

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

Held on Friday, November 9, 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

<b>Item</b>	<b>Presenter/s</b>	<b>Action</b>
1. Call to order	A. Shepard	
1.1 Adoption of the Agenda	A. Shepard	Approval
1.2 Adoption of October 5, 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-2018-7-D2</i> )	G. Carr	Information
5. Standing Committee reports		Information
5.1 Academic Planning and Priorities ( <i>Document US-2018-7-D3</i> )		
5.2 Finance ( <i>Document US-2018-7-D4</i> )		
<b>CONSENT AGENDA</b>	A. Shepard	
6. Committee appointments ( <i>Document US-2018-7-D5</i> )		Approval
7. Academic Programs Committee: Report and recommendations ( <i>Document US-2018-7-D6</i> )		Approval

- 7.1 Undergraduate curriculum proposals – Faculty of Arts and Science
  - 7.1.1 Department of Economics (*Document US-2018-7-D7*)
  - 7.1.2 Department of Applied Human Sciences (*Document US-2018-7-D8*)
  - 7.1.3 Department of Chemistry and Biochemistry (*Document US-2018-7-D9*)
  - 7.1.4 Department of Economics (*Document US-2018-7-D10*)
  - 7.1.5 Department of Philosophy (*Document US-2018-7-D11*)
  - 7.1.6 Department of Political Science (*Document US-2018-7-D12*)
  - 7.1.7 Department of Religions and Cultures (*Document US-2018-7-D13*)
  - 7.1.8 Department of Sociology and Anthropology (*Document US-2018-7-D14*)
  
- 7.2 Undergraduate curriculum proposals – Gina Cody School of Engineering and Computer Science – Department of Electrical and Computer Engineering (*Document US-2018-7-D15*)
  
- 7.3 Graduate curriculum proposals – Faculty of Arts and Science
  - 7.3.1 Department of Biology (*Document US-2018-7-D16*)
  - 7.3.2 Department of Geography, Planning and Environment (*Document US-2018-7-D17*)
  
- 7.4 Graduate curriculum proposals - John Molson School of Business – Graduate Diploma in Chartered Professional Accountancy (*Document US-2018-7-D18*)
  
- 8. Graduate calendar regulation changes (*Document US-2018-7-D19*)

Information

## REGULAR AGENDA

- 9. Annual report from the Office of Rights and Responsibilities (*Document US-2018-7-D20*)

L. White

Information

10. Annual report from the Ombuds Office (*Document US-2018-7-D21*) A. Fish Information
11. Presentation on Coop program C. Martel Information
12. Question period (*maximum - 15 minutes*)
13. Other business
14. Adjournment A. Shepard



**MINUTES 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

**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; Anne-Marie Croteau; Christine DeWolf; Rebecca Duclos; Mehdi Farashahi; Vince Graziano; Rim Hamila; Brigitte Jaumard; Jean-Gabriel Lacombe; Sarah Mazhero; David Morris; Virginia Penhune; Justin Powlowski (*Acting for Christophe Guy*); Martin Pugh; André Roy; Daniel Salée; Francesca Scala; Safa Sheikh; Ali Sherra; Matt Soar; Robert Soroka; Marc Steinberg; Ron Stern; Nafisa Tabassum Jamal; Christopher Trueman; Jean-Philippe Warren; Paula Wood-Adams; Radu Zmeureanu

Non-voting members: Joanne Beaudoin; Philippe Beaugregard; Roger Côté; Marcel Dupuis; Emmet Henchey; Tom Hughes; Ilze Kraulis; Melodie Sullivan (*Acting for Frederica Jacobs*); Anne Whitelaw

**ABSENT**

Voting members: Shaina Ali; Jill Didur; Marcie Frank; Zenobia Pais; John Potvin; Rashmikaa Sethu Madhavan

Non-voting members: Denis Cossette; Isabel Dunnigan

**1. Call to order**

The President called the meeting to order at 2:09 p.m.

**1.1 Approval of Agenda**

R-2018-6-4     *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved, with the removal of item 8 from the Regular Agenda to the Consent Agenda.*

## **1.2 Approval of the Minutes of the Open Session meeting of September 14, 2018**

*R-2018-6-5 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of September 14, 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 glow of the recent \$15 million gift by Gina Cody continues to be felt. Dr. Cody is a true ambassador. The gift and the renaming of the School made nationwide and worldwide news, having a powerful impact on the University's reputation as well as current students and alumni.

He apprised Senators that enrolments continue to be robust. The Shuffle, held last Friday, has raised over \$100,000, with the largest percentage of students having participated in the walk, including student leaders.

The President reported that the Homecoming events were well attended and encouraged everyone to participate in the Open House on October 20, which is an opportunity for the University to showcase its students, faculty, staff, programs and facilities.

## **4. Academic update (Document US-2018-5-D2)**

As complimentary information to his written update, Dr. Carr reiterated that Dr. Cody's gift will set an impressive pathway in the future for the School as a leader in next generation research. He urged Senators to attend the upcoming annual conference of the Oral History Association, hosted this year by Concordia's Centre for Oral History and Digital Storytelling, between October 10 and 14.

## **CONSENT**

## **5. Committee appointments (Document US-2018-6-D3)**

*R-2018-6-6 That the committee appointments, outlined in Document US-2018-6-D3, be approved.*

## **6. Academic Programs Committee: Report and recommendations (Document US-2018-6-D4)**

### **6.1 Undergraduate curriculum changes - Faculty of Arts and Science**

#### **6.1.1 Loyola College for Diversity and Sustainability (Document US-2018-6-D5)**

#### **6.1.2 Simone de Beauvoir Institute and Women's Studies (Document US-2018-6-D6)**

R-2018-6-7 *That the undergraduate curriculum changes in the Faculty of Arts and Science, outlined in Documents US-2018-6-D5 and D6, be approved, as recommended by the Academic Programs Committee in Document US-2018-6-D4.*

## **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)

R-2018-6-8 *That the changes in the Institute for Cooperative Education, outlined in Documents US-2018-6-D7 and D8 be approved, as recommended by the Academic Programs Committee in Document US-2018-6-D4.*

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

R-2018-6-9 *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.*

## **REGULAR**

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

In response to a concern that lowering the GPA requirement for master's, diploma and graduate certificate programs from 3.0 to 2.7 would affect the University's credibility with the funding agencies, Dr. Wood-Adams conveyed that the School had looked at the requirements of 14 Canadian comprehensive and major research-intensive universities.

One-third have a GPA requirement of 3.0 for graduation but allow that a grade be replaced when repeating a failed course, in which case the failed grade is not factored into the GPA, while two-thirds, including University of Toronto, have a GPA requirement of 2.7 but require that all grades be factored into the GPA. It was decided to adopt the latter approach, to bring Concordia's practice in line with the national norm.

### **9. Presentation on digital strategy**

Dr. Beaudry played an introductory video in connection with the digital transformation of the landscape of higher education. She recapitulated some of the activities so far in connection with the digital strategy, including the President's speaker series on digital futures, an environmental scan, a student survey as well as the consultation process, which includes student, faculty and staff focus groups as well as individual interviews.

She then presented the results of the digital strategy public consultations. The findings will help shape the digital strategy, the ultimate goal being to improve the user

experience and to put people before technology. To accomplish this goal, we need to have an action plan towards building a roadmap.

Dr. Beaudry apprised Senate that 4,200 individuals participated in one way or another to the public consultation phase and invited Senators to read the full report which is posted on the website. The public consultation included establishing various personas of student, faculty and staff user profiles to understand their experience to map their journeys. She conveyed the various observations and needs which emerged from each of those groups regarding the digital skills, communications, experience with the current digital environment and use of technology to teach, research and work and also outlined the main and future challenges identified by each group.

Dr. Beaudry presented some metrics from the student survey, which provides insight on how students rate the quality of their digital experience relative to their institution, their courses, the tools they use as well as their attitudes regarding digital learning. She also summarized the key findings resulting from the report.

The digital transformation affecting higher education is rapid and widespread. As a community, Concordia needs to take charge and seize every opportunity and contribute to forging the new digital landscape of higher education and become a reference as a next-generation university.

To achieve the foregoing, she presented a roadmap which includes 11 projects proposed under five themes and invited Senators to take a few minutes to comment on those projects until November 9. Following her presentation, Dr. Beaudry responded to questions and comments.

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

Ms. Clark-Gardner and Sophie Hough-Martin, the CSU's General Coordinator and principal spokesperson, gave a presentation to outline the reasons why an Ad Hoc Committee should be established to reconsider eligibility requirements.

They said that students on conditional standing are excluded from the major decision-making bodies and provided examples of several situations that can lead to conditional standing which are not attributable to a student's academic capabilities. They made the point that international students, in particular, face many more obstacles, and that conditional standing is not decided by overall academic performance.

Ms. Clark-Gardner and Ms. Hough-Martin apprised Senate of other barriers related to conditional standing. In their view, there is a clear gap between what students experience with conditional standing and what administrators, faculty and staff understand to be true about conditional standing. For those reasons, the CSU feels very strongly that this issue needs to be discussed.



They spoke of the student autonomy provided by the *Accreditation Act* as well as the CSU election and appointment process. They also made the point that none of the major Canadian universities have such academic performance requirement. They concluded their presentation by reiterating that the current academic assessment process is not working as intended and that this aspect was not considered in 2016.

Prof. Morris, who chaired the Ad Hoc Committee in 2016, apprised Senate that he had been persuaded that the discussion should be reopened. While the 2016 discussion focused on the codes of conduct, academic standing was addressed, primarily in relation to cases where a student, due to health or other personal circumstances, for example, is on conditional standing, but would be capable of serving on Senate.

In 2016, the prevailing view was that Concordia's academic procedures would allow such a student to fix their academic record in time to serve on Senate. But new evidence suggests that this does not always work. It would fit with the 2016 outcome, and with Concordia efforts to support inclusivity, to discuss this issue. For those reasons, he is favor of establishing the Ad Hoc Committee.

*R-2018-6-10 Upon motion duly moved and seconded, it was resolved 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.*

#### **11. Question period**

In response to a query, Prof. Shepard informed Senators that he had yet to receive any instructions or communications from the newly-elected Quebec government on any matter or issue relative to the University.

#### **12. Other business**

There was no other business to bring before Senate.

#### **13. Adjournment**

The meeting adjourned at 3:28 p.m.



Danielle Tessier  
Secretary of Senate



## Internal Memorandum

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**To:** Members of Senate  
**From:** Graham Carr, Provost and Vice-President, Academic Affairs  
**Date:** November 1, 2018  
**Re:** Academic Update

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On September 21, the 5<sup>th</sup> Annual Undergraduate Research Showcase was held. The event highlighted the recipients of the 2018 Concordia Undergraduate Student Research Awards as well as recipients of the Natural Sciences and Engineering Research Council of Canada (NSERC) Undergraduate Student Research Awards. More than 50 projects from all four Faculties were featured.

The Sir George Williams Campus teemed with visitors from the very first moments of Open House as Concordia welcomed more than 6,000 guests on October 20. Our new programming earned a great response – a presentation aimed specifically at future students from Ontario, a first for Open House, was at capacity. The Recruitment team also put on a “virtual” Open House for prospective students around the world, keeping in touch with them throughout the day on social media, including hosting live question-and-answer sessions on Instagram and Facebook. A huge thank you to all who participated – students, staff and faculty – in making this Open House a success.

In collaboration with [The World Remembers](#), Concordia University Library was invited to project on its walls the names of the over 1 million fallen soldiers (including over 23,000 Canadians) who lost their lives in the last year of the Great War. The projection, which is located on the second floor of the Webster Library, began on September 12 and finishes on Remembrance Day, November 11.

On October 9, the Doggone Foundation announced it was giving \$200,000 towards the Campaign for Concordia: Next-Gen. Now. The gift will support the Elspeth McConnell Fine Arts Award, which will annually provide \$5,000 to 18 Faculty of Fine Arts students to undertake internships in non-profit organizations. Our first cohort have started their placements and it’s been a success so far.

In early October, the Webster Library hosted the [FORCE11 conference](#), which promotes open scholarship.

JMSB’s 10<sup>th</sup> Annual Graduate Research Exposition will take place on November 15 in the MB atrium. PhD and MSc students will be displaying their research – the event is open to the public.

As part of their on-going efforts to *Double our Research*, GradProSkills and the Graduate Awards Office ran its “Funding your Graduate Studies” workshop series to help students prepare their

applications for the Tri-council awards. In total, seven workshops were offered, with 200 participants. These workshops are intended to provide students with tips, strategies and constructive feedback on their external funding applications.

From October 10 to October 14, the Centre for Oral History and Digital Storytelling (COHDS) hosted “Oral History in Our Challenging Times”, the Oral History Association’s annual conference. The event brings together researchers from universities and public history institutions along with community-based oral historians, media and arts organizations, Concordia graduate students, and independent professionals. Several sessions and workshops took place in the Webster Library, as well as associated exhibits.

Scenic designer Christine Jones (BFA 89) delivered the 2018 Wild Talks lecture at Concordia as part of this year’s Homecoming. Jones, who won a Tony and an Olivier this year for her designs of Harry Potter and the Cursed Child in London and New York, also held a masterclass with 60 students in the DB Clarke. Both events were a great success.

In October, Vice-Provost, Digital Strategy and University Librarian Guylaine Beaudry was invited to present on the transformation of the Webster Library at the Global Perspective, Academic Library Directors’ Forum 2018, in Shanghai. She was also invited to present on the same topic in late September at the [48th annual conference of the Association of French Academic Library Directors](#) in Brest, France.

Anne Lafay has been awarded the September FQRSC *Relève étoile Paul-Gérin-Lajoie*, for her publication: *Impairment of Arabic-and Spoken-Number Processing in Children with Mathematical Learning Disability* in the Journal of Numerical Cognition. In collaboration with Dr. Helena Osana in the Mathematics Teaching and Learning Lab in the Department of Education, Dr. Lafay, A Horizon Postdoctoral Fellow, works with children who present with language development and reading and mathematics learning disabilities.

The Faculty of Fine Arts and our Conversation in Contemporary Art lecture series has also partnered with the *Musée d’art contemporain de Montréal* (MAC) on two artist talks this in connection with exhibitions at the MAC. The first, on September 7, connected to Rafael Lozano-Hemmer’s *Unstable Presence* exhibit, where we hosted a conversation between artists Rafael Lozano-Hemmer and Krzysztof Wodiczko. The second, on October 20, was a talk by the German artist Julian Rosefeldt, whose exhibition *Manifesto*, recently opened at the MAC. Both were well-attended and we hope for more partnerships in 2019.

Two researchers from the Department of Supply Chain and Business Technology Management at Concordia’s John Molson School of Business won the *IISE Transactions Best Paper Award* in the “Design & Manufacturing” category. Xiao Huang (CURC, Supply Change Management) and Gregory Kersten (Senior CURC, Decision and Negotiation Systems) were announced as the winners at the Industrial and Systems Engineering Research Conference in Orlando in May. Their paper, “Selling through Priceline? On the impact of name-your-own-price in competitive market,” published in *IISE Transactions*, examined how competitive sellers with substitutable, non-replenishable goods may sell their products through regular and name-your-own-price channels at the same time.

Four JMSB programs featured in 2019 QS Global Masters and MBA Rankings, with the John Molson MSc in Marketing ranking #1 in Canada. In addition the John Molson MBA, celebrating its 50<sup>th</sup> anniversary this year, ranks 94<sup>th</sup> in the world in the latest [Which MBA?](#) annual survey from *The Economist*. The program ranks 4<sup>th</sup> in Canada and is the only one in Quebec to feature in the annual survey.

In a recent competition, PERFORM was granted \$50,000 in start-up funding from Québec's MEDTEQ consortium to create a Collaborative "Technology Beachhead." The Technology Beachhead allows key players in healthcare and innovation-- clinicians, administrators, patients--to brainstorm novel solutions to health challenges in dynamic living-lab type environments with a view to accelerating the availability of novel health solutions.

*Among All These Tundras*, Canada's first circumpolar exhibition produced by the Ellen Art Gallery and curated by Professor Heather Igloliorte with Charissa von Haringa and Amy Prouty, both doctoral students in Art History, will be touring through Canada in 2019-2020 at OCADU in Toronto and at The Esker Foundation in Calgary.

Philanthropist Reesa Greenberg has given funds to support the Expanding Exhibitions Residency at the Leonard & Bina Ellen Art Gallery in partnership with the Departments of Art History and Design and Computation Arts. Ms Greenberg is funding residencies for two students each fall, from 2019 to 2021, for a total of six residencies. The residencies will be a unique opportunity to develop a digitally-based research project that will mine the Ellen Gallery's exhibition and curatorial histories.

Concordia International offered the following workshops on research and collaboration abroad for faculty:

- Research Collaboration Opportunities in Latin America: a workshop, poster session and networking event for Concordia faculty to learn about various funding opportunities for collaboration in Latin American. Officials from the following organizations attended to present various funding programs available through their organizations: Mitacs, Consulate General of Argentina, Consulate General of Brazil, Consulate General of Mexico, Consulate General of Chile, Consulate General of Colombia, Global Affairs Canada.
- Research Collaboration Opportunities in Europe: a workshop, poster session and networking event for Concordia faculty to learn about various funding opportunities for collaboration in Europe. Officials from the following organizations attended to present various funding programs available through their organizations: Mitacs, Consulate General of France, Consulate General of Italy, DAAD German Academic Exchange Services, Quebec *Ministère de l'Économie, de la Science et de l'Innovation*, Global Affairs Canada.
- Research Collaboration Opportunities with the United States: in collaboration with the US Consulate and *Université de Montréal*, Concordia International welcomed Dr. Claire Hemingway, Program Director with the National Science Foundation (NSF) who shared her views on the Canada-Quebec-U.S. S&T relationship, opportunities for researchers from Quebec, and future directions for cooperation.

In response to early recommendations made by the Indigenous Directions Leadership Group (IDLG), I'm happy to announce two new appointments:

- Heather Igloliorte (CURC, Art History) has assumed the role of Special Advisor to the Provost on Advancing Indigenous Knowledges. An Inuk scholar and independent curator, her teaching and research interests centre on Inuit and other Native North American visual and material culture, circumpolar art studies, performance and media art, the global exhibition of Indigenous arts and culture and issues of colonization, sovereignty, resistance and resurgence. In her new role, she will be responsible for developing and leading a community-wide engagement process to identify, foreground and strategically advance Indigenous academic research and research-creation priorities for Concordia.
- William Lindsay will become the Senior Director of Indigenous Directions in January 2019. With over 20 years of experience as an Indigenous educator and senior administrator, most recently serving as director of the Office for Aboriginal Peoples and special advisor on Aboriginal Affairs at Simon Fraser University, he will provide strategic and visionary leadership to Concordia in advancing the implementation of the Indigenous Directions Action Plan recommendations.

A reminder that the IDLG was given a 3-year mandate to explore, identify and recommend priority areas in which Concordia can improve its responsiveness to the Truth and Reconciliation's Principles for Reconciliation and Calls to Action. The IDLG's final report and recommendations are expected in winter 2019

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
REPORT TO SENATE  
Dr. Graham Carr  
November 9, 2018**

***The Academic Planning and Priorities Committee met on October 2, 2018.***

The Academic Planning and Priorities committee met on October 2, 2018. Being the first meeting of the academic year, the Chair, Dr. Graham Carr had the members introduce themselves and went over the mandate of the committee.

Dr. Carr explained that the APPC will focus this year on addressing the Senate resolution to review internships at Concordia. An ad hoc committee co-chaired by Dr. Nadia Bhuiyan and Dr. Sandra Gabriele and populated by members of the APPC is being formed to review the data and create a report.





**SENATE FINANCE COMMITTEE  
REPORT TO SENATE  
November 9, 2018**

The Senate Finance Committee (SFC) met on October 12, 2018. As we did not have a quorum to elect a Chair for 2018-19, Dr. June Chaikelson agreed to continue to serve as Chair until the new Chair could be elected. There were two items on the agenda: the University Budget 2018-19 and Quebec's New Funding Formula. Jean-Francois Hamel, Senior Director, Financial Planning/Budgets reported on both.

**University Budget**

The University's fiscal year runs from May 1 to April 30. Approximately, sixty-four percent (64%) of funding comes from the Quebec government. After cutting the grant by approximately, 90 million dollars over the last several years, the Liberal government had started to reinvest in the University sector. The University has run an annual deficit because of the cuts to the grant, but with the start of reinvestment, a major priority has been to return to a balanced budget, which should occur next year if the new government maintains status quo financing.

