the case according to a principled test (e.g., one that recognizes and tries to balance potential conflicts between purposes of political protest or protecting academic freedom, and the application of conduct codes of conduct).
 - This was roundly rejected for various reasons, including but not limited to the following: students would be subject to investigations twice; principles of natural justice built into the Senate Code of Ethics code would require interviewing everyone again and witnesses appearing again; and the process would take too long.
- In discussion of these matters it was realized that for the most part, issues of conduct by faculty members or administrators are rarely taken up under by the CoRR, but rather via sanctions under various collective agreements. The expectation is that the constituencies appointing faculty and administrators are diligent in appointing Senators who will conduct themselves well.
- The recommended clause C, above, thus describes current practice with regard to faculty, librarian and administrative Senators. The idea is to extend this practice to all Senators, including students.
- Deans, managers, etc., in principle have access to data about warnings and reprimands with respect to employees. However, because of privacy legislation, the University cannot provide student societies access to data about the application of CoRR sanctions to particular people, leading to concerns as to how student societies appointing Senators can ensure due diligence.
- The committee also discussed conduct prior to an individual's Senate appointment. Under Clause C of the recommendation, Senate can address conduct issues arising once someone is a Senator, but not conduct that precedes an appointment or that does not have a relationship to that individual's role as Senator.
- Discussion of the last two issues was complex and charged:
 - In response, it was realized that on all sides, it is impossible to ensure perfect knowledge. We have to trust people to make good judgements.
 - CSU already has a process for overseeing appointments, and for checking to make sure that CSU appointees are fulfilling Senate duties by attending (see Appendix C), even if they cannot access CoRR issues.
 - Also, we should focus on conduct within Senate and as a Senator. Someone who may have conducted themselves poorly in the past may have subsequently re-oriented themselves, and that possibility of re-orienting is part and parcel of the University's educational mission.
 - It was noted that focusing on an individual's conduct on Senate, and on their moving forward in university involvement and university life would be more in keeping with our educational purposes.

- It was not clear to the committee precisely what harm a member could do in Senate. If they are speaking to Senate business, then other members can hear their opinions and be swayed or not. If they conduct themselves in a manner disruptive to Senate’s operations or reputation, Senate Ethics Code of Ethics can be used to address any issues, as it is designed to do.
- It was realized that this recommended revision requires trust in our students, and perhaps reluctance to revise in this direction has to do, in part, with issues related to this. But it would be important and appropriate for our educational mission, and in keeping with our directions, such as “go beyond,” to move forward in this new direction.
- **In the end, the committee found that the inclusion of the CoRR is inadequate to meet the purposes that might have been envisioned in the existing Bylaws, and that it does not provide the flexibility or room for informed judgement that would be required by considerations of justice, and that linking the Bylaws to the CoRR and its processes mixes issues and purposes that need to be taken up separately and independently.**

Respectfully submitted,

David Morris, on behalf of the Ad Hoc Committee to Review Senate Eligibility Requirements

Members of the Committee:

Mudasser Akbar	VP Academic/Advocacy	GSA
Muneer Ahmed		
Ali Akgunduz	Associate Dean, Academic Programs; Professor, Mechanical and Industrial Engineering	Faculty of Engineering and Computer Science
Kevin Austin	Professor of Music	Faculty of Fine Arts
Patrice Blais	VP CA and Grievances, Part-Time Professor, Management, Political Science, School of Extended Learning	CUPFA
Catherine Bolton	Vice-Provost, Teaching and Learning; Associate Professor, Classics	Provost’s Office
Charles Draitmin	Professor and Chair, Accountancy	John Molson School of Business
David Morris (Chair)	Professor and Chair, Philosophy	Faculty of Arts and Science
Gene Morrow	Campaigns & Academic Researcher	CSU
Sophia Sahrane	Academic & Advocacy Coordinator	CSU
Alison Beck (Secretary)	Associate Legal Counsel	University Secretariat



APPENDIX A

AD HOC COMMITTEE TO REVIEW SENATE ELIGIBILITY REQUIREMENTS, Established by Steering Committee of Senate on May 3, 2016

Mandate

To review current eligibility requirement for constituents to serve on Senate and its standing committees and bring a recommendation to Senate in the Fall 2016.

Composition

- 4 full-time faculty members, one from each Faculty - appointed by the Dean
- 1 part-time faculty member - appointed by CUPFA
- 2 undergraduate students - appointed by the CSU
- 1 graduate student - appointed by the GSA
- 1 academic administrator - appointed by the President

The Secretary shall convene the first meeting of the Committee. The Chair shall be selected at the first meeting by the members.

*Danielle Tessier
May 10, 2016*

APPENDIX B
REDLINE OF ORIGINAL AND DRAFT REVISED ARTICLE 63 OF BYLAWS

Article 63

Senators must fulfill the following requirements in order to be eligible to sit on Senate:

- a) Faculty members elected to Senate who take a leave during their term of office shall be replaced by their Faculty Council for the duration of their leave.
- b) Students elected to Senate shall be registered in an undergraduate or graduate program, be registered in a course or other for-credit activity, and be in good standing. Students who are in failed standing, in conditional standing or on academic probation or who have been sanctioned either under the Code of Rights and Responsibilities (Policy BD-3) or the Academic Code of Conduct within the three (3) years previous to their nomination are not eligible.