The highlights of the 2018-2019 budget can be found at:

<https://www.concordia.ca/about/administration-governance/office-chief-financial-officer/2018-19-budget.html>

**Quebec's New Funding Formula**

Our funding from Quebec is based a complex formula that takes into account the number of full-time equivalent students weighted by the type of course and the student's cycle (undergraduate, graduate – Masters and PhD). The weighting factors are changing, which is expected to affect the way our grant from Quebec is calculated, but the present indications are that our share of network financing will probably remain about the same (our share is approximately 10%). The Registrar's office is currently engaged in a project to convert the old CLARDER codes for course weightings (CLARDER stands for CLAassification et Regroupement des Domaines d'Enseignement et de Recherche and was the old weighting system) to the new CAFF (Code Academique aux Fins de Financement) weighting codes based on course calendar descriptions. Some concern was expressed by SFC members that calendar descriptions may not accurately reflect the exact nature of a course and wondered whether there will be any validation process before the information is sent to Quebec.





COMMITTEE APPOINTMENTS

<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Tina Hilgers (SGS) Ming Li (SGS)	2018/2020 2018/2020

*October 5, 2018*



**ACADEMIC PROGRAMS COMMITTEE  
REPORT TO SENATE  
Sandra Gabriele, PhD  
November 9, 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 and October 18, 2018** APC members reviewed the undergraduate curriculum submission from the Faculty of Arts and Science. As a result of discussions APC resolved that the following undergraduate curriculum proposal be forwarded to Senate for approval:

**Department of Economics (For May 2019 Implementation) (US-2018-7-D7)**

*[The proposal involves revising the requirements of the programs by adding courses as elective options; and updating course descriptions, prerequisites and a course title.]*

- BA Major in Economics
- BA Specialization in Economics
- Minor in Economics
- Minor in Analytical Economics
- Courses
- Course Offerings
- Requirements

Following approval of Faculty Councils, on **October 18, 2018** APC members reviewed the undergraduate curriculum submissions from the Faculty of Arts and Science and the Gina Cody School of Engineering and Computer Science. As a result of discussions APC resolved that the following undergraduate curriculum proposals be forwarded to Senate for approval:

**Faculty of Arts and Science**

**Department of Applied Human Sciences (For May 2019 Implementation) (US-2018-7-D8)**

*[The proposal involves changing the program names and course titles from Leisure Sciences to Recreation and Leisure Studies.]*

- BA Specialization in Recreation and Leisure Studies – New program name
- BA Major in Recreation and Leisure Studies - New program name
- Courses
- Editorial
- Requirements

**Department of Chemistry and Biochemistry (For May 2019 Implementation) (US-2018-7-D9)**

*[The proposal involves introducing a professional experience option in conjunction with the Institute for Co-operative Education.]*

- BSc Honours and Specialization in Chemistry and Biochemistry
- Chemistry and Biochemistry Professional Experience Option
- Requirements

**Department of Economics (For May 2019 Implementation) (US-2018-7-D10)**

*[The proposal involves introducing a professional experience option in conjunction with the Institute for Co-operative Education.]*

- BA Honours and Specialization in Economics

- Economics Professional Experience Option
- Requirements

Department of Philosophy (For May 2019 Implementation) **(US-2018-7-D11)**

*[The proposal involves converting five slot courses to permanent offerings and updating course titles and descriptions.]*

- Course Offerings

Department of Political Science (For May 2019 Implementation) **(US-2018-7-D12)**

*[The proposal involves introducing a professional experience option in conjunction with the Institute for Co-operative Education.]*

- BA Honours and Major in Political Science
- Political Science Professional Experience Option
- Requirements

Department of Religions and Cultures (For May 2019 Implementation) **(US-2018-7-D13)**

*[The proposal involves changing the program names from Religion to Religions and Cultures to reflect the new Department name.]*

- BA Honours in Religions and Cultures – New program name
- BA Major in Religions and Cultures - New program name
- Minor in Religions and Cultures - New program name
- Requirements

Department of Sociology and Anthropology (For May 2019 Implementation) **(US-2018-7-D14)**

*[The proposal involves introducing a professional experience option in conjunction with the Institute for Co-operative Education.]*

- BA Honours, Specialization and Major in Anthropology
- BA Honours, Specialization and Major in Sociology
- BA Joint Specialization in Anthropology and Sociology
- Sociology and Anthropology Professional Experience Option
- Requirements

**Gina Cody School of Engineering and Computer Science**

Department of Electrical and Computer Engineering (For May 2019 Implementation)

**(US-2018-7-D15)**

*[The proposal involves adding a mandatory work term to the requirements of the programs.]*

- BEng in Computer Engineering
- BEng in Electrical Engineering
- Requirements

**Graduate Curriculum Proposals (Changes for the Summer 2019 Calendar)**

Following approval of Faculty Councils, and the Graduate Curriculum Committee, on **October 18, 2018** APC members reviewed the graduate curriculum submissions from the Faculty of Arts and Science and the John Molson School of Business. As a result of discussions APC resolved that the following graduate curriculum proposals be forwarded to Senate for approval:

**Faculty of Arts and Science**

Department of Biology (For May 2019 Implementation) **(US-2018-7-D16)**

*[The proposal involves revising the elective course options, converting a slot course to a permanent offering and deleting a course.]*

- Graduate Diploma in Biotechnology and Genomics
- Course offerings
- Requirements

Department of Geography, Planning and Environment (For May 2019 Implementation) **(US-2018-7-D17)**  
*[The proposal involves revising the admission requirements of the programs; updating the requirements of the programs; deleting a course and introducing a new course.]*

- Master of/Magisteriate in Environment (Environmental Assessment)
- Diploma in Environmental Assessment
- Courses
- Course offerings
- Requirements

**John Molson School of Business**

(For May 2019 Implementation) **(US-2018-7-D18)**

*[The proposal involves updating the program's admission requirements.]*

- Graduate Diploma in Chartered Professional Accountancy
- Requirements



Sandra Gabriele, PhD  
Vice-Provost, Innovation in Teaching and Learning  
19 October 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:** April 6<sup>th</sup>, 2018

**SUBJECT:** 2019-20 Undergraduate Calendar Curriculum Changes  
Department of Economics  
**ECON-23**  
Program electives; changes to ECON 221, 222, 324, 421, 422, 423

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of April 6<sup>th</sup>, 2018. We request that this proposal be considered at the next meeting of APC.

In response to the Departmental Academic Appraisal exercise, the **Department of Economics** is broadening the interdisciplinarity of their program offerings. Specifically, *GEOG 380 Ecological Economics*, *COMP 201 Introduction to Computing* and *COMP 218 Fundamentals of Programming* are added as elective courses under the Specialization, Major and Minor in Economics as well as the Minor in Analytical Economics. Both the Department of Geography, Planning and Environment and the Department of Computer Science and Software Engineering are aware of and support these changes.

To reflect better current course content, the Department is updating course descriptions to *ECON 221 Statistical Methods I*, *ECON 222 Statistical Methods II*, *ECON 324 Economic Data Analysis* (prerequisite of 'or equivalent' also added), *ECON 421 Econometrics I* and *ECON 422 Econometrics II*. In addition, the course description, prerequisite and title are modified under *ECON 423 Topics in Applied Econometrics* to offer a broader range of material based on recent research developments in the field.

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

*Reference documents:*  
*FCC 2016.2/U-ECON-23*  
*ASFC 2018-3M-E*

## Department of Economics

### ECON-23

#### Memo from Chair

#### Program Change

Specialization in Economics

Major in Economics

Minor in Economics

Minor in Analytical Economics

Program Note

#### Course Description Change

ECON 221      *Statistical Methods I*

ECON 222      *Statistical Methods II*

ECON 421      *Econometrics I*

ECON 422      *Econometrics II*

#### Prerequisite and Course Description Change

ECON 324      *Economic Data Analysis*

#### Title, Prerequisite and Course Description Change

ECON 423      *Topics in Applied Econometrics*

## INTERNAL MEMORANDUM

**TO:** Dr. Paul Joyce, Associate Dean of Academic Affairs, Faculty of Arts and Science

**FROM:** Dr. Gregory LeBlanc, Chair, Department of Economics

**DATE:** January 8<sup>th</sup>, 2018

**SUBJECT: Undergraduate Curriculum Changes**

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In response to the recommendations outlined in the Concordia University Appraisal Report, the Department of Economics Undergraduate Program Committee met on September 15<sup>th</sup>, 2017 to discuss various potential changes to our undergraduate programs. The Department then held a retreat on September 29<sup>th</sup>, 2017 to review the proposed modifications. In the Department meeting on the same day, the Department voted to support these changes including updating our undergraduate curriculum to include more interdisciplinary studies in our programs. The discussion below focuses on updating our curriculum.

We also conducted a student survey on the strengths and weaknesses of our programs. Our students overwhelmingly requested more training in computer programming and data management. Based on student feedback, we are also re-organizing the content covered in our series of statistics and econometrics classes, including ECON 221 *Statistical Methods I*, ECON 222 *Statistical Methods II*, ECON 324 *Economic Data Analysis*, ECON 421 *Econometrics I*, ECON 422 *Econometrics II* and ECON 423 *Applied Econometrics*. The content of these courses is updated to reflect recent developments in the academic research in these fields. We have also incorporated more computer applications in the courses.

### Curriculum Changes

Our programs are tightly structured and sequential, leaving little room for much modification. Hence, we propose the following changes:

#### **1. Major (42 credits)**

The current curriculum requires students to complete one 300-ECON elective. We propose that students be allowed to take one 300-ECON elective, or one of GEOG 380, COMP 201, COMP 218.

#### **2. Specialization (60 credits)**

The current curriculum requires students to complete one 300-ECON elective. We propose that students be allowed to take one 300-ECON elective, or one of GEOG 380, COMP 201, COMP 218.

### **3. *Minor and Analytical Minor programs (30 and 24 credits, respectively)***

We propose that students be allowed to take one of GEOG 380, COMP 201, COMP 218 as partial fulfilment of their Economics minor and analytical minor programs.

### **4. *Exemptions for ECON 201 and 203***

If students are exempted from one or both of these two courses, we propose that students be allowed to use GEOG 380, COMP 201 or COMP 218 as replacements.

## **Why GEOG and COMP?**

### **1. *GEOG 380 Ecological Economics***

Our faculty member who used to teach three courses in environmental economics recently retired. With faculty shortage, we struggle to offer environmental economics courses. The GEOG department has recently hired a tenure-track faculty, Dr. Bengi Akbulut, in ecological economics. We met with the GEOG chair Dr. Pascale Biron and Dr. Benji Akbulut on August 29<sup>th</sup>, 2017. They welcome our students to take this course and will make space accommodation for our students if the need arises. Please see her email confirmation below.

### **2. *COMP 201 Introduction to Computing***

This course covers Python, which is highly demanded by ECON students and prospective employers. This requirement is frequently seen in job postings. The prerequisite is MATH 201 or equivalent, which is also a requirement for the major in Economics.

### **3. *COMP 218 Fundamentals of Programming***

This course covers C++. It is offered via eConcordia. Prerequisite: MATH 201 or equivalent.

We met with the Undergraduate Program Director of Computer Science and Software Engineering Dr. Gregory Butler on September 1st, 2017. He welcomes our students to take COMP 201 and COMP 218. He is also open to raising class capacity or even adding a section should the need arise.



**PROGRAM CHANGE:** Specialization in Economics

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Specialization in Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>60 BA Specialization in Economics</b>  <i>Stage I</i>                      6 * ECON 201<sup>3</sup>, 203<sup>3</sup>                      6 **ECON 221<sup>3</sup>, 222<sup>3</sup>  <i>Stage II</i>                      6 ECON 301<sup>3</sup>, 302<sup>3</sup>                      6 ECON 303<sup>3</sup>, 304<sup>3</sup>                      3 Chosen from ECON 318<sup>3</sup>, 319<sup>3</sup>                      6 ECON 324<sup>3</sup>, 325<sup>3</sup>                      3 300-level ECON elective credits  <i>Stage III</i>                      3 ECON 421<sup>3</sup> or 423<sup>3</sup>                      21 400-level ECON elective credits</p>	<p><b>60 BA Specialization in Economics</b>  <i>Stage I</i>                      6 * ECON 201<sup>3</sup>, 203<sup>3</sup>                      6 **ECON 221<sup>3</sup>, 222<sup>3</sup>  <i>Stage II</i>                      6 ECON 301<sup>3</sup>, 302<sup>3</sup>                      6 ECON 303<sup>3</sup>, 304<sup>3</sup>                      3 Chosen from ECON 318<sup>3</sup>, 319<sup>3</sup>                      6 ECON 324<sup>3</sup>, 325<sup>3</sup>                      3 <u>Chosen from</u> 300-level ECON elective credits; <u>GEOG 380<sup>3</sup>; COMP 201<sup>3</sup>; 218<sup>3</sup></u>  <i>Stage III</i>                      3 ECON 421<sup>3</sup> or 423<sup>3</sup>                      21 400-level ECON elective credits</p>
<p><b>Rationale:</b>                      The elective credits under <i>Stage II</i> are expanded to include GEOG 380 <i>Ecological Economics</i>, COMP 201 <i>Introduction to Computing</i> and COMP 218 <i>Fundamentals of Programming</i> in response to student interest in these areas.</p> <p><b>NOTE TO CALENDAR EDITOR:</b> GEOG 380 <i>Ecological Economics</i>, formerly GEOG 398 is added as a new course under GEOG-36 (see US-2018-3-D11).</p>	
<p><b>Resource Implications:</b>                      None.</p>	

**PROGRAM CHANGE:** Major in Economics

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Major in Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>42 BA Major in Economics</b>  <i>Stage I</i>                      6 *ECON 201<sup>3</sup>, 203<sup>3</sup>                      6 **ECON 221<sup>3</sup>, 222<sup>3</sup>  <i>Stage II</i>                      6 ECON 301<sup>3</sup>, 302<sup>3</sup>                      6 ECON 303<sup>3</sup>, 304<sup>3</sup>                      3 Chosen from ECON 318<sup>3</sup>, 319<sup>3</sup>, 324<sup>3</sup>                      3 300-level ECON elective credits  <i>Stage III</i>                      12 400-level ECON credits</p>	<p><b>42 BA Major in Economics</b>  <i>Stage I</i>                      6 *ECON 201<sup>3</sup>, 203<sup>3</sup>                      6 **ECON 221<sup>3</sup>, 222<sup>3</sup>  <i>Stage II</i>                      6 ECON 301<sup>3</sup>, 302<sup>3</sup>                      6 ECON 303<sup>3</sup>, 304<sup>3</sup>                      3 Chosen from ECON 318<sup>3</sup>, 319<sup>3</sup>, 324<sup>3</sup>                      3 <a href="#">Chosen from</a> 300-level ECON elective credits; <a href="#">GEOG 380<sup>3</sup></a>; <a href="#">COMP 201<sup>3</sup></a>, <a href="#">218<sup>3</sup></a>  <i>Stage III</i>                      12 400-level ECON credits</p>
<p>Rationale:                      The elective credits under <i>Stage II</i> are expanded to include GEOG 380 <i>Ecological Economics</i>, COMP 201 <i>Introduction to Computing</i> and COMP 218 <i>Fundamentals of Programming</i> in response to student interest in these areas.</p> <p><b>NOTE TO CALENDAR EDITOR:</b> GEOG 380 <i>Ecological Economics</i>, formerly GEOG 398 is added as a new course under GEOG-36 (see US-2018-3-D11).</p>	
<p>Resource Implications:                      None.</p>	

**PROGRAM CHANGE:** Minor in Economics

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Minor in Economics  
**Degree:** Minor  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>30 Minor in Economics</b>  <i>Stage I</i>                      6 *ECON 201<sup>3</sup>, 203<sup>3</sup>  <i>Stage II</i>                      6 ECON 318<sup>3</sup>, 319<sup>3</sup>                      6 200- or 300-level ECON elective credits  <i>Stage III</i>                      12 300- or 400-level ECON elective credits</p>	<p><b>30 Minor in Economics</b>  <i>Stage I</i>                      6 *ECON 201<sup>3</sup>, 203<sup>3</sup>  <i>Stage II</i>                      6 ECON 318<sup>3</sup>, 319<sup>3</sup>                      6 200- or 300-level ECON elective credits  <i>Stage III</i>                      12 <a href="#">Chosen from</a> 300- or 400-level ECON elective credits: <a href="#">GEOG 380<sup>3</sup></a>; <a href="#">COMP 201<sup>3</sup></a>, <a href="#">218<sup>3</sup></a></p>
<p><b>Rationale:</b>                      The elective credits under <i>Stage III</i> are expanded to include GEOG 380 <i>Ecological Economics</i>, COMP 201 <i>Introduction to Computing</i> and COMP 218 <i>Fundamentals of Programming</i> in response to student interest in these areas. Putting the 200-level computer science courses in this line allows students who are more interested in following a computer linked program path to register for these foundational computer science courses, but ensures that they receive a sufficient background in Economics through the Economics electives taken in Stage II.</p> <p><b>NOTE TO CALENDAR EDITOR:</b> GEOG 380 <i>Ecological Economics</i>, formerly GEOG 398 is added as a new course under GEOG-36 (see US-2018-3-D11).</p>	
<p><b>Resource Implications:</b>                      None.</p>	

**PROGRAM CHANGE:** Minor in Analytical Economics

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Minor in Analytical Economics  
**Degree:** Minor  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>24 Minor in Analytical Economics</b>  <i>NOTE: MATH 203 or 209; MAST 221; or equivalent are prerequisites for this program. ECON 201, 203, and 325 are waived as prerequisites only for those courses which are taken as part of the minor.</i></p> <ul style="list-style-type: none"> <li>3 ECON 222<sup>3</sup></li> <li>12 ECON 301<sup>3</sup>, 302<sup>3</sup>, 303<sup>3</sup>, 304<sup>3</sup></li> <li>3 Chosen from ECON 318<sup>3</sup>, 319<sup>3</sup></li> <li>3 ECON 324<sup>3</sup></li> <li>3 Chosen from ECON 421<sup>3</sup>, 423<sup>3</sup></li> </ul> <p><i>NOTE: This program is intended for students in Science, Mathematics/Statistics, or Engineering.</i></p>	<p><b>24 Minor in Analytical Economics</b>  <i>NOTE: MATH 203 or 209; MAST 221; or equivalent are prerequisites for this program. ECON 201, 203, and 325 are waived as prerequisites only for those courses which are taken as part of the minor.</i></p> <ul style="list-style-type: none"> <li>3 <a href="#">Chosen from</a> ECON 222<sup>3</sup>; <a href="#">GEOG 380<sup>3</sup></a>; <a href="#">COMP 201<sup>3</sup>, 218<sup>3</sup></a></li> <li>12 ECON 301<sup>3</sup>, 302<sup>3</sup>, 303<sup>3</sup>, 304<sup>3</sup></li> <li>3 Chosen from ECON 318<sup>3</sup>, 319<sup>3</sup></li> <li>3 ECON 324<sup>3</sup></li> <li>3 Chosen from ECON 421<sup>3</sup>, 423<sup>3</sup></li> </ul> <p><i>NOTE: This program is intended for students in Science, Mathematics/Statistics, or Engineering.</i></p>
<p><b>Rationale:</b>                      Courses in the elective credits are expanded to include GEOG 380 <i>Ecological Economics</i>, COMP 201 <i>Introduction to Computing</i> and COMP 218 <i>Fundamentals of Programming</i> in response to student interest in these areas. ECON 222 must be left in the 'chosen from' list as it is a prerequisite for ECON 324 for students with a limited statistics background. However, given the mathematical emphasis of this minor and that it is "intended for students in science/mathematics/statistics or engineering", the majority of the students will have a statistics equivalent to ECON 222 and now can be directed to a related computer science or geography course.</p> <p><b>NOTE TO CALENDAR EDITOR:</b> GEOG 380 <i>Ecological Economics</i>, formerly GEOG 398 is added as a new course under GEOG-36 (see US-2018-3-D11).</p>	
<p><b>Resource Implications:</b>                      None.</p>	



**PROGRAM CHANGE:** Program notes

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Honours, Specialization, Major, Minor in Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

<b>Present Text (from 2018/2019) calendar</b>	<b>Proposed Text</b>
<p><i>*Students exempted from ECON 201 and/or 203 are required to replace these courses with ECON elective credits.                      **Any equivalent six credits satisfy this component of the program.</i></p>	<p><i>*Students exempted from ECON 201 and/or 203 are required to replace these courses with ECON elective credits <a href="#">or GEOG 380<sup>3</sup></a> <a href="#">or COMP 201<sup>3</sup></a> <a href="#">or COMP 218<sup>3</sup></a>.                      **Any equivalent six credits satisfy this component of the program.</i></p>
<p><b>Rationale:</b>                      The replacement course options are expanded to include GEOG 380 <i>Ecological Economics</i>, COMP 201 <i>Introduction to Computing</i> and COMP 218 <i>Fundamentals of Programming</i> to be consistent with the updated program electives.</p> <p>These notes apply to the Honours, Specialization, Major and Minor in Economics and will be reflected under each program in the Curriculog system.</p> <p><b>NOTE TO CALENDAR EDITOR:</b> GEOG 380 <i>Ecological Economics</i>, formerly GEOG 398 is added as a new course under GEOG-36 (see US-2018-3-D11).</p>	
<p><b>Resource Implications:</b>                      None.</p>	

**COURSE CHANGE:** ECON 221      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Honours, Specialization, Major in Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>ECON 221    <i>Statistical Methods I</i></b> (3 credits)                      Prerequisite: Cegep Mathematics 311 or MATH 201 or 206. This course <del>examines elementary probability, permutations and combinations, binomial and normal distribution, as well as analysis and organization of economic data, tests of hypotheses, confidence limits, introduction into linear regression and correlation with applications to economics.</del>  <i>NOTE: Students who have received credit for BIOL 322, COMM 215, DESC 244, ENGR 371, GEOG 362, MAST 221 or 333, PSYC 315 or 316, SOCI 212 and 213, or STAT 249 or 250 may not take this course for credit.</i>  <i>NOTE: Students in the Major in Economics are required to take ECON 221. Credits earned from SOCI 212 or INTE 296 will not be counted towards the degree.</i></p>	<p><b>ECON 221    <i>Statistical Methods I</i></b> (3 credits)                      Prerequisite: Cegep Mathematics 311 or MATH 201 or 206. This course <u>is an introduction to the statistical procedures commonly employed by economists. Topics may include probability and probability distributions, discrete and continuous random variables, descriptive statistics, sampling distributions, statistical estimation, confidence intervals and hypothesis testing.</u>  <i>NOTE: Students who have received credit for BIOL 322, COMM 215, DESC 244, ENGR 371, GEOG 362, MAST 221 or 333, PSYC 315 or 316, SOCI 212 and 213, or STAT 249 or 250 may not take this course for credit.</i>  <i>NOTE: Students in the Major in Economics are required to take ECON 221. Credits earned from SOCI 212 or INTE 296 will not be counted towards the degree.</i></p>
<p>Rationale:                      The course description is updated to reflect recent developments in the field.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                       None</p>	

**COURSE CHANGE:** ECON 222      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Honours, Specialization, Major in Economics; Minor in Analytical Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

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

<b>Present Text (from 2018/2019) calendar</b>	<b>Proposed Text</b>
<p><b>ECON 222</b>      <b><i>Statistical Methods II</i></b> (3 credits)                      Prerequisite: ECON 221; MATH 203 or 209; or equivalent. The course is an introduction to the <del>application of statistical techniques to economic data. Topics discussed include time series, statistical inference, analysis of variance, correlation, regression, and access to economic databases.</del>  <i>NOTE: Students who have received credit for MAST 333, PSYC 316 or STAT 250, or for any combination of MAST 221 and 333, PSYC 315 and 316, or STAT 249 and 250, may not take this course for credit.</i></p>	<p><b>ECON 222</b>      <b><i>Statistical Methods II</i></b> (3 credits)                      Prerequisite: ECON 221; MATH 203 or 209; or equivalent. This course is <a href="#">a continuation of ECON 221</a> and is an introduction to the <a href="#">classical linear regression model, with an emphasis on the model's assumptions and the properties and interpretation of the estimates derived from it. Consideration is also given to violations of the model's assumptions, the effects on the estimates and steps to remedy these violations. Topics may include model specification, heteroscedasticity, multicollinearity and indicator variables. Students are also introduced to the acquisition and preparation of appropriate datasets.</a>  <i>NOTE: Students who have received credit for MAST 333, PSYC 316 or STAT 250, or for any combination of MAST 221 and 333, PSYC 315 and 316, or STAT 249 and 250, may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      The course description is updated to reflect recent developments in the field.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None</p>	

**COURSE CHANGE:** ECON 324          New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Honours, Specialization, Major in Economics; Minor in Analytical Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

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

<b>Present Text (from 2018/2019) calendar</b>	<b>Proposed Text</b>
<p><b>ECON 324     <i>Economic Data Analysis</i></b> (3 credits)                      Prerequisite: ECON 201, 203, 222. <del>The objective of this course is to familiarize students with the techniques of data retrieval, manipulation, and analysis. Particular emphasis is placed on the CANSIM retrieval system, database programs, spreadsheet analysis, and statistical packages. Students learn how to apply the linear regression model to economic data.</del>                      NOTE: Students who have received credit for ECON 323 may not take this course for credit.</p>	<p><b>ECON 324     <i>Economic Data Analysis</i></b> (3 credits)                      Prerequisite: ECON 201, 203, 222 <u>or equivalent.</u> <u>This course introduces</u> students <u>to</u> the techniques of data retrieval, manipulation and analysis <u>with</u> particular emphasis placed on <u>using a variety of national and international databases,</u> database <u>management, and</u> spreadsheet and statistical <u>software</u> packages.                      NOTE: Students who have received credit for ECON 323 may not take this course for credit.</p>
<p><b>Rationale:</b>                      The course description is updated to reflect recent developments in the field. The change in prerequisite reflects that this course is popular with students in science, engineering, mathematics and statistics programs who have taken statistics courses (e.g., MAST 333, STAT 250, PSYC 316) that are equivalent to ECON 222.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None</p>	

**COURSE CHANGE:** ECON 421      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Honours, Specialization in Economics; Minor in Analytical Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

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

<b>Present Text (from 2018/2019) calendar</b>	<b>Proposed Text</b>
<p><b>ECON 421    <i>Econometrics I</i></b> (3 credits)                      Prerequisite: ECON 324, 325 or equivalent. This course <del>develops the simple and multiple classical regression models. The problems of mis-specified structures, multi-collinearity, and forecasting are also presented.</del></p>	<p><b>ECON 421    <i>Econometrics I</i></b> (3 credits)                      Prerequisite: ECON 324, 325 or equivalent. This course <u>builds on the classical linear regression model as well as introducing time series models involving both stationary and non-stationary variables. Topics may include random regressors, method of moments estimation and a variety of models involving simultaneous equations, VEC, VAR, ARCH, panel, qualitative and limited dependent variables. Students continue to build on their knowledge of data management and a statistical software package through the application of these concepts and theories.</u></p>
<p><b>Rationale:</b>                      The course description is updated to reflect recent developments in the field.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None</p>	

**COURSE CHANGE:** ECON 422      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Honours in Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>ECON 422</b>    <i>Econometrics II</i> (3 credits) Prerequisite: ECON 421. This course is <del>a continuation of ECON 421. It deals with the problems of random-error correlation, stochastic regressors, and the simulation and the estimation of multiple-equation models.</del></p>	<p><b>ECON 422</b>    <i>Econometrics II</i> (3 credits) Prerequisite: ECON 421. This course is <a href="#">intended for those interested in further developing their knowledge of econometrics and/or those contemplating pursuing graduate studies in economics. It reexamines the properties, assumptions and interpretation of the classical linear regression model and the maximum likelihood model through the use of matrix algebra. Students continue to build on their knowledge of data management and a statistical software package through the application of these concepts and theories.</a></p>
<p>Rationale: The course description is updated to reflect recent developments in the field.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

**COURSE CHANGE:** ECON 423      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Specialization in Economics, Minor in Analytical Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>ECON 423</b>    <i>Applied Econometrics</i> (3 credits)                      Prerequisite: ECON <del>222, 302, 304</del>, 325 or equivalent. This course <del>is designed to enable students to apply econometric techniques through computer analysis of case studies in model building.</del> Topics include <del>the analysis of aggregate consumption, construction of price indices, the estimation of production and expenditure functions, estimation and forecasting with</del> univariate time series <del>processes, an application with discrete dependent variables.</del></p>	<p><b>ECON 423</b>    <i><u>Topics in Applied Econometrics</u></i> (3 credits)                      Prerequisite: ECON <u>324</u>, 325 or equivalent. This course <u>focuses on the development of skills in the analysis of both time-series and cross-sectional data. Time-series topics may include univariate stationary time series models, forecasting, unit-root theory, trend-stationarity, and testing and applications. Cross-sectional topics may include logit, probit and linear probability models. Students may also analyze large-survey microdata.</u></p>
<p>Rationale:                      The course description is updated to reflect academic research development in the field.</p> <p>"Topics" is added to the title as applied econometrics is a very broad field. Different instructors may teach this course, and the topics, content and emphasis may differ depending on the expertise of the instructors.</p> <p>Prerequisite change: ECON 222 content has been updated and some topics have been moved to ECON 324. We are introducing a 15-credit elective group "Econometrics and Computer Programming", which requires ECON 324, 325, 421, and six credits to be chosen from ECON 326, 422, 423 and 425. Hence, we need to take out the prerequisites ECON 301, 302, 303, 304. Students would have completed ECON 201 and 203, which are required for ECON 324.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                       None</p>	

## Nicole Freeman

---

**From:** Greg LeBlanc  
**Sent:** November-30-17 4:10 PM  
**To:** Nicole Freeman  
**Cc:** Chui-Ha Lau  
**Subject:** Fw: A question about a few of your courses

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hi Nicole,

Here is an e-mail I just got from Greg Butler in ENCS concerning our program students' access to COMP classes.

Greg LeBlanc

Chair, Department of Economics

H1155-57

848 2424 ext 3911

---

From: gregb@encs.concordia.ca <gregb@encs.concordia.ca>  
Sent: November 30, 2017 3:25 PM  
To: Greg LeBlanc  
Cc: gregb@encs.concordia.ca; eavis@encs.concordia.ca; mudur@encs.concordia.ca; Chui-Ha Lau  
Subject: Re: A question about a few of your courses

Dear Greg LeBlanc,

I spoke with the Chair and the Associate Chair of CSE concerning our discussions and your proposal for curriculum changes.

I can confirm that the courses COMP 201 and COMP 218 are open to your students in Economics, as they are to non-ENCS students in general.

With current enrolment levels there are seats available for them.

For COMP 248 and COMP 249, your qualified students can request permission to register for these courses. As undergraduate program director, I will recommend that the Associate Dean permit them to register.

At this stage we do not wish to set aside a block of seats for particular students entering COMP 201 or COMP 218, as it limits flexibility, and seems unnecessary at this time. Hence, registration will be first-come first-served, as per usual.

I wish to point out that we have a great demand for COMP 248 and COMP 249 from our own students. They of course will have priority.



I understand that the demand from your students for seats in these courses is not expected to be high at this time. We should monitor this, and address the situation in the future if the demands requires it.

Regards,  
greg Butler  
Director, Undergraduate Programs, Computer Science

Quoting Greg LeBlanc <greg.leblanc@concordia.ca>:

> Hi Greg,  
>  
> Carol is about to proceed with formal program changes to permit some  
> of our program students to take one of COMP 201 or COMP 218. At our  
> recent meeting you agreed to make some spaces available for our  
> students. You also consented that you would consider allowing some of  
> our program students to request to take COMP 248-COMP 249. As we  
> discussed this is not likely to be a large group of students. You  
> would approve them case by case as deemed appropriate by you.  
>  
> Could you confirm these results from our meeting for Carol's paperwork?  
>  
> Much appreciated.  
>  
> Greg LeBlanc  
>  
> Chair, Department of Economics  
>  
> H1155-57  
>  
> 848 2424 ext 3911  
>  
>  
>  
>

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----- Forwarded message -----

From: **Pascale Biron** <[Pascale.Biron@concordia.ca](mailto:Pascale.Biron@concordia.ca)>

Date: Sun, Nov 26, 2017 at 3:49 PM

Subject: Re: Program Changes

To: Greg LeBlanc <[greg.leblanc@concordia.ca](mailto:greg.leblanc@concordia.ca)>

Cc: Chui-Ha Lau <[carol.lau@concordia.ca](mailto:carol.lau@concordia.ca)>, Bengi Akbulut <[bengi.akbulut@concordia.ca](mailto:bengi.akbulut@concordia.ca)>, "James P. Freeman" <[james.freeman@concordia.ca](mailto:james.freeman@concordia.ca)>

Hi Greg,

I confirm that we will allow some of your student to take the Ecological Economics, currently taught as GEOG 398. Note that we are putting together a curriculum proposal to make this course permanent, as GEOG 380, and part of the elective courses in our BA Human Environment Major, Specialization and Honours.

I am attaching the draft curriculum form for this course - I am still waiting for Bengi's comments on this draft. One thing we need to consider is what prerequisite course(s) would be adequate. If you have suggestions on your side, please let me know.

I have Cced Bengi and Jim Freeman (undergraduate advisor) on this e-mail so that they are aware of your proposal.

Pascale

---

## Math 204 and Math 205 Equivalence

---

Carol Lau <Carol.Lau@concordia.ca>  
To: Gerard Elie Cohen <elie.cohen@concordia.ca>

Mon, Jul 31, 2017 at 2:59 PM

Thanks a lot, Dr. Cohen - have a great afternoon.

Carol

On Mon, Jul 31, 2017 at 2:56 PM, Gerard Elie Cohen <elie.cohen@concordia.ca> wrote:

Hi! Econ 326 is covering Math 205 also.

Regards, Elie Cohen

---

**From:** clau400@gmail.com <clau400@gmail.com> on behalf of Carol Lau <Carol.Lau@concordia.ca>

**Sent:** July 31, 2017 2:47 PM

**To:** Gerard Elie Cohen

**Subject:** Re: Math 204 and Math 205 Equivalence

Hi Dr. Cohen,

Thanks for your prompt reply and advice.

Some of our academically strong students may want to take COMP 249 as well, and COMP 249 requires MATH 205.

Do you think our students who have taken ECON 326 can be considered to have completed MATH 205?

ECON 326 Mathematics for Economists II (3 credits)

Prerequisite: ECON 325. This course covers more advanced topics in optimization methods and introduces students to techniques in economics dynamics, as well as applications of integration. Topics include quadratic forms and second-order conditions, Kuhn-Tucker theory, the maximum principle, difference and differential equations, discounting and the rudiments of probability theory.

NOTE: Students who have received credit for MAST 235, MATH 252 or 283 may not take this course for credit.

Thanks again,  
Carol

On Mon, Jul 31, 2017 at 2:40 PM, Gerard Elie Cohen <elie.cohen@concordia.ca> wrote:

Hi! Econ 325 covers Math 204 but not Math 205.

You don't need math 205 for Comp 248.

Regards, Elie Cohen

---

**From:** clau400@gmail.com <clau400@gmail.com> on behalf of Carol Lau <Carol.Lau@concordia.ca>

**Sent:** July 31, 2017 9:40 AM

**To:** Gerard Elie Cohen

**Subject:** Math 204 and Math 205 Equivalence

Dear Dr. Cohen,

Good morning - I am Carol Lau, UPD in economics. My dept has been reviewed by the UAC in the past few months and we are planning to update some components of our undergraduate program in the near future. I am planning to recommend our econ students to take some COMP electives, such as COMP 248 and 249, and they require MATH 204 and 205.

I am hoping that you could kindly confirm with me if our ECON 325 below could be considered equivalent to MATH 204 and MATH 205. I looked at the Undergraduate Calendar, but to ensure that I advise students correctly, I would like to check with you, please.

**ECON 325 Mathematics for Economists I (3 credits)**

Prerequisite: ECON 201, 203; MATH 203 or 209 or equivalent. This course introduces students to core topics in algebra and optimization techniques. The topics covered include vector spaces and linear transformations; matrix operations; characteristic values and vectors; matrix differentiation. In addition, the course covers a review of constrained and unconstrained optimization with economic applications; Taylor series representation, implicit function theorem, and related topics.

NOTE: Students who have received credit for MAST 234 or MATH 251 may not take this course for credit.

**MATH 251 Linear Algebra I (3 credits)**

Prerequisite: MATH 204 and 205 or equivalent. Matrices and linear equations; vector spaces; bases, dimension and rank; linear mappings and algebra of linear operators; matrix representation of linear operators; determinants; eigenvalues and eigenvectors; diagonalization.

NOTE: Students who have received credit for MAST 234 or ECON 325 may not take this course for credit.

Because MATH 251 is equivalent to ECON 325 and MATH 251 requires both MATH 204 and MATH 205 as prerequisites, can I conclude that ***Econ 325 is equivalent to have completed MATH 204 and MATH 205?***

I greatly appreciate your assistance.

Regards,  
Carol

**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:** September 24, 2018

**SUBJECT:** 2019-20 Undergraduate Calendar Curriculum Changes  
Department of Applied Human Sciences  
**AHSC-30**  
Leisure Sciences changed to Leisure Studies in calendar text; program  
title changes to Specialization and Major in Recreation and Leisure  
Studies; changes to AHSC 431 and 437

---

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of September 21<sup>st</sup>, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Applied Human Sciences** is adjusting the titles of its programs in Leisure Sciences to Major and Specialization in Recreation and Leisure Studies which reflects better the curriculum covered in these programs. These new names agree well with those of comparator programs across Canada. As a result of these name changes, text within the department objectives and program descriptions, the course title and description of AHSC 431 *Recreation and Leisure Studies Seminar* and the course title of AHSC 437 *Internship in Recreation and Leisure Studies* are changed for consistency.

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

## **Department of Applied Human Sciences**

### **AHSC-30**

#### **Memo from Chair**

#### **Editorial Changes**

Department Objectives

Programs

#### **Program Title Change**

Specialization in Recreation and Leisure Studies

Major in Recreation and Leisure Studies

#### **Course Title and Description Change**

AHSC 431     *Recreation and Leisure Studies Seminar*

#### **Course Title Change**

AHSC 437     *Internship in Recreation and Leisure Studies*

**INTERNAL MEMORANDUM**

**TO:** Paul Joyce, Associate Dean, Academic Programs, L-AD225  
**FROM:** Peter Morden, Chair, Applied Human Sciences, L-VE223-01  
**DATE:** April 5, 2018  
**SUBJECT:** Undergraduate Curriculum Proposal AHSC-30



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The Department of Applied Human Sciences is submitting the following curriculum changes for the undergraduate programs in Leisure Sciences for your consideration:

***Program name change – Leisure Sciences to Recreation and Leisure Studies***  
***AHSC 431- course title change from Leisure Sciences Seminar to Recreation and Leisure Studies Seminar***  
***AHSC 437 – course title change from Internship in Leisure Sciences to Internship in Recreation and Leisure Studies***

After a cross-Canada scan of similar programs and departments, and an examination of our curriculum, members of Applied Human Sciences have concluded that Leisure Sciences is not an appropriate name of our program and propose that *Recreation and Leisure Studies* would be more appropriate and reflective of the curriculum. As well, *Recreation and Leisure Studies* is consistent with similar Canadian programs and does not give the mistaken impression that the program is rooted in the “hard” sciences, which has proven to be a recruitment challenge.

In concert with this change, we propose renaming two courses in order to maintain consistency: Leisure Sciences Seminar (AHSC 431) to *Recreation and Leisure Studies Seminar* and Internship in Leisure Sciences (AHSC 437) to *Internship in Recreation and Leisure Studies*.

This undergraduate curriculum change is being proposed following recommendations from the AHSC Undergraduate Curriculum Committee and approved by the Full-time Faculty Committee at its meetings on December 7, 2017 and February 8, 2018.