Article 63

~~Senators must fulfill~~

~~Eligibility to sit on Senate is subject to the following requirements in order to be eligible to sit on Senate:~~

- a) Faculty members ~~elected to Senate~~ and librarians who take a leave during their term of office shall be replaced by their Faculty Council for the duration of their leave, or by the professional librarians, in the case of librarians.
- b) ~~Students elected to Senate shall be registered in an undergraduate or graduate program, be registered in a course or other for-credit activity, registered in an undergraduate or graduate program, and be in good acceptable academic standing. Students who are in failed (this standing, shall be verified by Senate twice per year, normally in September and January).~~
- ~~b)c) Suspension or expulsion from the University shall immediately render a student ineligible to serve on Senate. Suspension or termination of employment at the University shall immediately render faculty members and members of the administrative and support staff ineligible to serve on Senate. Constituencies that appoint individuals to Senate are expected to conduct appointment processes in conditional standing or on academic probation or who have been sanctioned either under view of the duties and obligations of Senators specified in the Code of Rights and Responsibilities (Policy BD 3) or the Academic Code of Ethics and Conduct within the three (3) years previous to their nomination are not eligible applicable to members of Senate and Members of committees established by Senate (US-1). A constituency may request, in writing, that the seat of one of its appointees be vacated. Vacated seats may be filled as specified in Article 61.~~

APPENDIX C
MATERIALS FROM THE CSU ABOUT INTERNAL SENATE APPOINTMENT RULES

Excerpts of CSU Regulatory texts, regarding:
Undergraduate Student Appointments to Concordia's Senate

Prepared by Gene Morrow, on June 17, 2016.

By-Laws of the Concordia Student Union:

General Elections, By-Elections and Referenda

9.1.3 Candidates for the Council of Representatives, Senate and Board of Governors run individually and independently.

9.9 No candidate for any position in Annual General Elections or by-election shall be elected by acclamation. In the case of an uncontested candidacy, the candidate shall only be declared elected upon obtaining a majority of votes in a ratification poll held during the Annual General Elections or by-election.

Standing Regulations of the Concordia Student Union

Book I – Council of Representatives

Chapter IV – Committees of Council; Section 1 – Standing Committees:

16. The following shall be the standing committees of Council:

(a) Academic Caucus: The Academic Caucus consults with students and campus academic groups concerning the Student Union's academic priorities; makes reports and recommendations to Council regarding issues of academic significance, and undertakes such academic studies as Council may require of it. It is also responsible for bursary distribution as outlined in Annex A. The caucus may also make reports and recommendations to Council regarding any proposed amendments to Annex A. The Academic caucus shall be composed of members serving on the University Senate and the Board of Governors.

Chapter VIII – Appointments:

67. All internal and external appointments by Council shall be by ordinary resolution.

68. All appointments open to students at large will be considered by the appointments committees who will make their recommendations to Council following the appointment procedure (Book VI). Notwithstanding the foregoing, for exceptional reasons, Council has the right to bypass the consideration of the appointments committee and proceed with the appointment.

Book V – Space and Services,

Chapter 2 – Safer Spaces Policy; Section 2 – Training:

217. Training for the Executive, Council, Senate and Clubs shall be provided by the Centre for Gender Advocacy or the Sexual Assault Resource Centre, or both. If neither group is available to provide trainings, the CSU shall take recommendations from these groups for alternate training providers.

Book VI – Appointments

Chapter I – Appointments Committee Procedure; Section 1 – Posting:

224. Posters advertising for positions on the University Senate or Board of Governors will include a list of all of the academic requirements necessary to sit on the University Senate or Board of Governors.

Section 2 – Appointments procedure:

225. The appointments committee chair will collect the candidatures and forward them to the committee members.

226. The committee will meet to interview potential appointees and make recommendations to Council. Notwithstanding the foregoing Judicial Board candidates will be subjected to an interview by Council.

227. Council will appoint the candidate(s) as per Chapter VIII (Book I) of the Code of Standing Regulations.

Section 3 – Removal from appointment:

228. The appointment committee has the right to recommend the removal of appointed candidates and members of the Judicial Board from seats for serious grounds or poor attendance.

229. An appointed member who has missed more than one meeting will be considered in bad standing and eligible to be removed from his/her position.

230. Upon recommendation by the appointments committee, Council can remove a member from his/her appointment via a Council resolution.

Chapter III – Senate:

236. The 12 seats are divided as follows:

- (a) CSU General Coordinator (ex-officio) or a delegate chosen by the General Coordinator.
- (b) CSU Academic and Advocacy Coordinator (ex-officio)
- (c) 2 Representatives appointed by Council at the June regular meeting (2)
- (d) 4 CSU members appointed by CSU Council (4)
- (e) 1 elected senator from Arts & Science in the Annual General Election (1)
- (f) 1 elected senator from John Molson School of Business in the Annual General Election (1)
- (g) 1 elected senator from Engineering & Computer Science in the Annual General Election (1)
- (h) 1 elected Senator from Fine Arts in the Annual General Election (1)

237. All student Senators, whether elected, appointed or ex-officio, must sign a form, at the time of their nomination or appointment, as the case may be, stating:

(a) They accept to attend all University Senate meetings.