**PROGRAM CHANGE:** Department Objectives

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Applied Human Sciences  
**Program:** Recreation and Leisure Sciences  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.010

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Department Objectives</b></p> <p>The strategic objective of the Department of Applied Human Sciences is to improve quality of life and well-being. This is accomplished through the integration of theory and practice to promote effective practitioner skill. The Department of Applied Human Sciences is an interdisciplinary and applied academic unit which generates knowledge and provides practice-based education in human relations, leisure <del>sciences</del>, therapeutic recreation, human systems intervention, family life education and community service. Involvement in practical contexts beyond the University provides an important link with members of the community, thereby offering a genuine environment for the exchange of knowledge and expertise.</p>	<p><b>Department Objectives</b></p> <p>The strategic objective of the Department of Applied Human Sciences is to improve quality of life and well-being. This is accomplished through the integration of theory and practice to promote effective practitioner skill. The Department of Applied Human Sciences is an interdisciplinary and applied academic unit which generates knowledge and provides practice-based education in human relations, <a href="#">recreation and</a> leisure <a href="#">studies</a>, therapeutic recreation, human systems intervention, family life education and community service. Involvement in practical contexts beyond the University provides an important link with members of the community, thereby offering a genuine environment for the exchange of knowledge and expertise.</p>
<p><b>Rationale:</b>                      After a cross-Canada scan of similar programs and departments, and an examination of our curriculum offerings, the UG curriculum committee determined that Leisure Sciences is not an accurate reflection of the program. Thus, the committee is proposing a name change to Recreation and Leisure Studies as it is a more accurate and appropriate depiction of what the program currently offers.</p>	
<p><b>Resource Implications:</b>                      None.</p>	



**PROGRAM CHANGE:** Programs

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Applied Human Sciences  
**Program:** Recreation and Leisure Studies  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.010

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Programs</b></p> <p><i>Students in Human Relations, Leisure <b>Sciences</b>, and Therapeutic Recreation are required to complete the appropriate entrance profiles. The entrance profile is 0.00G for Human Relations; 0.00G for Leisure <b>Sciences</b>; and 3.14G for Therapeutic Recreation. Please Note: Students may complete the 3.14 profile at Concordia after admission (see Programs and Admission Requirements). Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.</i></p>	<p><b>Programs</b></p> <p><i>Students in Human Relations, <u>Recreation and Leisure Studies</u>, and Therapeutic Recreation are required to complete the appropriate entrance profiles. The entrance profile is 0.00G for Human Relations; 0.00G for <u>Recreation and Leisure Studies</u>; and 3.14G for Therapeutic Recreation. Please Note: Students may complete the 3.14 profile at Concordia after admission (see Programs and Admission Requirements). Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.</i></p>
<p><b>Rationale:</b>                      After a cross-Canada scan of similar programs and departments, and an examination of our curriculum offerings, the UG curriculum committee determined that Leisure Sciences is not an accurate reflection of the program. Thus, the committee is proposing a name change to Recreation and Leisure Studies as it is a more accurate and appropriate depiction of what the program currently offers.</p>	
<p><b>Resource Implications:</b>                      None.</p>	

**PROGRAM CHANGE:** Specialization in Recreation and Leisure Studies

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Applied Human Sciences  
**Program:** Specialization in Recreation and Leisure Studies  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.010

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>60 BA Specialization in Leisure <del>Sciences</del></b>                      12 AHSC 220<sup>3</sup>, 230<sup>3</sup>, 241<sup>3</sup>, 260<sup>3</sup>                      21 AHSC 321<sup>3</sup>, 350<sup>3</sup>, 361<sup>3</sup>, 371<sup>3</sup>, 380<sup>3</sup>, 382<sup>3</sup>, 385<sup>3</sup>                      9 AHSC 427<sup>3</sup>, 431<sup>3</sup>, 442<sup>3</sup>                      6 AHSC 437<sup>6</sup>                      12 Elective credits chosen from either Recreation Programming or Recreation Administration</p> <p><i>Recreation Programming</i>                      With at least three credits at the 400 level, chosen from AHSC 281<sup>3</sup>, 310<sup>3</sup>, 311<sup>3</sup>, 323<sup>3</sup>, 333<sup>3</sup>, 360<sup>3</sup>, 403<sup>3</sup>, 421<sup>3</sup>, 422<sup>3</sup>, 444<sup>3</sup>, 450<sup>3</sup>, 460<sup>6</sup>, 490<sup>3</sup>, 491<sup>3</sup></p> <p>Recreation Administration                      With at least three credits at the 300 level, chosen from MANA 201<sup>3</sup>, 202<sup>3</sup>, 298<sup>3</sup>, 300<sup>3</sup>, 343<sup>3</sup>, 362<sup>3</sup>, 374<sup>3</sup></p>	<p><b>60 BA Specialization in <u>Recreation and Leisure Studies</u></b>                      12 AHSC 220<sup>3</sup>, 230<sup>3</sup>, 241<sup>3</sup>, 260<sup>3</sup>                      21 AHSC 321<sup>3</sup>, 350<sup>3</sup>, 361<sup>3</sup>, 371<sup>3</sup>, 380<sup>3</sup>, 382<sup>3</sup>, 385<sup>3</sup>                      9 AHSC 427<sup>3</sup>, 431<sup>3</sup>, 442<sup>3</sup>                      6 AHSC 437<sup>6</sup>                      12 Elective credits chosen from either Recreation Programming or Recreation Administration</p> <p>Recreation Programming                      With at least three credits at the 400 level, chosen from AHSC 281<sup>3</sup>, 310<sup>3</sup>, 311<sup>3</sup>, 323<sup>3</sup>, 333<sup>3</sup>, 360<sup>3</sup>, 403<sup>3</sup>, 421<sup>3</sup>, 422<sup>3</sup>, 444<sup>3</sup>, 450<sup>3</sup>, 460<sup>6</sup>, 490<sup>3</sup>, 491<sup>3</sup></p> <p><i>Recreation Administration</i>                      With at least three credits at the 300 level, chosen from MANA 201<sup>3</sup>, 202<sup>3</sup>, 298<sup>3</sup>, 300<sup>3</sup>, 343<sup>3</sup>, 362<sup>3</sup>, 374<sup>3</sup></p>
<p><b>Rationale:</b>                      After a cross-Canada scan of similar programs and departments, and an examination of our curriculum offerings, the UG curriculum committee determined that Leisure Sciences is not an accurate reflection of the program. Thus, the committee is proposing a name change to Recreation and Leisure Studies as it is a more accurate and appropriate depiction of what the program currently offers.</p>	
<p><b>Resource Implications:</b>                      None.</p>	

**PROGRAM CHANGE:** Major in Recreation and Leisure Studies

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Applied Human Sciences  
**Program:** Major in Recreation and Leisure Studies  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.010

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>42 BA Major in Leisure <del>Sciences</del></b>                      12 AHSC 220<sup>3</sup>, 230<sup>3</sup>, 241<sup>3</sup>, 260<sup>3</sup>                      15 AHSC 321<sup>3</sup>, 350<sup>3</sup>, 361<sup>3</sup>, 371<sup>3</sup>, 385<sup>3</sup>                      6 AHSC 427<sup>3</sup>, 442<sup>3</sup>                      9 Elective credits, with at least three credits at the 400 level, chosen from AHSC 281<sup>3</sup>, 310<sup>3</sup>, 311<sup>3</sup>, 323<sup>3</sup>, 333<sup>3</sup>, 360<sup>3</sup>, 403<sup>3</sup>, 421<sup>3</sup>, 422<sup>3</sup>, 444<sup>3</sup>, 450<sup>3</sup>, 460<sup>6</sup></p>	<p><b>42 BA Major in <u>Recreation and Leisure Studies</u></b>                      12 AHSC 220<sup>3</sup>, 230<sup>3</sup>, 241<sup>3</sup>, 260<sup>3</sup>                      15 AHSC 321<sup>3</sup>, 350<sup>3</sup>, 361<sup>3</sup>, 371<sup>3</sup>, 385<sup>3</sup>                      6 AHSC 427<sup>3</sup>, 442<sup>3</sup>                      9 Elective credits, with at least three credits at the 400 level, chosen from AHSC 281<sup>3</sup>, 310<sup>3</sup>, 311<sup>3</sup>, 323<sup>3</sup>, 333<sup>3</sup>, 360<sup>3</sup>, 403<sup>3</sup>, 421<sup>3</sup>, 422<sup>3</sup>, 444<sup>3</sup>, 450<sup>3</sup>, 460<sup>6</sup></p>
<p><b>Rationale:</b>                      After a cross-Canada scan of similar programs and departments, and an examination of our curriculum offerings, the UG curriculum committee determined that Leisure Sciences is not an accurate reflection of the program. Thus, the committee is proposing a name change to Recreation and Leisure Studies as it is a more accurate and appropriate depiction of what the program currently offers.</p>	
<p><b>Resource Implications:</b>                      None.</p>	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **AHSC-30** VERSION: 2

**COURSE CHANGE:** AHSC 431      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Applied Human Sciences  
**Program:** Specialization in Recreation and Leisure Studies  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.010

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<b>AHSC 431</b> <b><del>Leisure Sciences Seminar</del></b> (3 credits) Prerequisite: 60 university credits including AHSC 321, 361, 371, 385. This is a third-year interdisciplinary seminar in which students can tie together all they have learned in the <del>Leisure Sciences</del> program. Additionally, students are set on a course of study that should continue after they graduate so that they can keep up with future developments in this area.	<b>AHSC 431</b> <b><u>Recreation and Leisure Studies Seminar</u></b> (3 credits) Prerequisite: 60 university credits including AHSC 321, 361, 371, 385. This is a third-year interdisciplinary seminar in which students can tie together all they have learned in the <u>Recreation and Leisure Studies</u> program. Additionally, students are set on a course of study that should continue after they graduate so that they can keep up with future developments in this area.
<b>Rationale:</b> This course name change and slight description change is in accordance with the requested program name change from Leisure Sciences to Recreation and Leisure Studies.	
<b>Resource Implications:</b> None.	
<b>Other Programs within which course is listed:</b>  None.	

**COURSE CHANGE:** AHSC 437      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Applied Human Sciences  
**Program:** Specialization in Recreation and Leisure Studies  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.010

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>AHSC 437</b>      <i>Internship in Leisure <del>Sciences</del></i> (6 credits) Prerequisite: 60 university credits including AHSC 361, 371; permission of the Department. This course provides students with an opportunity to design, implement, and evaluate programs; to facilitate groups in a variety of settings; and to establish working relationships with field personnel. In consultation with their supervisors, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.</p>	<p><b>AHSC 437</b>      <i>Internship in <u>Recreation and Leisure Studies</u></i> (6 credits) Prerequisite: 60 university credits including AHSC 361, 371; permission of the Department. This course provides students with an opportunity to design, implement, and evaluate programs; to facilitate groups in a variety of settings; and to establish working relationships with field personnel. In consultation with their supervisors, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.</p>
<p><b>Rationale:</b> This course name change is in accordance with the requested program name change from Leisure Sciences to Recreation and Leisure Studies.</p>	
<p><b>Resource Implications:</b> None.</p>	
<p><b>Other Programs within which course is listed:</b> None.</p>	



**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:** September 24, 2018

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Chemistry and Biochemistry  
CHEM-33  
Professional experience (PREX) option added to cooperative  
education program text

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of September 21<sup>st</sup>, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Chemistry and Biochemistry**, in conjunction with the Institute for Co-operative Education, is introducing a professional experience (PREX) option into their Co-op offerings. The PREX option allows students to carry out a work term in a professional/industrial setting and increases the experiential learning opportunities that the department can offer to students.

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

**Department of Chemistry and Biochemistry**

**CHEM-33**

**Memo from Chair**

**Changes to Co-operative Program text**

Addition of a Chemistry and Biochemistry Professional Experience Option



**INTERNAL MEMORANDUM**

**TO:** Paul Joyce, Associate Dean, Academic Programs, Faculty of Arts and Science

**FROM:** Sébastien Robidoux, Chair, Departmental Curriculum Committee, Department of Chemistry and Biochemistry

**DATE:** June 13, 2018

**SUBJECT:** Addition of Professional Experience Option, **CHEM-33**

---

Dear Paul,

Please find attached the dossier CHEM-33 detailing the change to be made to the 2019-2020 Undergraduate Calendar:

- Addition of a Chemistry and Biochemistry Professional Experience Option approved by the Department on May 14, 2018

The Department has been offering its Chemistry and Biochemistry Honours and Specialization programs in a Coop format for many years. These Coop programs are popular, but they also require high commitment from students. The Department would like to offer a new Professional Experience Option (PREX) allowing students to complete one or two work terms. It will serve as a recruitment tool for the department. The PREX will also enhance the experiential learning of the students.

Kind regards,

Sébastien Robidoux, Head of the Curriculum Committee

**PROGRAM CHANGE:** Chemistry and Biochemistry Co-operative Program**Proposed**  Undergraduate or  Graduate Curriculum Changes**Calendar for academic year:** 2018/2019  
**Implementation Month/Year:** May 2019**Faculty/School:** Arts and Science  
**Department:** Chemistry and Biochemistry  
**Program:** Honours, Specialization in Chemistry and Biochemistry  
**Degree:** BSc  
**Calendar Section/Graduate Page Number:** 31.050**Type of Change:** Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Chemistry and Biochemistry Co-operative Program</b></p> <p><i>Director</i> XAVIER OTTENWAELDER, <i>Associate Professor</i></p> <p>The Chemistry and Biochemistry co-operative program is offered to students who are enrolled in the BSc Honours or Specialization in Chemistry and Biochemistry. Students interested in applying for the Chemistry and Biochemistry co-op should refer to §24 where a full description of the admission requirements is provided.</p> <p>Academic content is identical to that of the regular program, but six or seven study terms are interspersed with three work terms.</p> <p>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.</p> <p>Liaison between the student, the employers and the Institute for Co-operative Education is provided by the Chemistry and Biochemistry co-op committee, which includes the student's advisors.</p> <p>Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.</p>	<p><b>Chemistry and Biochemistry Co-operative Program</b></p> <p><i>Director</i> XAVIER OTTENWAELDER, <i>Associate Professor</i></p> <p>The Chemistry and Biochemistry co-operative program is offered to students who are enrolled in the BSc Honours or Specialization in Chemistry and Biochemistry. Students interested in applying for the Chemistry and Biochemistry co-op should refer to §24 where a full description of the admission requirements is provided.</p> <p>Academic content is identical to that of the regular program, but six or seven study terms are interspersed with three work terms.</p> <p>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.</p> <p>Liaison between the student, the employers and the Institute for Co-operative Education is provided by the Chemistry and Biochemistry co-op committee, which includes the student's advisors.</p> <p>Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.</p> <p><b><u><a href="#">Chemistry and Biochemistry Professional Experience Option</a></u></b>  <u><a href="#">The Chemistry and Biochemistry Professional Experience option is offered through the Institute for Co-operative Education. Like the co-operative program, the Professional Experience option allows students to gain practical experience through work terms related to their field of study. It is limited to one or two work terms, normally in the summer. Students interested in applying for the Professional Experience option should refer to §24 where a full description is provided.</a></u></p>
<p><b>Rationale:</b> Some students are not interested to commit for the three work terms required by the Coop program, but they will now be able to benefit from experiential learning in this Professional Experience Option (PREX).</p>	

**Resource Implications:**

The Co-op academic director (AD) of the Department will recruit and select students for the PREX option. These responsibilities will come in addition to the recruitment and the advising of students in the Coop program.

The Institute for Cooperative Education will handle the work terms' posting and student's selection for these work terms. Fees will be paid by students to cover the additional administrative responsibilities of the Institute for Cooperative Education.

Montreal, July 18, 2018

To: Dr. Paul Joyce  
Object: Letter of support for the changes to the internship programs of the **Chemistry and Biochemistry, Sociology and Anthropology, Political Science and Economics** departments.

Dear Dr. Joyce,

It is with great pleasure that I write this letter to support the proposed changes to the internship programs in Chemistry and Biochemistry, Sociology and Anthropology, Political Science and Economics departments.

Following multiple discussions, we support the addition of an "Industrial/Professional Experience" type program in September 2018. We believe that this will allow a better integration of both co-operative and work integrated learning in these departments. This program will have the following characteristics:

- Allow 2nd or 3rd year students with a minimum of 45 credits and maximum 60 credits to apply and obtain one internship managed by the Institute of Cooperative Education.
- Students would pay fees similar to the ones in "Industrial/Professional Experience" in other departments.
- Students registered and accepted in the program would need to follow the general regulations and policies of the institute, including:
  - Returning to school after the work term.
  - Attending the five professional development courses that are mandatory for all students at the institute.
  - Writing a student work term report.

These programs would begin with about five to ten students per departments and could gradually grow as the demand for students and employers grows.

- Students would be selected by their Department in the early fall.
- Students should have a minimum GPA of 2.50 to remain in the program.
- Work Term Preparation of the students will be done before the December break.
- Students would start applying to job postings in January to begin their internships in the summer term.

The Institute for Co-operative Education will coordinate with each department to promote and manage these internships to achieve the experiential goals of these departments.

Please feel free to contact me if you have any questions.

Regards,



Claude Martel, Ph. D.  
Director of **Institute for Co-operative Education**  
**Concordia University**  
1550 De Maisonneuve west, suite 430

**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:** September 24, 2018

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Economics  
ECON-14  
Professional experience (PREX) option added to cooperative  
education program text

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of September 21, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Economics**, in conjunction with the Institute for Co-operative Education, is introducing a professional experience (PREX) option into their Co-op offerings. The PREX option allows students to carry out a work term in a professional/industrial setting and increases the experiential learning opportunities that the department can offer to students.

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

**Department of Economics**

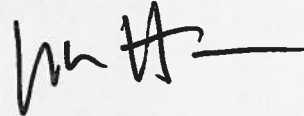
**ECON-14**

**Memo from Chair**

**Changes to Co-operative Program text**

**Memorandum  
Department of Economics**

**To** Paul Joyce, Associate Dean, Academic Programs  
**From** Jorgen Hansen, Chair, Department of Economics  
**Subject** PREX and Calendar Change  
**Date** July 6, 2018



Dear Paul,

This memo certifies that the Department of Economics approves the introduction of PREX as an option for undergraduate students in Economics. The Department of Economics further approves the addition of the following text to the 2019-20 Undergraduate Calendar:

**Economics Professional Experience Option**

The Economics Professional Experience option is offered through the Institute for Co-operative Education. Like the co-operative program, the Professional Experience option allows students to gain practical experience through work terms related to their field of study. Students are able to complete one and potentially two work terms. The initial work term is normally undertaken during the summer. Students interested in applying for the Professional Experience option should refer to §24 where a full description is provided.

The approval, dated June 29, was unanimous and obtained electronically (via email voting).

**CC:** Christian Sigouin, Co-Op Director, Department of Economics  
Mary-Ann Jirjis, Department Administrator, Department of Economics

**PROGRAM CHANGE:** Economics Co-operative Program

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Honours, Specialization in Economics  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.080

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Economics Co-operative Program</b></p> <p><i>Director</i> CHRISTIAN SIGOUIN, <i>Associate Professor</i></p> <p>The Economics co-operative program is offered to students who are enrolled in the BA Honours or Specialization in Economics. Students interested in applying for the Economics co-op should refer to §24 where a full description of the admission requirements is provided.</p> <p>Academic content is identical to that of the regular program, but six study terms are interspersed with three work terms.</p> <p>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.</p> <p>Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Economics co-op committee, which includes the student's advisors. Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.</p>	<p><b>Economics Co-operative Program</b></p> <p><i>Director</i> CHRISTIAN SIGOUIN, <i>Associate Professor</i></p> <p>The Economics co-operative program is offered to students who are enrolled in the BA Honours or Specialization in Economics. Students interested in applying for the Economics co-op should refer to §24 where a full description of the admission requirements is provided.</p> <p>Academic content is identical to that of the regular program, but six study terms are interspersed with three work terms.</p> <p>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.</p> <p>Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Economics co-op committee, which includes the student's advisors. Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.</p> <p><b><u>Economics Professional Experience Option</u></b>  <u>The Economics Professional Experience option is offered through the Institute for Co-operative Education. Like the co-operative program, the Professional Experience option allows students to gain practical experience through work terms related to their field of study. It is limited to one or two work terms, normally in the summer. Students interested in applying for the Professional Experience option should refer to §24 where a full description is provided.</u></p>
<p><b>Rationale:</b>                      The Institute for Co-operative Education is introducing a Professional Experience option for students in Economics. The Professional Experience option is a one- or two-term work opportunity for those students who cannot enter Co-Op due to their not having a full 60 credits of course work remaining in their degree requirement. A number of students inquire as to their ability to enter the program too late in their undergraduate career. The Professional Experience option enables students to obtain employment experience relevant to their field.</p>	



Resource Implications:

None.

Montreal, July 18, 2018

To: Dr. Paul Joyce  
Object: Letter of support for the changes to the internship programs of the **Chemistry and Biochemistry, Sociology and Anthropology, Political Science and Economics** departments.

Dear Dr. Joyce,

It is with great pleasure that I write this letter to support the proposed changes to the internship programs in Chemistry and Biochemistry, Sociology and Anthropology, Political Science and Economics departments.

Following multiple discussions, we support the addition of an "Industrial/Professional Experience" type program in September 2018. We believe that this will allow a better integration of both co-operative and work integrated learning in these departments. This program will have the following characteristics:

- Allow 2nd or 3rd year students with a minimum of 45 credits and maximum 60 credits to apply and obtain one internship managed by the Institute of Cooperative Education.
- Students would pay fees similar to the ones in "Industrial/Professional Experience" in other departments.
- Students registered and accepted in the program would need to follow the general regulations and policies of the institute, including:
  - Returning to school after the work term.
  - Attending the five professional development courses that are mandatory for all students at the institute.
  - Writing a student work term report.

These programs would begin with about five to ten students per departments and could gradually grow as the demand for students and employers grows.

- Students would be selected by their Department in the early fall.
- Students should have a minimum GPA of 2.50 to remain in the program.
- Work Term Preparation of the students will be done before the December break.
- Students would start applying to job postings in January to begin their internships in the summer term.

The Institute for Co-operative Education will coordinate with each department to promote and manage these internships to achieve the experiential goals of these departments.

Please feel free to contact me if you have any questions.

Regards,



Claude Martel, Ph. D.  
Director of **Institute for Co-operative Education**  
**Concordia University**  
1550 De Maisonneuve west, suite 430

**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  
Department of Philosophy  
**PHIL-19**  
New courses PHIL 389, 472, 473, 474, 475; title and/or description  
change PHIL 487, 488, 489, 490; exclusion note removed from PHIL 374

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

The **Department of Philosophy** proposes converting five slot courses to permanent courses: PHIL 389 *Epistemology and Ethics in the Digital Age*, PHIL 472 *Advanced Topics in Phenomenology*, PHIL 473 *Advanced Topics in Continental Philosophy*, PHIL 474 *Current Research Topics in Continental Philosophy*, and PHIL 475 *Contemporary Issues in Analytic Philosophy*. The addition of these courses to the permanent course list reflects growing student interest, the place of these areas of study in modern philosophy and the direction of the department, including recent hires in these areas.

In addition, they also will update the course titles and/or descriptions for PHIL 487 *Origins of Analytic Philosophy*, PHIL 488 *Topics in Twentieth Century Analytic Philosophy*, PHIL 489 *Phenomenology*, and PHIL 490 *Continental Philosophy* for clarity and to define better the material that is covered. Finally, an exclusion note referring to a course that has not been offered in more than 20 years is removed from PHIL 374 *Kant and 19th-Century Philosophy*.

Thank you for your consideration of this proposal for which there are no additional resource implications. The new courses will come from the department's current allotment.

## Department of Philosophy

### PHIL-19

#### **Memo from Chair**

#### **Exclusion note removed**

PHIL 374     *Kant and 19th-Century Philosophy*

#### **New courses**

PHIL 389     *Epistemology and Ethics in the Digital Age*

PHIL 472     *Advanced Topics in Phenomenology*

PHIL 473     *Advanced Topics in Continental Philosophy*

PHIL 474     *Current Research Topics in Continental Philosophy*

PHIL 475     *Contemporary Issues in Analytic Philosophy*

#### **Course title and description change**

PHIL 487     *Origins of Analytic Philosophy*

PHIL 488     *Topics in Twentieth Century Analytic Philosophy*

PHIL 490     *Continental Philosophy*

#### **Course description change**

PHIL 489     *Phenomenology*

**Department of Philosophy**

18 April 2018

Dr. Paul Joyce  
Associate Dean, Academic Programs, Faculty of Arts & Science  
AD 225

**Re: Philosophy Curriculum Changes**

The Department of Philosophy requests a set of changes to its undergraduate course offerings. These changes were approved at a Department meeting on March 2, 2018.

- 1) We are making revisions to the descriptions and or titles of PHIL 487, 488, 489 and 490. These revisions are coordinated with the addition of three 400-level courses in the area of continental philosophy and one 400-level course in analytic philosophy. Altogether, this set of changes is meant to:
  - Reflect developments in these areas over the past 20 years.
  - Better reflect the content actually being taught by our instructors, which has been expanded via additions to our faculty complement over the last 5 years (e.g., Angelova in continental philosophy, Hlobil in analytic philosophy).
  - Most important, the new numbers allow us to offer the differentiated courses our instructors already teach under correspondingly distinct course names and numbers.
  - This lets students take these different courses, without running into problems, and provides them with a transcript that makes much more sense to an outside party.
  - Previously, we solved the problem of letting students take these different courses by offering them under slot codes (requiring also many different letters to distinguish them), or letting students 'repeat' a course that in fact has very different content by enrolling in it as a tutorial.
  - The problems spring from two sources:
    - An individual instructor in analytic or continental philosophy, who teaches two very different sorts of courses in their area, over a two year rotation. Previously we'd do this by alternating between one of our regular courses, and a slot course. The changes will let us do this with distinct regular courses.
    - An increase in faculty teaching in these areas means that there are not enough course numbers to go round. Previously we solved this via slot courses, or distinguishing courses by letter, enrolling students via tutorial.
    - At this point we need to expand the roster of courses available in these key teaching areas.
- 2) We are adding PHIL 389, which was offered as a slot course this year, because it reflects recent developments in epistemology and ethics relevant to artificial intelligence, and as such represents an important course offering.

Sincerely,



Matthias Fritsch  
Interim Chair and Professor of Philosophy

**COURSE CHANGE:** PHIL 374      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Philosophy  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.220

**Type of Change:**

- Course Number                       Course Title                                       Credit Value                       Prerequisite  
 Course Description                       Editorial                                       New Course  
 Course Deletion                       Other - Specify: exclusion note removed

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>PHIL 374</b>      <b><i>Kant and 19th-Century Philosophy</i></b> (3 credits)                      Prerequisite: Six credits in Philosophy, or permission of the Department. This course examines Kant and some of the main currents of post-Kantian philosophy, possibly including Hegel and post-Hegelians, the romantic reaction, positivism, and pragmatism.  <i>NOTE: Students who have received credit for PHIL 474 may not take this course for credit.</i></p>	<p><b>PHIL 374</b>      <b><i>Kant and 19th-Century Philosophy</i></b> (3 credits)                      Prerequisite: Six credits in Philosophy, or permission of the Department. This course examines Kant and some of the main currents of post-Kantian philosophy, possibly including Hegel and post-Hegelians, the romantic reaction, positivism, and pragmatism.</p>
<p>Rationale:                      PHIL 474 <i>19th Century Philosophy</i> was last offered in 1996. Therefore, the exclusionary note under PHIL 374 is outdated and can be removed.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                       Interdisciplinary Minor in German Studies</p>	

**COURSE CHANGE:** PHIL 389      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Philosophy  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.220

**Type of Change:**

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><b>PHIL 389 <i>Epistemology and Ethics in the Digital Age</i></b> (3 credits)                      This course examines epistemological and ethical implications of digital technologies (e.g., surveillance, artificial intelligence, and big data) in areas such as privacy, power relations, and the generation and sharing of knowledge.  <i>NOTE: Students who have received credit for this topic under a PHIL 398 number may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      This course reflects developments over the past 20 years in epistemology and ethics relevant to the areas of artificial intelligence, big data, digital technology, and power dynamics enabled thereby. It is important to have a class like this given the development of artificial intelligence globally and in Montreal. This course was offered as a slot course for the first time in winter 2018. Our 300-level courses are usually capped at 40. This course reached 34 students and we expect it to grow with subsequent offerings.</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation with the department's regular course allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	

**COURSE CHANGE:** PHIL 472      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Philosophy  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.220

**Type of Change:**

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><b>PHIL 472 <i>Advanced Topics in Phenomenology</i></b> (3 credits)                      Prerequisite: 12 credits in Philosophy, or permission of the Department. This course studies themes or topics in recent research in phenomenology, such as nature, life, place, body, mind, illness, and disability.  <i>NOTE: Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      The Department of Philosophy is converting a slot course to a permanent course in order to expand its 400-level offerings in the area of continental philosophy. This addition reflects developments in the area of continental philosophy over the past 20 years, and evolving student interests. It also reflects the need to differentiate the content we already deliver to enable students to take multiple continental philosophy courses without repeating course codes. An example of the kind of course that would be offered under this new code was delivered in fall 2016 under PHIL 498 BB Advanced Topics in Philosophy - Time, Meaning and Nature. This combined section course was filled to its capacity of 25, with students on the waiting list.</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation with the department's regular course allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	



**COURSE CHANGE:** PHIL 473      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Philosophy  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.220

**Type of Change:**

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><b>PHIL 473 <i>Advanced Topics in Continental Philosophy</i></b> (3 credits)                      Prerequisite: 12 credits in Philosophy including PHIL 374 or 377, or permission of the Department. This course focuses on a selected theme or topic within or via the texts of the tradition of continental philosophy. Example topics include language, the world, animality, social or environmental justice, the political, violence, and memory.  <i>NOTE: Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      The Department of Philosophy is converting a slot course to a permanent course in order to expand its 400-level offerings in the area of continental philosophy. This addition reflects developments in the area of continental philosophy over the past 20 years, and evolving student interests.</p> <p>This course was offered as a combined section course with graduate students. The undergraduate section was full to capacity (winter 2018: 13/13 undergraduate students plus graduate).</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation with the department's regular course allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	

**COURSE CHANGE:** PHIL 474      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Philosophy  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.220

**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: |  |                                       |

<b>Present Text (from 20xx/20xx) calendar</b>	<b>Proposed Text</b>
	<p><b>PHIL 474 <i>Current Research Topics in Continental Philosophy</i></b> (3 credits)                      Prerequisite: 12 credits in Philosophy including PHIL 374 or 377, or permission of the Department. This course examines recent research on major figures, or relations between major authors, in continental philosophy.  <i>NOTE: Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      The Department of Philosophy is converting a slot course to a permanent course in order to expand its 400-level offerings in the area of continental philosophy. This addition reflects developments in the area of continental philosophy over the past 20 years, and evolving student interests. It also reflects the need to differentiate the content we already deliver to enable students to take multiple continental philosophy courses without repeating course codes. An example of the kind of course that would be offered under this new code was delivered in winter 2015 under PHIL 498F AA Advanced Topics in Current Research: Nancy and Derrida. This combined section course was filled to its capacity of 20.</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation with the department's regular course allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	

**COURSE CHANGE:** PHIL 475      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Philosophy  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.220

**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><b>PHIL 475 <i>Contemporary Issues in Analytic Philosophy</i></b> (3 credits)                      Prerequisite: 12 credits in Philosophy, or permission of the Department. This course addresses work by contemporary analytic philosophers on a chosen topic.  <i>NOTE: Students who have received credit for this topic under a PHIL 498 number may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      The Department of Philosophy is converting a slot course to a permanent course in order to expand its 400-level offerings in the area of analytic philosophy. This addition reflects developments in the area of analytic philosophy over the past 20 years, and evolving student interests. It also reflects the need to differentiate the content we already deliver to enable students to take multiple analytic philosophy courses without repeating course codes.</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation with the department's regular course allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	

**COURSE CHANGE:** PHIL 487                   New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:**                             Arts and Science  
**Department:**                                 Philosophy  
**Program:**                                     Honours in Philosophy  
**Degree:**                                       BA  
**Calendar Section/Graduate Page Number:** 31.220

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>PHIL 487</b> <del>—</del> <b>Early Analytic Philosophy</b> (3 credits)                      Prerequisite: 12 credits in Philosophy, or permission of the Department. This course investigates selected philosophical problems <del>as they arise in the writings of such early analytic philosophers as Moore, Russell, Ayer, Carnap, the early Wittgenstein, and Frege.</del></p>	<p><b>PHIL 487</b> <u>Origins of Analytic Philosophy</u> (3 credits)                      Prerequisite: 12 credits in Philosophy, or permission of the Department. This course investigates selected philosophical problems <u>and methodologies in the late-19th- and early-20th-century traditions that developed into</u> analytic philosophy.</p>
<p>Rationale:                      The changes to the title allow the inclusion of philosophers before Fregge, whose work underpinned the development of analytic philosophy but who are themselves not considered analytic philosophers. The examples of philosophers are being removed to provide more flexibility in content and to allow the course to reflect the field's evolving ideas about the origins of analytic philosophy. The new description also offers the potential for a reading list that includes greater diversity.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                      None.</p>	

**COURSE CHANGE:** PHIL 488                      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:**    Arts and Science  
**Department:**    Philosophy  
**Program:**  
**Degree:**    BA  
**Calendar Section/Graduate Page Number:** 31.220

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>PHIL 488</b> <del>Contemporary Analytic Philosophy</del> (3 credits)                      Prerequisite: 12 credits in Philosophy, or permission of the Department. This course <del>investigates selected philosophical problems as they arise in the writings of such</del> analytic philosophers as the later Wittgenstein, Quine, Ryle, Austin, Sellars, Davidson, Putnam, and others.</p>	<p><b>PHIL 488</b> <u>Topics in 20th-Century Analytic Philosophy</u> (3 credits)                      Prerequisite: 12 credits in Philosophy, or permission of the Department. This course <u>focuses on figures in 20th-century</u> analytic philosophy <u>and/ or the topics that attracted their attention</u>.</p>
<p><b>Rationale:</b>                      The changes to the title of this course reflect the fact that the 20<sup>th</sup> century philosophers listed in the current description are no longer considered contemporary. The description has been changed to remove the examples of philosophers so as to allow more flexibility in course content and to allow the course to reflect the field's evolving ideas about 20<sup>th</sup> century analytic philosophy. The new description also allows for a reading list that includes greater diversity.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	

**COURSE CHANGE:** PHIL 489      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Philosophy  
**Program:** Honours in Philosophy  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.220

**Type of Change:**

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

<b>Present Text (from 2018/2019) calendar</b>	<b>Proposed Text</b>
<p><b>PHIL 489</b>      <i><b>Phenomenology</b></i> (3 credits)                      Prerequisite: 12 credits in Philosophy, or permission of the Department. This course examines <del>the phenomenological approach to philosophical problems, theoretical or practical. It may include discussion of the seminal works of</del> Husserl, Heidegger, and Merleau-Ponty.</p>	<p><b>PHIL 489</b> <i><b>Phenomenology</b></i> (3 credits)                      Prerequisite: 12 credits in Philosophy, or permission of the Department. This course examines <a href="#">classic themes, texts</a> and <a href="#">methodological issues in phenomenology, typically focusing on the work of figures such as</a> Husserl, Heidegger, and Merleau-Ponty.</p>
<p>Rationale:                      The course description is being updated to reflect what is currently being taught.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                      None.</p>	

**COURSE CHANGE:** PHIL 490      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Philosophy  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.220

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>PHIL 490—<del>Advanced Continental Philosophy</del></b> (3 credits)                      Prerequisite: 12 credits in Philosophy including PHIL 374 or 377, or permission of the Department. This course investigates selected philosophical problems as they <b>arise</b> in the <del>works of such philosophers as Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Levinas, Gadamer, Adorno, Derrida, Deleuze, Habermas, Irigaray, Foucault, and others. Specific topics for this course are stated in the Undergraduate Class Schedule.</del></p>	<p><b>PHIL 490 Continental Philosophy</b> (3 credits)                      Prerequisite: 12 credits in Philosophy including PHIL 374 or 377, or permission of the Department. This course investigates selected philosophical problems <a href="#">and methodologies</a> as they <a href="#">arose</a> in the <a href="#">late-19th- and early-20th-century traditions that came to be called continental philosophy</a>.</p>
<p><b>Rationale:</b>                      The title has been changed to reflect the fact that PHIL 472 <i>Advanced Topics in Phenomenology</i> and PHIL 473 <i>Advanced Topics in Continental Philosophy</i> will now function as our advanced Continental Philosophy classes. The examples of philosophers are being removed to provide more flexibility in content. The new description also offers the potential for a reading list that includes greater diversity.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	





**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:** September 24, 2018

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Political Science  
POLI-13  
Professional experience (PREX) option added to cooperative  
education program text

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of September 21, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Political Science**, in conjunction with the Institute for Co-operative Education, is introducing a professional experience (PREX) option into their Co-op offerings. The PREX option allows students to carry out a work term in a professional/industrial setting and increases the experiential learning opportunities that the department can offer to students.

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

## **Department of Political Science**

### **POLI-13**

**Memo from Chair**

**Changes to Co-operative Program text**

Addition of a Political Science Professional Experience Option

Department of Political Science

**To:** Paul Joyce, Associate Dean, Academic Programs  
**From:** Elizabeth Bloodgood, Chair, Department of Political Science  
**Date:** May 16, 2018  
**Subject:** Undergraduate Calendar Change (Co-op Program)

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The Department of Political Science is requesting an undergraduate calendar change related to the Co-op Program. The Institute for Co-operative Education is introducing a Professional Experience (PREX) option for students in Political Science. The PREX option is a single- or two-term work opportunity directed at students who are getting to the end of their program. We would like to amend our calendar so that students are made aware of this offering.

The change was approved by Political Science's Department Council at its meeting on April 13, 2018. The vote was 17 in favour, 0 opposed, 2 abstentions.

Please do not hesitate to contact me should you require additional information.

/mk

**PROGRAM CHANGE:** Political Science Co-operative Program

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Political Science  
**Program:** Major, Honours in Political Science  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.240

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Political Science Co-operative Program</b></p> <p><i>Director</i>                      RICHARD BISAILLON, <i>Senior Lecturer</i></p> <p>The Political Science co-operative program is offered to all full-time students enrolled in the major and honours programs in the Department who meet the academic requirements for co-op. Students interested in applying for the Political Science co-op should refer to §24 where a full description of the admission requirements is provided. Academic content is identical to that of the regular programs, with some specific recommendations for courses to improve the students' job skills. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. 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 Political Science co-op committee, which includes the student's advisors. Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.</p>	<p><b>Political Science Co-operative Program</b></p> <p><i>Director</i>                      RICHARD BISAILLON, <i>Senior Lecturer</i></p> <p>The Political Science co-operative program is offered to all full-time students enrolled in the major and honours programs in the Department who meet the academic requirements for co-op. Students interested in applying for the Political Science co-op should refer to §24 where a full description of the admission requirements is provided. Academic content is identical to that of the regular programs, with some specific recommendations for courses to improve the students' job skills. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. 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 Political Science co-op committee, which includes the student's advisors. Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.</p> <p><b><u>Political Science Professional Experience Option</u></b>  <u>The Political Science Professional Experience option is offered through the Institute for Co-operative Education. Like the co-operative program, the Professional Experience option allows students to gain practical experience through work terms related to their field of study. It is limited to one or two work terms, normally in the summer. Students interested in applying for the Professional Experience option should refer to §24 where a full description is provided.</u></p>
<p><b>Rationale:</b>                      The Institute for Co-operative Education is introducing a Professional Experience option for students in Political Science. The Professional Experience option is a one- or two-term</p>	

work opportunity for those students who cannot enter Co-Op due to their not having a full 60 credits of coursework remaining in their degree requirement. A number of students inquire as to their ability to enter the program too late in their undergraduate career. The Professional Experience option enables students to obtain employment experience relevant to their field.

Resource Implications:

None.

Montreal, July 18, 2018

To: Dr. Paul Joyce  
Object: Letter of support for the changes to the internship programs of the **Chemistry and Biochemistry, Sociology and Anthropology, Political Science and Economics** departments.

Dear Dr. Joyce,

It is with great pleasure that I write this letter to support the proposed changes to the internship programs in Chemistry and Biochemistry, Sociology and Anthropology, Political Science and Economics departments.

Following multiple discussions, we support the addition of an "Industrial/Professional Experience" type program in September 2018. We believe that this will allow a better integration of both co-operative and work integrated learning in these departments. This program will have the following characteristics:

- Allow 2nd or 3rd year students with a minimum of 45 credits and maximum 60 credits to apply and obtain one internship managed by the Institute of Cooperative Education.
- Students would pay fees similar to the ones in "Industrial/Professional Experience" in other departments.
- Students registered and accepted in the program would need to follow the general regulations and policies of the institute, including:
  - Returning to school after the work term.
  - Attending the five professional development courses that are mandatory for all students at the institute.
  - Writing a student work term report.

These programs would begin with about five to ten students per departments and could gradually grow as the demand for students and employers grows.

- Students would be selected by their Department in the early fall.
- Students should have a minimum GPA of 2.50 to remain in the program.
- Work Term Preparation of the students will be done before the December break.
- Students would start applying to job postings in January to begin their internships in the summer term.

The Institute for Co-operative Education will coordinate with each department to promote and manage these internships to achieve the experiential goals of these departments.

Please feel free to contact me if you have any questions.