(b) They recognize and accept that any absence from a Senate meeting must be reported to the Chair of Council, and that Council may deem them resigned from their position due to absence at a duly convened Senate meeting.

(c) They agree to write a report to CSU Council after every meeting of Senate, in conjunction with the Academic Caucus, on their work as Senators on both Senate and on its committees.

238. The term of seats on the Concordia University Senate shall be for 1 year from September 1st until August 31st.

239. Any vacancy on the Concordia University Senate can be filled by Council, preferably from the faculty of the vacant seat, for the unexpired term of the vacant seat.

Book VII – Elections and Referendum Regulations

Chapter III – Parties to an Election or Referendum; Section 1 – Electors:

261. Every person who is a member of the Student Union on the day before the start of the campaigning period shall be considered an elector.

263. Each elector may cast a ballot in an election for Council or the university senate allocated to the faculty in which he or she is registered. For the purposes of this article, the collectivity of Independent Students is deemed a faculty.

Section 2 – Candidates:

266. Every person who is an elector is eligible to seek office for which he or she is entitled to cast a ballot.

267. Notwithstanding the foregoing, the following persons are ineligible:

(a) Any member of the Judicial Board

(b) Any election officer

268. Notwithstanding the foregoing, all former CSU Chief Electoral Officers are ineligible to run for any elected or appointed positions within the CSU or participate as a candidate for any office in any CSU annual general elections or by-elections.

Chapter IV – Election and Referendum proceedings; Section 3 – Nomination of Candidates:

291. Every eligible person may be nominated as a candidate for one office in an election period by filling the prescribed nomination paper with the Chief Electoral Officer or his/her designate.

293. The nomination paper shall state the name of the candidate, as well as his or her Concordia I.D. number, address, telephone, e-mail address and the faculty in which he or she is registered, and the office for which he or she is a candidate.

294. The nomination paper shall include a statement signed by the candidate(s) in the presence of the person authorized to receive the nomination, stating that he or she consents to the nomination and is eligible to run for the position.

295. All candidates and referendum committee chairpersons need to disclose all financial matters relating to the CSU in the past 12 months along with their nomination form.

296. The nomination paper shall include the printed name, signature and Concordia I.D. number, of at least 45 electors who are eligible to vote for the office for which the candidate is being nominated. [...]

300. A candidate for an elected university senate seat cannot be a candidate for either the CSU Executive or CSU Council.

305. For the sole purpose of verifying the requirements for nomination as stipulated in article 246, article 278, and, should it apply, article 282, nomination papers for all candidates shall be submitted by the Chief Electoral Officer to the Dean of Students office as such papers are received but no later than the day before the start of the campaigning period.

Section 10 – Recount of Ballots

345. The ballots for any Senate or Councilor position shall be subject to an automatic recount if the margin of victory is less than 15.

Description of the Procedures Related to: Selection of Undergraduate Student Members for Senate

Undergraduate student seats on Senate are filled by either general election or via appointment by the CSU's Council of Representatives.

In theory, a maximum of six (6) Senate seats can be filled by election, while a minimum of six (6) seats are appointed by Council. Any vacant seats, following the general election, are filled via appointment by Council.

General Elections operate according to very strict regulations (Book VII of the Standing Regulations) and the By-Laws. Two ex-officio student representatives to Senate are chosen via their election as officers of the Union, by universal suffrage of the Concordia undergraduate student body. The four elected faculty seats are chosen via a ballot vote, by the members of the Faculty they are running to represent.

The CSU's Council of Representatives conducts two types of appointments to Senate: Two (2) representatives are appointed from among the members of the Council itself (all of which had been elected via secret ballot vote by the members of the Faculty they represent) and at least four (4) representatives are selected from among Concordia's undergraduate students at large.

Student at large appointments are conducted via the Appointments Committee of Council. It is responsible for posting the openings, conducting initial interviews with applicants, preparing a short-list for Council, and making recommendations to it on the candidates.

Each candidate for Senate that is approved by the Committee must appear before Council, which conducts a thorough interview with each candidate and then votes to elect the members who will sit on Senate for the year.

Regardless of whether they are elected or appointed, each representative on Senate must sign an agreement binding them to certain expectations as Senators. These are primarily concerned with attendance at Senate and with making regular reports to Council on the matters discussed there.

Any absences from Senate, any dereliction of duty involved in representing students there, or any other behaviour considered to be a serious breach of ethics or expectations can serve as a basis for a Senator's removal. A recommendation for removal must come from the Appointments Committee, although the Academic Caucus may, in turn, make their recommendation to the Appointments Committee to be handled there.

All appointed and elected senators sit on the CSU's Academic Caucus, which meets at least once a month. The Academic Caucus aids in ensuring the proper internal governance of the CSU's members sitting on Senate and keeps them accountable to each other. It must also make regular reports to the Council of Representatives, ensuring accountability to the appointing body.