Regards,



Claude Martel, Ph. D.  
Director of **Institute for Co-operative Education**  
**Concordia University**  
1550 De Maisonneuve west, suite 430

**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:** September 24, 2018

**SUBJECT:** 2019-20 Undergraduate Calendar Curriculum Changes  
Department of Religions and Cultures  
**RELI-32**  
Program name changes to Honours, Major and Minor in Religions and Cultures

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of September 21, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Religions and Cultures** proposes updating the titles of its Honours, Major and Minor to Honours, Major and Minor in Religions and Cultures and references to them in light of the recent departmental name change.

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

*Reference documents:*  
FCC 2017.6/U\_RELI-32  
ASFC 2018-5M-J

# Department of Religions and Cultures

## RELI-32

### **Memo from Chair**

#### **Program name changes**

BA Honours in Religions and Cultures

BA Major in Religions and Cultures

Minor in Religions and Cultures

Areas of Concentration

#### **Prerequisite change**

RELI 410      *Honours Thesis* (6 credits)



**FACULTY OF ARTS AND SCIENCE**

Department of Religions and Cultures

To: Paul Joyce  
Associate Dean, Academic Programs, FAS

From: Carly Daniel-Hughes  
Chair, Department of Religions and Cultures

Date: April 18, 2018

Re: Department Name Change and Undergraduate Calendar

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Further to Senate approval to change the name of our department from the Department of Religion to the Department of Religions and Cultures (December 2016), I am writing to request that this be reflected in our undergraduate program names: BA Honours in Religions and Cultures, Major in Religions and Cultures, Minor in Religions and Cultures.

Thank you for your consideration.

**PROGRAM CHANGE:** Honours in Religions and Cultures

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Religions and Cultures  
**Program:** Honours in Religions and Cultures  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.270

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<b>60 BA Honours in Religion</b>	<b>60 BA Honours in Religions <u>and Cultures</u></b>
Rationale: The department name changed from Religion to Religions and Cultures and we would like to change the program name to reflect this change for consistency.	
Resource Implications: None	

**PROGRAM CHANGE:** Major in Religions and Cultures

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Religions and Cultures  
**Program:** Major in Religions and Cultures  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.270

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
42 BA Major in Religion	42 BA Major in Religions <a href="#">and Cultures</a>
Rationale: The department name changed to Religions and Cultures and we would like to change the program name to reflect this change.	
Resource Implications: None.	

**PROGRAM CHANGE:** Minor in Religions and Cultures

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Religions and Cultures  
**Program:** Minor in Religions and Cultures  
**Degree:**  
**Calendar Section/Graduate Page Number:** 31.270

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
24 Minor in Religion	24 Minor in Religions <a href="#">and Cultures</a>
Rationale: The department name was changed to Religions and Cultures and we would like the program name to reflect this change.	
Resource Implications: None	

**PROGRAM CHANGE:** Areas of Concentration

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Religions and Cultures  
**Program:** Honours, Major in Religions and Cultures  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.270

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Areas of Concentration</b></p> <p><b>A. Asian Religions</b> (18 credits)                      6 Chosen from RELI 224<sup>3</sup>, 225<sup>3</sup>, 226<sup>3</sup>, 360<sup>3</sup>, 361<sup>3</sup>, 362<sup>3</sup>                      12 Chosen from any courses on the subject of Asian religions, including Islam. This may include courses not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.  <i>NOTE: With permission of the advisor, Major in Religion students concentrating in Asian religions may count up to six credits of a related language, such as Chinese or Sanskrit. Honours students concentrating in Asian religions may also count an additional six credits of a related language toward their program.</i></p> <p><b>B. Christianity</b> (18 credits)                      6 RELI 223<sup>3</sup>, 302<sup>3</sup>                      12 Chosen from any courses on the subject of Christianity. It is recommended that students take at least one 400-level course.  <i>NOTE: With permission of the advisor, Major in Religion students concentrating in Christianity may count up to six credits of a related language, such as Greek, Latin, or Coptic. Honours students concentrating in Christianity may also count an additional six credits of a related language toward their program.</i></p> <p><b>C. Judaism</b> (18 credits)                      9 Chosen from RELI 220<sup>3</sup>, 301<sup>3</sup>, 326<sup>3</sup>, 327<sup>3</sup>, 328<sup>3</sup>                      9 Chosen from any courses on the subject of Judaism. This may include courses not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.  <i>NOTE: With permission of the advisor, Major in Religion students concentrating in Judaism may count up to six credits of a related language, such as Aramaic, Yiddish, or additional Hebrew. Honours students concentrating in Judaism may also count an additional six credits of a related language toward their program.</i></p>	<p><b>Areas of Concentration</b></p> <p><b>A. Asian Religions</b> (18 credits)                      6 Chosen from RELI 224<sup>3</sup>, 225<sup>3</sup>, 226<sup>3</sup>, 360<sup>3</sup>, 361<sup>3</sup>, 362<sup>3</sup>                      12 Chosen from any courses on the subject of Asian religions, including Islam. This may include courses not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.  <i>NOTE: With permission of the advisor, Major in Religions and Cultures students concentrating in Asian religions may count up to six credits of a related language, such as Chinese or Sanskrit. Honours students concentrating in Asian religions may also count an additional six credits of a related language toward their program.</i></p> <p><b>B. Christianity</b> (18 credits)                      6 RELI 223<sup>3</sup>, 302<sup>3</sup>                      12 Chosen from any courses on the subject of Christianity. It is recommended that students take at least one 400-level course.  <i>NOTE: With permission of the advisor, Major in Religions and Cultures students concentrating in Christianity may count up to six credits of a related language, such as Greek, Latin, or Coptic. Honours students concentrating in Christianity may also count an additional six credits of a related language toward their program.</i></p> <p><b>C. Judaism</b> (18 credits)                      9 Chosen from RELI 220<sup>3</sup>, 301<sup>3</sup>, 326<sup>3</sup>, 327<sup>3</sup>, 328<sup>3</sup>                      9 Chosen from any courses on the subject of Judaism. This may include courses not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.  <i>NOTE: With permission of the advisor, Major in Religions and Cultures students concentrating in Judaism may count up to six credits of a related language, such as Aramaic, Yiddish, or additional Hebrew. Honours students concentrating in Judaism may also count an additional six credits of a related language toward their program.</i></p>

**D. Women, Gender, and Sexuality** (18 credits)

- 3 Chosen from RELI 233<sup>3</sup>, 380<sup>3</sup>
- 15 Chosen from any Religion courses on the subject of women, gender, body, sexuality, or food. This may include a course not already taken from the first level of requirement.  
It is recommended that students take at least one 400-level course.

**E. Islam** (18 credits)

- 6 Chosen from RELI 224<sup>3</sup>, 316<sup>3</sup>, 319<sup>3</sup>
- 12 Chosen from any courses on the subject of Islam. This may include a course not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.

*NOTE: With permission of the advisor, Major in Religion students concentrating in Islam may count up to six credits of a related language, such as Arabic or Persian. Honours students concentrating in Islam must take at least six credits of Arabic and may also count an additional six credits of Arabic or another language related to Islam toward their program. Students who demonstrate competency in Arabic by a written examination may substitute Religion courses approved by the departmental advisor.*

**D. Women, Gender, and Sexuality** (18 credits)

- 3 Chosen from RELI 233<sup>3</sup>, 380<sup>3</sup>
- 15 Chosen from any Religion courses on the subject of women, gender, body, sexuality, or food. This may include a course not already taken from the first level of requirement.  
It is recommended that students take at least one 400-level course.

**E. Islam** (18 credits)

- 6 Chosen from RELI 224<sup>3</sup>, 316<sup>3</sup>, 319<sup>3</sup>
- 12 Chosen from any courses on the subject of Islam. This may include a course not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.

*NOTE: With permission of the advisor, Major in Religions [and Cultures](#) students concentrating in Islam may count up to six credits of a related language, such as Arabic or Persian. Honours students concentrating in Islam must take at least six credits of Arabic and may also count an additional six credits of Arabic or another language related to Islam toward their program. Students who demonstrate competency in Arabic by a written examination may substitute Religion courses approved by the departmental advisor.*

**Rationale:**

Changes are made to reflect the revised program names in this document.

**Resource Implications:**

None

**COURSE CHANGE:** RELI 410          New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Religions and Cultures  
**Program:** Honours in Religions and Cultures; Honours in Judaic Studies  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.270

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>RELI 410      <i>Honours Thesis</i></b> (6 credits)                      Prerequisite: Honours standing in Religion or Judaic Studies. The student works with an individual faculty member in a particular field of religious or Judaic studies. Students are asked to produce a sustained piece of written work to be read by their advisor and at least one other member of the Department.  <i>NOTE: Students who have received credit for RELI 499 may not take this course for credit.</i></p>	<p><b>RELI 410      <i>Honours Thesis</i></b> (6 credits)                      Prerequisite: Honours standing in Religions <u>and Cultures</u> or Judaic Studies. The student works with an individual faculty member in a particular field of religious or Judaic studies. Students are asked to produce a sustained piece of written work to be read by their advisor and at least one other member of the Department.  <i>NOTE: Students who have received credit for RELI 499 may not take this course for credit.</i></p>
<p>Rationale:                      Changes are made to reflect the revised program names in this document.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                       None.</p>	





**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:** September 24, 2018

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Sociology and Anthropology  
SOAN-32  
Professional experience (PREX) option added to cooperative  
education program text

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of September 21, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Sociology and Anthropology**, in conjunction with the Institute for Co-operative Education, is introducing a professional experience (PREX) option into their Co-op offerings. The PREX option allows students to carry out a work term in a professional/industrial setting and increases the experiential learning opportunities that the department can offer to students.

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

**Department of Sociology and Anthropology**

**SOAN-32**

**Memo from Chair**

**Changes to Co-operative Program text**

Addition of a Sociology and Anthropology Professional Experience Option

**INTERNAL MEMORANDUM**

**TO:** Paul Joyce, Associate Dean, Academic Programs  
Faculty of Arts and Science

**FROM:** Aaron Brauer, Undergraduate Programs Director, Department of  
Sociology and Anthropology

**DATE:** September 17, 2018

**SUBJECT:** Minor undergraduate curriculum change for the Sociology and  
Anthropology Co-op programs - 2019-2020

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The Department of Sociology and Anthropology is adding a professional experience option to its co-op program. This request has support within the department and was approved at the September 17, 2018 assembly.

Adding the Professional Experience Option (PREX) to our CO-OP program will allow students to complete one or two work terms as opposed to the complete CO-OP program. This will provide additional experiential learning opportunities for our students and can serve as a recruitment tool. In addition, students who do not complete the full CO-OP program because of an inability to fit in all of the work terms because of time or scheduling constraints, will still gain the benefit of graduating with a 'professional experience' notation on their degree through this option.

There are no resources implications for this proposed change as students in the PREX option will be advised by the existing CO-OP coordinator.

**PROGRAM CHANGE:** Sociology and Anthropology Co-operative Program

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Arts and Science  
**Department:** Sociology and Anthropology  
**Program:** Honours, Specialization, Major in Sociology or Anthropology  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.310

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Sociology and Anthropology Co-operative Program</b></p> <p><i>Director</i>                      MARK WATSON, <i>Associate Professor</i></p> <p>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. Students interested in applying for the Sociology and Anthropology co-op should refer to §24 where a full description of the admission requirements is provided.</p> <p>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.</p> <p>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 refer to §24 for the schedule of study and work terms and the full description of admission requirements.</p>	<p><b>Sociology and Anthropology Co-operative Program</b></p> <p><i>Director</i>                      MARK WATSON, <i>Associate Professor</i></p> <p>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. Students interested in applying for the Sociology and Anthropology co-op should refer to §24 where a full description of the admission requirements is provided.</p> <p>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.</p> <p>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 refer to §24 for the schedule of study and work terms and the full description of admission requirements.</p> <p><b><u><a href="#">Sociology and Anthropology Professional Experience Option</a></u></b>  <u><a href="#">The Sociology and Anthropology Professional Experience option is offered through the Institute for Co-operative Education. Like the co-operative program, the Professional Experience option allows students to gain practical experience through work terms related to their field of study. It is limited to one or two work terms, normally in the summer. Students interested in applying for the Professional Experience option should refer to §24 where a full description is provided.</a></u></p>
<p><b>Rationale:</b>                      The Professional Experience Option (PREX) provides experiential learning opportunities to students who for various reasons may not be able to complete the three work terms required by the traditional Coop program.</p>	
<p><b>Resource Implications:</b></p>	

None.

Montreal, July 18, 2018

To: Dr. Paul Joyce  
Object: Letter of support for the changes to the internship programs of the **Chemistry and Biochemistry, Sociology and Anthropology, Political Science and Economics** departments.

Dear Dr. Joyce,

It is with great pleasure that I write this letter to support the proposed changes to the internship programs in Chemistry and Biochemistry, Sociology and Anthropology, Political Science and Economics departments.

Following multiple discussions, we support the addition of an "Industrial/Professional Experience" type program in September 2018. We believe that this will allow a better integration of both co-operative and work integrated learning in these departments. This program will have the following characteristics:

- Allow 2nd or 3rd year students with a minimum of 45 credits and maximum 60 credits to apply and obtain one internship managed by the Institute of Cooperative Education.
- Students would pay fees similar to the ones in "Industrial/Professional Experience" in other departments.
- Students registered and accepted in the program would need to follow the general regulations and policies of the institute, including:
  - Returning to school after the work term.
  - Attending the five professional development courses that are mandatory for all students at the institute.
  - Writing a student work term report.

These programs would begin with about five to ten students per departments and could gradually grow as the demand for students and employers grows.

- Students would be selected by their Department in the early fall.
- Students should have a minimum GPA of 2.50 to remain in the program.
- Work Term Preparation of the students will be done before the December break.
- Students would start applying to job postings in January to begin their internships in the summer term.

The Institute for Co-operative Education will coordinate with each department to promote and manage these internships to achieve the experiential goals of these departments.

Please feel free to contact me if you have any questions.

Regards,



Claude Martel, Ph. D.  
Director of **Institute for Co-operative Education**  
**Concordia University**  
1550 De Maisonneuve west, suite 430

**FACULTY OF ENGINEERING  
AND COMPUTER SCIENCE**

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**INTERNAL MEMORANDUM**

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**TO:** Dr. Sandra Gabriele, Vice- Provost, Innovation in Teaching and Learning

**FROM:** Dr. A. Asif, Dean; Chair, ENCS Faculty Council

**DATE:** September 25, 2018

**RE:** Changes to the undergraduate programs in the ECE Department

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Please find attached the curriculum changes for the undergraduate programs in the Department of Electrical and Computer Engineering. The Department proposes to add a mandatory work term in the course requirements, as part of its degree in the Electrical and Computer Engineering programs. This will entail more work for the CIADI and co-op offices. The Department is also endeavoring to provide sequences with work terms in fall and winter. This will require more summer sections. While the total number of sections would rise only by a small amount, it will require more teaching in the summer and the cost will be covered by the Faculty of Engineering and Computer Science.

This proposal passed the ENCS Undergraduate Studies Committee on April 25, 2018 as well as the Faculty Council on May 11, 2018. I would be grateful if you could put it on the agenda of the next APC meeting.

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## INTERNAL MEMORANDUM

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**DATE:** March 23, 2018

**TO:** Dr. A. Akgunduz, Associate Dean, Academic Programs  
Faculty of Engineering and Computer Science

**FROM:** Dr. W.E. Lynch, Chair  
Department of Electrical and Computer Engineering

**SUBJECT: Undergraduate Changes 2019**

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Please find enclosed Dossier elec-103 submitted by the Department of Electrical and Computer Engineering.

The Department proposes to add a mandatory work term to the course requirements, as part of its degree in the Electrical & Computer Engineering programs. The work term will provide students with work experience which will enhance their academic careers and prepare them for employment after graduation. This will entail more work for the CIADI and Co-op offices. The Department is also endeavoring to provide sequences with work terms in fall and winter. This will require more summer sections. While the total number of sections would rise only by a small amount, it will require more teaching in the summer and the cost will be covered by the Faculty of Engineering and Computer Science.

These changes have been approved by the CIADI and Co-op offices with signed support letters included at the end of the proposal as well as by the Department Council held on March 23, 2018.

I would be grateful if you could put this on the agenda of the next ENCS Undergraduate Studies Committee meeting.



**FACULTY OF ENGINEERING  
AND COMPUTER SCIENCE**


Department of Electrical and Computer Engineering

**INTERNAL MEMORANDUM**

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**DATE:** September 11, 2018

**TO:** Dr. A. Akgunduz, Associate Dean, Academic Programs

**FROM:** Dr. W. E Lynch, Chair, ECE 

**CC:** Dr. D. Qiu, UGPD – Graduate Attributes & Curriculum, ECE  
Dr. M. Z. Kabir, Co-op Director, ECE

**SUBJECT:** Questions from Provost's office regarding mandatory work term in ECE undergraduate programs

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Your office apparently received the following questions from the Provost's office:

1. The letter of support from Co-op and the proposed Calendar text state that the work placement will be administered by either Co-op or CIADI, but CIADI is not mentioned in the supporting documentation. Is there a letter of support from CIADI? What are the resource implications for CIADI? Please explain.
2. Approximately, how many students will fall under this change?
3. The changes require more summer sections, of which courses in particular?
4. While the total number of sections would rise only by a small amount, is there an estimate of the amount?
5. Since the work term is administered by either the CIADI or Co-op offices, are there any fees for the students on work terms overseen by CIADI?
6. Regulations for work terms administered by Co-op are stipulated in the Co-op section but not in the CIADI section. Therefore, should the sections number be removed from the following sentence: "Students in the Electrical Engineering program are required to complete at least one work term approved in advance by the undergraduate program director and administered by either the CIADI (71.10.9) or Co-Op (71.10.8) offices."

Please find below our response.

Questions 1, 5 and 6 have to do with CIADI. It is important to know that we already have students doing work terms that would satisfy this new requirement through CIADI. In imposing this new mandatory requirement we expect that most of the additional work terms it generates will be

through the industrial experience program administered by Co-op, but we do not wish to disturb in any way the placement of our students by CIADI. CIADI is mentioned in the proposal to be clear that the new work term requirement can be satisfied through CIADI's work experience program. We originally did not solicit a support letter from CIADI, however, based on your question 1, we now have one which is attached here. As Dr. Rodrigues noted in that letter, our mandatory work term requirement is happily coinciding with higher demands for computer engineers and electrical engineers in the aerospace industry. In terms of question 5, there are no fees charged to students who participate in CIADI work terms. Employers pay money to participate in CIADI work terms. In terms of question 6, in that sentence in our Calendar changes we were putting in pointers to other parts of the Calendar for the CIADI and the Co-op office. Whether the section numbers should be there or not, I would leave it for those with a wider view of how the calendar is put together. On balance, if pressed for an answer, I would say the section numbers do no harm, and would be useful for students who would like to know more about either Co-op or CIADI and so would leave them where they are.

In terms of question 2, this change is for all students in the undergraduate programs of Computer Engineering and Electrical Engineering. We are expecting that when these work terms are required (after two and a half years of study) our programs will have approximately 250 students in the aggregate (per year). About 20% of our current students already satisfy this requirement. This leaves around 200 new jobs per year. Since we will split them between 3 terms (fall, winter, and summer) that is about 70 new jobs per term. We do expect that this change will make our programs more attractive. Thus, we may experience some growth in enrollments.

Question 3 asks what new courses might be required in the summer and question 4 asks how many new summer sections. A fairly straight forward approach for restructuring the sequences for both Computer Engineering and Electrical Engineering would require 6 new summer courses. This should be seen as a maximum. Likely it can be reduced to 5 or 4. If there are 6 they would be COEN316, COEN317, COEN320, ELEC312, ELEC351, and ELEC367. These are three new courses for each of computer engineering and electrical engineering. We are considering putting our third year project design course COEN 390/ELEC 390 (a cross-listed course) on in the summer. This course is common to both programs and so we could eliminate two courses from the list above (one computer engineering and one electrical engineering). This would reduce the total number of new courses to 5. There are some other possibilities for reduction as well. The new summer courses would be required starting in summer 2021.

As always, Dr. Akgunduz we thank you for your help with this important initiative. If there are any other questions that come up please do not hesitate to contact us.

WEL/kt

**PROGRAM CHANGE:** Electrical Engineering Mandatory Work Term

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Engineering and Computer Science  
**Department:** Electrical and Computer Engineering  
**Program:** Electrical Engineering  
**Degree:** BEng  
**Calendar Section/Graduate Page Number:** 71.30.1

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>71.30.1 Course Requirements (BEng in Electrical Engineering)</b></p> <p>The program in Electrical Engineering consists of the Engineering Core, the Electrical Engineering Core, and one of five choices as set out below. The normal length of the program is 120 credits.</p> <p><b>Engineering Core</b> (30.5 credits) See §71.20.5.</p>	<p><b>71.30.1 Course Requirements (BEng in Electrical Engineering)</b></p> <p>The program in Electrical Engineering consists of the Engineering Core, the Electrical Engineering Core, and one of five choices as set out below. The normal length of the program is 120 credits.</p> <p><u><a href="#">Students in the Electrical Engineering program are required to complete at least one work term administered by either the CIADI (71.10.9) or co-op (71.10.8) offices. Only work terms undertaken after successfully completing 75 credits in the Electrical Engineering program, including ELEC 390, would satisfy this requirement.</a></u></p> <p><u><a href="#">In order to fulfill the work term, students must successfully complete one of the courses managed through CIADI or the Institute for Co-operative Education.</a></u></p> <p><u><a href="#">It should be noted that ultimately it is the responsibility of the student to find an approved work term placement.</a></u></p> <p><u><a href="http://concordia.ca/academics/co-op/students/fees.html">For information on co-op fees see concordia.ca/academics/co-op/students/fees.html</a></u></p> <p><b>Engineering Core</b> (30.5 credits) See §71.20.5.</p>

**Rationale:**  
 The electrical engineering program is adding a mandatory work term requirement as part of its degree. The work term will provide students with work experience which will enhance their academic careers and prepare them for employment after graduation.

**Resource Implications:**  
 This will entail more work for the CIADI and Co-op offices. The Department is also endeavoring to provide sequences with work terms in fall and winter. This will require more summer sections. While the total number of sections would rise only by a small amount, it will require more teaching in the summer and the cost will be covered by the Faculty of Engineering and Computer Science.

**PROGRAM CHANGE:** Computer Engineering Mandatory Work Term

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** May 2019

**Faculty/School:** Engineering and Computer Science  
**Department:** Electrical and Computer Engineering  
**Program:** Computer Engineering  
**Degree:** BEng  
**Calendar Section/Graduate Page Number:** 71.30.2

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>71.30.2 Course Requirements (BEng in Computer Engineering)</b></p> <p>The program in Computer Engineering consists of the Engineering Core, the Computer Engineering Core, and one of four choices as set out below. The normal length of the program is 120 credits.</p> <p><b>Engineering Core:</b> (30.5 credits) See §71.20.5.</p>	<p><b>71.30.2 Course Requirements (BEng in Computer Engineering)</b></p> <p>The program in Computer Engineering consists of the Engineering Core, the Computer Engineering Core, and one of four choices as set out below. The normal length of the program is 120 credits.</p> <p><u><a href="#">Students in the Computer Engineering program are required to complete at least one work term administered by either the CIADI (71.10.9) or co-op (71.10.8) offices. Only work terms undertaken after successfully completing 75 credits in the Computer Engineering program, including COEN 390, would satisfy this requirement.</a></u></p> <p><u><a href="#">In order to fulfill the work term, students must successfully complete one of the courses managed through CIADI or the Institute for Co-operative Education.</a></u></p> <p><u><a href="#">It should be noted that ultimately it is the responsibility of the student to find an approved work term placement.</a></u></p> <p><u><a href="http://concordia.ca/academics/co-op/students/fees.html">For information on co-op fees see concordia.ca/academics/co-op/students/fees.html</a></u></p> <p><b>Engineering Core</b> (30.5 credits) See §71.20.5.</p>

**Rationale:**  
 The computer engineering program is adding a mandatory work term requirement as part of its degree. The work term will provide students with work experience which will enhance their academic careers and prepare them for employment after graduation.

**Resource Implications:**  
 This will entail more work for the CIADI and Co-op offices. The Department is also endeavoring to provide sequences with work terms in fall and winter. This will require more summer sections. While the total number of sections would rise only by a small amount, it will require more teaching in the summer and the cost will be covered by the Faculty of Engineering and Computer Science.

Montreal, March 12, 2018

To: Dr. William Lynch and Dr. Ali Akgunduz

Object: Letter of support for the changes in the B.Eng. in Electrical Engineering and Computer Engineering

It is with great pleasure that I write this letter to support the proposed changes to the bachelor of Electrical Engineering and the bachelor of Computer Engineering. Following multiple discussions, we support that the following changes will promote and integrate both co-operative and work integrated learning in these two programs.

The changes include that all newly admitted students to these two programs:

- are required to complete at least one industry work term approved in advanced by the undergraduate program director and administered by either the offices of CIADI (71.10.9) or the Institute of Co-operative Education (71.10.8).
- that those work terms would only be undertaken after completing 75 credits in the Computer or Electrical Engineering program. Passing COEN 390 or ELEC 390 would satisfy this requirement.
- that ultimately it is the responsibility of the student to find an approved work term.
- that established Industrial Experience (INEX) fees would apply to the internships managed by the Institute of Cooperative Education.
- that these changes would have no implication on students that join other existing programs (Co-op, ACE ...) at Institute of Co-operative Education.

The Institute for Co-operative Education will coordinate with CIADI to promote and manage these internships to achieve the goals of these two departments.

Please feel free to contact me if you have any questions.

Regards,



Claude Martel, Ph. D.  
Director of **Institute for Co-operative Education**  
**Concordia University/Université Concordia**  
1550, Boul. De Maisonneuve ouest, suite 430



August 31, 2018

Prof. Luis Rodrigues  
Director of Education (CIADI)  
Department of Electrical and Computer Engineering

Subject: Letter of support for the changes in the Bachelor of Electrical and Computer Engineering

To whom it may concern,

This is a letter of support to the proposed changes to the Bachelor of Electrical and Computer Engineering. The changes focus on the inclusion of a mandatory internship in industry for a work term approved in advance by the Undergraduate Program Director and administered by either CIADI or Coop, being ultimately the responsibility of the student to find an approved work term.

As the Director of Education of CIADI I find this a very important initiative and give it my full support. In fact this is in alignment with the strategic vision of CIADI given the important recent changes and future expectations for the aerospace industry whereby the weight of jobs related to electrical and digital aspects of aircraft is substantially increasing. For example, Airbus has been working on an all-electric aircraft, with the first experimental flight over the English Channel happening in 2015 (a flight from Lydd, England to Calais, France). As a more recent example, this August CAE has announced an investment of 1 billion dollars for a research and development center dedicated to "Project Digital Intelligence, a digital CAE transformation initiative that will look into cutting-edge ways to deliver aviation, defence & security and healthcare training".

At this point we do not anticipate that any extra resources will be needed to accommodate these internships given that many of the internship postings of CIADI are already in avionics and other electrical-related areas of aviation.

If you need any other information please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Luis Rodrigues".

Luis Rodrigues, PhD, PEng in PEO  
Department of Electrical and Computer Engineering  
Concordia University

**MEMO TO:** Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

**FROM:** Brad Nelson, Associate Dean, Academic Programs and Development  
School of Graduate Studies

**DATE:** April 23, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (BIOL-5)  
(CALENDAR – 2019/2020)  
DEPARTMENT OF BIOLOGY  
FACULTY OF ARTS AND SCIENCE**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Arts and Science Faculty Council.

The Department of Biology is making changes to its electives. It has removed two courses and replaced them with one, which has been offered as slot course.

The GCC approved the proposed curriculum changes with no modifications. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: P. Joyce, Associate Dean, Academic Programs, Faculty of Arts and Science  
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,  
Academic Affairs

**INTERNAL MEMORANDUM**

**TO:** Dr Bradley Nelson  
Associate Dean, School of Graduate Studies  
Chair, Graduate Curriculum Committee

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

**DATE:** March 7, 2018

**SUBJECT:** Graduate Calendar Curriculum Changes  
Department of Biology  
BIOL-5  
New course BIOL 525 and changes to Diploma in Biotechnology and Genomics

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 2<sup>nd</sup>, 2018. We request that this proposal be considered at the next Graduate Curriculum Committee meeting.

As part of their continued assessment of their programs, the **Department of Biology** is updating the list of available elective courses in the Graduate Diploma in Biotechnology and Genomics. Specifically, they are removing two courses, BIOL 520 *Bioinformatics Programming* and CHEM 690 *Selected Topics in Instrumentation*, which have not been offered in a number of years and replacing them with BIOL 525 *Biological Computing and Synthetic Biology* which has been offered successfully as a slot course and is cross-listed with both BIOL 475 and COEN 6211.

There are no additional resource implications as this course is cross-listed with an existing course (BIOL 475/COEN 6211) which is offered regularly and has space for these additional students.



## **Department of Biology**

### **BIOL-5**

#### **Memo from Interim Chair**

#### **Program changes**

Diploma in Biotechnology and Genomics

#### **Course deleted**

BIOL 520      Bioinformatics Programming

#### **New course**

BIOL 525      Biological Computing and Synthetic Biology

#### **Course removed from list of elective courses**

CHEM 690      Selected Topics in Instrumentation

**FACULTY OF ARTS AND SCIENCE**  
Department of Biology

To: School of Graduate Studies

From: Selvadurai Dayanandan, Interim Chair, Biology Department

Date: November 28, 2017

Re: Graduate Calendar changes

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The Biology department curriculum committee, composed of Drs. Alisa Piekny, Jim Grant, Madoka Gray-Mitsumune and David Walsh, discussed the changes in the current proposal on September 15, 2017. The department subsequently approved these changes at a department meeting on November 28, 2017.

Specifically, removing BIOL 520 and CHEM 690 from the list of electives offered in the Graduate Diploma program in Biotechnology and Genomics, and formally adding COEN 6211 (Biological Computing and Synthetic Biology) as a permanent course and offered as an elective under a Biology course number.

It was agreed that, since BIOL 520 has not been offered in a number of years, it is confusing to the students to leave it as a choice of an elective in the graduate calendar and should be removed from the calendar. In addition, removal of CHEM 690 was also approved as it too is listed as an elective but has not been offered in quite some time. With the approval of the instructor, Dr. Nawwaf Kharma, COEN 6211, which has been cross listed as a slot course (BIOL 631) for a number of years, the committee also agreed that this course should be given a permanent number (BIOL 525) and listed as an elective in the graduate calendar.

**PROGRAM CHANGE:** Biotechnology and Genomics Graduate Diploma

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Summer 2019

**Faculty/School:** Arts and Science  
**Department:** Biology  
**Program:** Diploma in Biotechnology and Genomics  
**Degree:** Diploma  
**Calendar Section/Graduate Page Number:** Fall 2018

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p style="text-align: center;"><b>Biotechnology and Genomics Graduate Diploma</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <p>To be considered for admission, students must hold a BSc degree from an accredited university with at least fifteen credits in courses at the 200 or 300 level in the following subjects: genetics, cell biology, molecular biology, biochemistry, and 3 credits of laboratory in one or more of the previous subjects. In addition, applicants should have obtained an undergraduate grade point average (GPA) of 3.00 (on a scale with a maximum of 4.30).</p> <p><b>Proficiency in English.</b> Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p>	<p style="text-align: center;"><b>Biotechnology and Genomics Graduate Diploma</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <p>To be considered for admission, students must hold a BSc degree from an accredited university with at least fifteen credits in courses at the 200 or 300 level in the following subjects: genetics, cell biology, molecular biology, biochemistry, and 3 credits of laboratory in one or more of the previous subjects. In addition, applicants should have obtained an undergraduate grade point average (GPA) of 3.00 (on a scale with a maximum of 4.30).</p> <p><b>Proficiency in English.</b> Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p>

## Requirements for the Diploma

1. **Credits.** Students are required to complete a minimum of 30 credits, comprised of 24 credits of course work and a 6-credit research project. Of the 30 credits required, 21 are designated as core.
2. **Courses.** Credit courses for the diploma program are listed below. All courses are 3 credits unless otherwise indicated.

### Core Courses (21 credits)

BIOL 510 Bioinformatics  
BIOL 511 Structural Genomics  
BIOL 512 Functional Genomics  
BIOL 515 Biotechnology and Genomics Laboratory  
BIOL 516 Project in Biotechnology and Genomics (6 credits)  
PHIL 530 Ethical, Legal and Social Implications of Biotechnology

### Elective Courses (9 credits)

~~BIOL 520 Bioinformatics Programming~~  
BIOL 521 Industrial and Environmental Biotechnology  
BIOL 523 Agriculture and Agri-Food Biotechnology  
BIOL 524 High-throughput Instrumentation  
CHEM 678 Protein Engineering and Design  
~~CHEM 690 Selected Topics in Instrumentation~~

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
3. **Graduation Requirement.** To graduate, students must have completed all course requirements with a cumulative grade point average of at least 3.00.

## Requirements for the Diploma

1. **Credits.** Students are required to complete a minimum of 30 credits, comprised of 24 credits of course work and a 6-credit research project. Of the 30 credits required, 21 are designated as core.
2. **Courses.** Credit courses for the diploma program are listed below. All courses are 3 credits unless otherwise indicated.

### Core Courses (21 credits)

BIOL 510 Bioinformatics  
BIOL 511 Structural Genomics  
BIOL 512 Functional Genomics  
BIOL 515 Biotechnology and Genomics Laboratory  
BIOL 516 Project in Biotechnology and Genomics (6 credits)  
PHIL 530 Ethical, Legal and Social Implications of Biotechnology

### Elective Courses (9 credits)

BIOL 521 Industrial and Environmental Biotechnology  
BIOL 523 Agriculture and Agri-Food Biotechnology  
BIOL 524 High-throughput Instrumentation  
[BIOL 525 Biological Computing and Synthetic Biology](#)  
CHEM 678 Protein Engineering and Design

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
3. **Graduation Requirement.** To graduate, students must have completed all course requirements with a cumulative grade point average of at least 3.00.

## Courses

### **BIOL 510 Bioinformatics**

*Prerequisites:* BIOL 367 or equivalent; COMP 228 (System Hardware) or permission of the Diploma Program Director.

This course provides the tools for life scientists to interpret and analyze biological sequence data. It provides a general overview of the growth in availability of genetic information. The course covers the genetic databases; the rapidly-increasing number of genome databases, including the human genome database; the sequence homology search engines and search algorithms; software for the identification of structural sequence components; and the determination of evolutionary relationships between sequences.

### **BIOL 511 Structural Genomics**

*Prerequisite:* BIOL 367 or permission of the Diploma Program Director.

This course provides an overview of genome analysis including: cloning systems; sequencing strategies; methods of detecting genes and approaches to mapping genomes. It covers the theory and design of the different approaches, and the analysis of genomic data generated from them.

### **BIOL 512 Functional Genomics**

*Prerequisite:* BIOL 367 or permission of the Diploma Program Director.

This course focuses on the functional analysis of expressed genes and their products. Course content includes the construction and screening of normalized cDNA libraries, analysis of expressed sequence tags (ESTs), functional analysis by gene knock-outs, localization of gene products by gene knock-ins, transcription profiling, systematic identification of proteins, and functional analysis of proteins by detection of protein-protein interactions.

### **BIOL 515 Biotechnology and Genomics Laboratory**

*Prerequisite:* BIOL 368 or permission of the Diploma Program Director.

This is a hands-on course on techniques used in biotechnology and genomics. Experiments conducted in this course include separation and mapping of high molecular weight DNA fragments, shotgun sequencing, ESTs sequencing, protein production in bacteria and fungi, functional analysis of protein products, protein arrays, and *in vivo* detection of protein interactions.

### **BIOL 516 Project in Biotechnology and Genomics (6 credits)**

*Prerequisites:* BIOL 466; BIOL 368; or permission of the Diploma Program Director.

Each student conducts a project under the supervision of a faculty member at Concordia or other research institutions affiliated with the program. The project topic requires approval by the course coordinator. The project can be taken over an 8-month (10 hours per week) of a 4-month period (20 hours per week) at Concordia or other approved institutions or companies. The project will be chosen from one or more of the following fields: biotechnology, genomics, bioinformatics, and high-throughput experimentation. The nature of the project can be research, development, or application. A student who is working full-time or part-time can pursue the project in his/her place of employment subject to approval. (Approval will only be given to projects which are clearly

## Courses

### **BIOL 510 Bioinformatics**

*Prerequisites:* BIOL 367 or equivalent; COMP 228 (System Hardware) or permission of the Diploma Program Director.

This course provides the tools for life scientists to interpret and analyze biological sequence data. It provides a general overview of the growth in availability of genetic information. The course covers the genetic databases; the rapidly-increasing number of genome databases, including the human genome database; the sequence homology search engines and search algorithms; software for the identification of structural sequence components; and the determination of evolutionary relationships between sequences.

### **BIOL 511 Structural Genomics**

*Prerequisite:* BIOL 367 or permission of the Diploma Program Director.

This course provides an overview of genome analysis including: cloning systems; sequencing strategies; methods of detecting genes and approaches to mapping genomes. It covers the theory and design of the different approaches, and the analysis of genomic data generated from them.

### **BIOL 512 Functional Genomics**

*Prerequisite:* BIOL 367 or permission of the Diploma Program Director.

This course focuses on the functional analysis of expressed genes and their products. Course content includes the construction and screening of normalized cDNA libraries, analysis of expressed sequence tags (ESTs), functional analysis by gene knock-outs, localization of gene products by gene knock-ins, transcription profiling, systematic identification of proteins, and functional analysis of proteins by detection of protein-protein interactions.

### **BIOL 515 Biotechnology and Genomics Laboratory**

*Prerequisite:* BIOL 368 or permission of the Diploma Program Director.

This is a hands-on course on techniques used in biotechnology and genomics. Experiments conducted in this course include separation and mapping of high molecular weight DNA fragments, shotgun sequencing, ESTs sequencing, protein production in bacteria and fungi, functional analysis of protein products, protein arrays, and *in vivo* detection of protein interactions.

### **BIOL 516 Project in Biotechnology and Genomics (6 credits)**

*Prerequisites:* BIOL 466; BIOL 368; or permission of the Diploma Program Director.

Each student conducts a project under the supervision of a faculty member at Concordia or other research institutions affiliated with the program. The project topic requires approval by the course coordinator. The project can be taken over an 8-month (10 hours per week) of a 4-month period (20 hours per week) at Concordia or other approved institutions or companies. The project will be chosen from one or more of the following fields: biotechnology, genomics, bioinformatics, and high-throughput experimentation. The nature of the project can be research, development, or application. A student who is working full-time or part-time can pursue the project in his/her place of employment subject to approval. (Approval will only be given to projects which are clearly

demonstrated to be independent of the regular work requirement). At the end of the project, the student is required to submit a report on the results of the project and present the results publicly in the form of a scientific poster or a short talk at a scheduled Genomics/Biotechnology Research Day.

### **BIOL 520 Bioinformatics Programming**

*Prerequisites:* BIOL 510; COMP 248 or equivalent.

~~This course is an introduction to working with public domain tools for bioinformatics, and the management of computers, software, and databases for bioinformatics. It covers setting up and use of a workstation running Linux, basic Unix commands, and scripting the Unix shell. It also provides an introduction to Perl, python, Java, and C++ programming languages, the Apache web server, and the MySQL database.~~

### **BIOL 521 Industrial and Environmental Biotechnology**

*Prerequisites:* BIOL 511; BIOL 512.

This course provides an in-depth evaluation of current biotechnology tools used in pharmaceutical and forestry industries, and in environmental remediation. New technologies and genomic approaches that can be applied to these processes are also discussed.

### **BIOL 523 Agriculture and Agri-Food Biotechnology**

*Prerequisites:* BIOL 511; BIOL 512.

This course provides an overview on the use of biotechnology in agriculture and in the agri-food industry. Plant genomics and genetic manipulation of plants are emphasized. Also discussed are biotechnology methods used in reducing agricultural pollutants and converting agricultural surplus to energy.

### **BIOL 524 High-throughput Instrumentation**

*Prerequisites:* BIOL 511; BIOL 512.

This is a hands-on introduction to high-throughput instruments used in biotechnology and genomics. Students are exposed to capillary electrophoresis-based DNA sequencing, microplate-based PCR reactions and purification of PCR products, construction of DNA chips, microarray scanning, and liquid handling robotics. Enrolment in this course is restricted to ten students.

### **PHIL 530 Ethical, Legal, and Social Implications of Biotechnology**

*Prerequisite:* BIOL 367 or permission of the Diploma Program Director.

This interdisciplinary course examines some of the ethical, legal, and social implications of

demonstrated to be independent of the regular work requirement). At the end of the project, the student is required to submit a report on the results of the project and present the results publicly in the form of a scientific poster or a short talk at a scheduled Genomics/Biotechnology Research Day.

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### **BIOL 521 Industrial and Environmental Biotechnology**

*Prerequisites:* BIOL 511; BIOL 512.

This course provides an in-depth evaluation of current biotechnology tools used in pharmaceutical and forestry industries, and in environmental remediation. New technologies and genomic approaches that can be applied to these processes are also discussed.

### **BIOL 523 Agriculture and Agri-Food Biotechnology**

*Prerequisites:* BIOL 511; BIOL 512.

This course provides an overview on the use of biotechnology in agriculture and in the agri-food industry. Plant genomics and genetic manipulation of plants are emphasized. Also discussed are biotechnology methods used in reducing agricultural pollutants and converting agricultural surplus to energy.

### **BIOL 524 High-throughput Instrumentation**

*Prerequisites:* BIOL 511; BIOL 512.

This is a hands-on introduction to high-throughput instruments used in biotechnology and genomics. Students are exposed to capillary electrophoresis-based DNA sequencing, microplate-based PCR reactions and purification of PCR products, construction of DNA chips, microarray scanning, and liquid handling robotics. Enrolment in this course is restricted to ten students.

### **BIOL 525 Biological Computing and Synthetic Biology**

This is an interdisciplinary course offered to students who are either in Biology or Electrical and Computer Engineering programs. Students are introduced to the emerging field of synthetic biology and learn to design computational machines that can be implemented in biological media. The term is divided into two phases. In Phase I, Biology students learn basic computer hardware and software concepts, while Engineering students are introduced to gene structure and recombinant DNA technology. In Phase II, all students learn the principles and various applications of cell-based computational machines. Students work in teams to create a project proposal to describe the design of a computational machine using gene regulatory networks. A project is required.

**Note:** Students who have received credit for COEN 6211 or for this topic under a BIOL 631 or COEN 691 number may not take this course for credit.

### **PHIL 530 Ethical, Legal, and Social Implications of Biotechnology**

*Prerequisite:* BIOL 367 or permission of the Diploma Program Director.

This interdisciplinary course examines some of the ethical, legal, and social implications of

recent developments in biotechnology, genomics, and bioinformatics. Students explore current debates about biotechnologies in the fields of agricultural biotechnology, global development, and environmental risk. Issues such as commercialization and intellectual property, the role of media and public perceptions of biotechnologies, and social responsibility and policy formation are also addressed.

recent developments in biotechnology, genomics, and bioinformatics. Students explore current debates about biotechnologies in the fields of agricultural biotechnology, global development, and environmental risk. Issues such as commercialization and intellectual property, the role of media and public perceptions of biotechnologies, and social responsibility and policy formation are also addressed.

**Rationale:**

Since BIOL 520 and CHEM 690 have not been offered in a number of years, they will be removed from the list of elective courses and replaced by BIOL 525. BIOL 525 already is offered as BIOL 475, COEN 6211, and cross-listed as COEN 433 and as a graduate level slot course in Biology (BIOL 631). We estimate that approximately 10 students per year would opt for this course. Note that we have approximately 25 students active in the program at any given time. Should more wish to take the course, there is capacity to handle them (see historical course data in attached file).

**Resource Implications:**

None.

**COURSE CHANGE:** BIOL 520      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Summer 2019

**Faculty/School:** Arts and Science  
**Department:** Biology  
**Program:** Diploma in Biotechnology and Genomics  
**Degree:** Diploma  
**Calendar Section/Graduate Page Number:** Fall 2018

**Type of Change:**

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

Present Text (from 2018/2019) calendar	Proposed Text
<p><del><b>BIOL 520 – Bioinformatics Programming</b></del>  <del>Prerequisites: BIOL 510; COMP 248 or equivalent.</del>  <del>This course is an introduction to working with public domain tools for bioinformatics, and the management of computers, software, and databases for bioinformatics. It covers setting up and use of a workstation running Linux, basic Unix commands, and scripting the Unix shell. It also provides an introduction to Perl, python, Java, and C++ programming languages, the Apache web server, and the MySQL database.</del></p>	
<p>Rationale:  BIOL 520 was never offered.</p>	
<p>Resource Implications:  None.</p>	
<p>Other Programs within which course is listed:  None.</p>	



**COURSE CHANGE:** BIOL 525      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Summer 2019

**Faculty/School:** Arts and Science  
**Department:** Biology  
**Program:** Diploma in Biotechnology and Genomics  
**Degree:** Diploma  
**Calendar Section/Graduate Page Number:** Fall 2018

**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><b>BIOL 525 Biological Computing and Synthetic Biology</b>                      This is an interdisciplinary course offered to students who are either in Biology or Electrical and Computer Engineering programs. Students are introduced to the emerging field of synthetic biology and learn to design computational machines that can be implemented in biological media. The term is divided into two phases. In Phase I, Biology students learn basic computer hardware and software concepts, while Engineering students are introduced to gene structure and recombinant DNA technology. In Phase II, all students learn the principles and various applications of cell-based computational machines. Students work in teams to create a project proposal to describe the design of a computational machine using gene regulatory networks. A project is required.  <b>Note:</b> Students who have received credit for COEN 6211 or for this topic under a BIOL 631 or COEN 691 number may not take this course for credit.</p>
<p><b>Rationale:</b>                      This course replaces, as a program elective, BIOL 520 and CHEM 690 which have not been offered in a number of years. This course has been offered as BIOL 475 and COEN 433 and as a slot course at the graduate level in Biology (BIOL 631) and by the Faculty of Engineering and Computer Science as COEN 6211 (and COEN 691). This course has the same course description as BIOL 475 except that there is a project requirement added for Diploma students. Although the course content is the same in BIOL 475, COEN 433, BIOL 525, and COEN 6211, the course descriptions are different to target the Biology and Engineering audiences who approach the topic from different directions. Diploma students have been allowed to register in BIOL 631 through student request. This is now being formalized by adding BIOL 525.</p>	
<p><b>Resource Implications:</b>                      None. The course already is being offered and has space for our students.</p>	
<p><b>Other Programs within which course is listed:</b>                       MEng in Electrical and Computer Engineering (COEN 6211)</p>	

**Enrolment data relative to proposed BIOL 525**

	<b>COEN 6211</b>	<b>COEN 433</b>	<b>BIOL 475</b>	<b>BIOL 631</b>	<b>Total</b>	<b>Combined capacity</b>	
<b>Winter 2011</b>	15				15	50	COEN 6211 was called COEN 691A
<b>Winter 2012</b>	17				17	50	COEN 6211 was called COEN 691A
<b>Winter 2015</b>	8		17	4	29	40	BIOL 475 was called BIOL 498S
<b>Winter 2017</b>	38	9	24	1	72	75	COEN 433 was called COEN 498
<b>Winter 2018</b>	13	10	6	2	31	55	

## Nicole Freeman

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**From:** Michael Sacher  
**Sent:** February-19-18 1:24 PM  
**To:** Nicole Freeman  
**Subject:** FW: FW: BIOL-5

May be a bit late, and may not be as informative as you need, but here is the response I received.  
Michael

**From:** Nawwaf Kharma [mailto:nawafkharma@gmail.com]  
**Sent:** Monday, February 19, 2018 1:14 PM  
**To:** Michael Sacher <michael.sacher@concordia.ca>  
**Subject:** Re: FW: BIOL-5

There is room in COEN 433 for more (e.g., Diploma) students. NK



Nawwaf Kharma, PhD, PEng



**MEMO TO:** Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

**FROM:** Brad Nelson, Associate Dean, Academic Programs and Development  
School of Graduate Studies

**DATE:** April 23, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (GEOG-9)  
(CALENDAR – 2019/2020)  
DEPARTMENT OF GEOGRAPHY, PLANNING AND ENVIRONMENT  
FACULTY OF ARTS AND SCIENCE**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Arts and Science Faculty Council.

The Department of Geography, Planning and Environment is clarifying admission requirements under the Master of/Magisteriate in Environment (Environmental Assessment) as well as under the Diploma in Environmental Assessment. It is also deleting a course and replacing it by a new one.

The GCC approved the proposed curriculum changes with small edits. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: P. Joyce, Associate Dean, Academic Programs, Faculty of Arts and Science  
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,  
Academic Affairs

## INTERNAL MEMORANDUM

**TO:** Dr Bradley Nelson  
Associate Dean, School of Graduate Studies  
Chair, Graduate Curriculum Committee

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

**DATE:** April 6<sup>th</sup>, 2018

**SUBJECT:** Graduate Calendar Curriculum Changes  
Department of Geography, Planning and Development  
**GEOG-9**  
Program changes to MEnv, Diploma in Environmental Assessment;  
ENVS 667 deleted; new course ENVS 668

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of April 6<sup>th</sup>, 2018. We request that this proposal be considered at the next Graduate Curriculum Committee meeting.

The **Department of Geography, Planning and Development** is clarifying admission requirements under the Master of/Magisteriate in Environment (Environmental Assessment) as well as under the Diploma in Environmental Assessment to address weaknesses seen in many incoming students (particularly in physical geography, resource management, or statistics). Text also is added to clarify the application process and to assist Diploma students in applying to the MEnv program.

In both programs, ENVS 668 *Indigenous Peoples and Environmental Assessment* replaces ENVS 667 *Situating EA: Knowledge, Politics and Development* as “it is felt critically important that all students graduating from this program have a sound knowledge of Indigenous rights in Canada, the Duty to Consult, the United Nations Declaration on the rights of Indigenous Peoples and the Free, Prior and Informed Consent (FPIC)”. Aspects of this material were partly covered in the elective course GEOG 607 (Indigenous Peoples and the Environment) which is now removed from the list of electives. Some of the main concepts from ENVS 667 will be covered in ENVS 601 (EA: Concepts, Principles and Practice).

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

# Department of Geography, Planning and Development

## GEOG-9

### **Memo from Chair**

#### **Program change**

Master of/Magisteriate in Environment (Environmental Assessment)

Diploma in Environmental Assessment

#### **Course deletion**

ENVS 667      Situating EA: Knowledge, Politics and Development

#### **New Course**

ENVS 668      Indigenous Peoples and Environmental Assessment

**TO:** Faculty of Arts and Science Curriculum Committee (FCC)  
**FROM:** Pascale Biron, Chair, Geography Planning and Environment  
**DATE:** 5 March 2018  
**RE:** Minor graduate curriculum changes (MEnv/DEA in Environmental Assessment)

The attached curriculum changes are minor and there is no resource implication.

These changes were examined by the appropriate academic sector within the Department of Geography, Planning and Environment, submitted to and subsequently vetted by the Departmental Curriculum Committee, before being approved at the GPE Department Meeting of 2 March 2018.

**1) Adding requirements of physical geography and statistics**

The revised text clarifies that some physical geography background is needed in the field of environmental assessment. It also adds a requirement for some statistical knowledge, which has in previous years been rather weak for some students, creating difficulties in some program courses, particularly ENVS 652 (Data Collection and Analysis for EA).

**2) Clarifying the transfer process for students in the graduate diploma**

With the adoption of the new SIS, each student must submit a new and unique application, so there is no longer the possibility of “transferring” per se, rather a new application must be submitted. The added text makes it clearer for students in the DEA to understand what it entails to get admitted into the MEnv.

**3) Deleting ENVS 667: Situating EA: Knowledge, Politics and Development and replacing it with new course ENVS 668: Indigenous Peoples and Environmental Assessment**

The required course ENVS 667 (Situating EA: Knowledge, Politics and Development) is replaced with a new course ENVS 668 (Indigenous Peoples and Environmental Assessment) because it is felt critically important that all students graduating from this program have a sound knowledge of Indigenous rights in Canada. Currently this is only partly covered in the elective course GEOG 607 (Indigenous Peoples and



the Environment), a cross-listed 400-level course which is now removed from the list of electives. The other reason prompting this change is that the expertise to teach ENVS 667 is also no longer available in the Department. However, some of the concepts covered in this course are partly covered in the core course ENVS 601 (EA: Concepts, Principles and Practice).

*Paula Biron*

**PROGRAM CHANGE:** MEnv in Environmental Assessment

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Summer 2019

**Faculty/School:** Arts and Science  
**Department:** Geography, Planning and Environment  
**Program:** Environmental Assessment  
**Degree:** MEnv  
**Calendar Section/Graduate Page Number:** Fall 2018

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p><b>Environmental Assessment MEnv</b></p> <p><b>Admission Requirements</b></p> <p>The normal requirement for admission to the MEnv in EA is a Bachelor's degree in an appropriate discipline in Arts or Science from a recognized university with a minimum GPA of 3.30 on 4.30. Applicants are selected on the basis of a sound undergraduate academic record and strong language skills in English and/or French which allows them to secure an internship, which is a requirement of the program. Students who lack appropriate Ecology or Geographic Information Systems <del>preparation</del> are required to take preparatory courses such as BIOL 205, Introduction to Sustainability; a 300-level physical geography course; or GEOG 363, Geographic Information Systems. Those lacking a social science background may be required to take GEOG 355, Resource Analysis and Management, or a similar course.</p> <p><del>Students already registered in the Diploma in EA (DEA) are permitted to apply to the MEnv in EA. Students who choose to apply to the MEnv in EA do not graduate from the DEA, but their courses and grades are transferred to the MEnv in EA. A minimum grade of B is required for a course to be transferred from the DEA to the MEnv in EA. The Graduate Committee of the Department is responsible for the admissions transfer from the DEA to the MEnv in EA.</del></p>	<p><b>Environmental Assessment MEnv</b></p> <p><b>Admission Requirements</b></p> <p>The normal requirement for admission to the MEnv in EA is a Bachelor's degree in an appropriate discipline in Arts or Science from a recognized university with a minimum GPA of 3.30 on 4.30. Applicants are selected on the basis of a sound undergraduate academic record and strong language skills in English and/or French which allows them to secure an internship, which is a requirement of the program. Students who lack appropriate <a href="#">preparation in Ecology or Geographic Information Systems, Physical Geography or Statistics</a> are required to take preparatory courses such as BIOL 205, Introduction to Sustainability; a 300-level physical geography course; <a href="#">GEOG 362, Statistical Methods</a>; or GEOG 363, Geographic Information Systems. Those lacking a social science background may be required to take GEOG 355, Resource Analysis and Management, or a similar course.</p> <p>Students <a href="#">admitted to the Diploma in Environmental Assessment (DEA)</a> <a href="#">may subsequently apply in a future admission cycle to the Master of Environment (MEnv), if they have maintained a minimum CGPA of 3.30. A new application is required, with three letters of reference from current or recent professors. Courses taken in the Diploma with a grade of B+ or better may be transferred to the MEnv degree after admission. The Graduate Committee assesses the new applications with the other applications for the cycle.</a></p>

**Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.

### Requirements for the Degree

1. **Courses.** All students must take the following:
  1. **Compulsory Courses.** All students must take 21 credits: ENVS 601, ENVS 608, ENVS 652, ENVS 653, ENVS 664, ENVS ~~667~~.
  2. **Elective Courses.** All students must take 6 credits from: BIOL 618, ECON 659, ENVS 604, ENVS 605, ENVS 620, ~~GEOG 607~~, GEOG 620, HENV 610, HENV 625, HENV 660, ~~HENV 655~~, HENV 670, HENV 675, HENV 680.
2. **Internship and Report.** ENVS 696 (18 credits)  
To enter the internship students must have completed the prescribed 27 credits of course work, must have achieved an overall GPA of 3.30 or higher, and must have demonstrated language proficiency as required by the internship host.  
~~Students who are ineligible to enter the internship, but have successfully completed all course work, may transfer to the Diploma in Environmental Assessment.~~

### Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum period of residence is two terms of full-time study or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

### Courses

...

**Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.

### Requirements for the Degree

1. **Courses.** All students must take the following:
  1. **Compulsory Courses.** All students must take 21 credits: ENVS 601, ENVS 608, ENVS 652, ENVS 653, ENVS 664, ENVS 668.
  2. **Elective Courses.** All students must take 6 credits from: BIOL 618, ECON 659, ENVS 604, ENVS 605, ENVS 620, GEOG 620, HENV 610, HENV 625, HENV 655, HENV 660, HENV 670, HENV 675, HENV 680.
2. **Internship and Report.** ENVS 696 (18 credits)  
To enter the internship students must have completed the prescribed 27 credits of course work, must have achieved an overall GPA of 3.30 or higher, and must have demonstrated language proficiency as required by the internship host.

### Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum period of residence is two terms of full-time study or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

### Courses

...

Rationale:  
The revised text clarifies that some physical geography background is needed. It also adds a requirement for some statistical knowledge, which has in previous years been rather weak for some students. The procedure to “transfer” from the graduate diploma (DEA) to the MEnv or vice versa has also been clarified and the language surrounding poor performance has been removed. As well, we remove our internal policies from the calendar.

The required course ENVS 667 (Situating EA: Knowledge, Politics and Development) is replaced with a new course ENVS 668 (Indigenous Peoples and Environmental Assessment) as it is felt critically important that all students graduating from this program have a sound knowledge of Indigenous rights in Canada, the Duty to Consult, the United Nations Declaration on the rights of Indigenous Peoples and the Free, Prior and Informed Consent (FPIC). Currently this is only partly covered in the elective course GEOG 607 (Indigenous Peoples and the Environment), a cross-listed 400-level course which is now removed from the list of electives.

HENV 655 is moved so that elective courses are listed in proper alpha numerical sequence.

Resource Implications:

None.

**PROGRAM CHANGE:** Diploma in Environmental Assessment

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Summer 2019

**Faculty/School:** Arts and Science  
**Department:** Geography, Planning and Environment  
**Program:** Environmental Assessment  
**Degree:** Diploma  
**Calendar Section/Graduate Page Number:** Fall 2018

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p style="text-align: center;"><b>Diploma in Environmental Assessment</b></p> <p><b>Admissions Requirements.</b> A Bachelor's degree in an appropriate discipline in Arts or Science is required. Students who lack appropriate Ecology or Geographic Information Systems <del>preparation</del> are required to take preparatory courses such as BIOL 205, Introduction to Sustainability; a 300-level physical geography course; or GEOG 363, Geographic Information Systems.</p> <p><b>Proficiency in English.</b> Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p><b>Requirements for the Diploma</b></p> <p><b>Credits.</b> A fully qualified candidate is required to complete a minimum of 30 credits as follows:</p>	<p style="text-align: center;"><b>Diploma in Environmental Assessment</b></p> <p><b>Admissions Requirements.</b> A Bachelor's degree in an appropriate discipline in Arts or Science is required. Students who lack appropriate Ecology, or Geographic Information Systems, <a href="#">Physical Geography or Statistics</a> are required to take preparatory courses such as BIOL 205, Introduction to Sustainability; a 300-level physical geography course; <a href="#">GEOG 362, Statistical Methods</a> or GEOG 363, Geographic Information Systems. <a href="#">Those lacking a social science background may be required to take GEOG 355, Resource Analysis and Management, or a similar course.</a></p> <p><a href="#">Students admitted to the Diploma in Environmental Assessment (DEA) may subsequently apply, in a future admission cycle, to the Master of Environment (MEnv), if they have maintained a minimum CGPA of 3.30. A new application is required, with three letters of reference from current or recent professors. Courses taken in the Diploma with a grade of B+ or better may be transferred to the MEnv degree after admission. The Graduate Committee assesses the new applications with the other applications for the cycle.</a></p> <p><b>Proficiency in English.</b> Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p><b>Requirements for the Diploma</b></p> <p><b>Credits.</b> A fully qualified candidate is required to complete a minimum of 30 credits as follows:</p>

1. **Compulsory Courses.** All students must take 15 credits: ENVS 601, ENVS 652, ENVS 653, ENVS ~~667~~.
2. **Elective Courses.** All students must take 15 credits from: BIOL 618, ECON 659, ENVS 604, ENVS 605, ENVS 620, ENVS 664, ~~GEOG 607~~, GEOG 620, HENV 610, HENV 625, HENV 660, ~~HENV 655~~, HENV 670, HENV 675, HENV 680.

#### Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
3. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

#### Required Courses

...

1. **Compulsory Courses.** All students must take 15 credits: ENVS 601, ENVS 652, ENVS 653, ENVS [668](#).
2. **Elective Courses.** All students must take 15 credits from: BIOL 618, ECON 659, ENVS 604, ENVS 605, ENVS 620, ENVS 664, GEOG 620, HENV 610, HENV 625, [HENV 655](#), HENV 660, HENV 670, HENV 675, HENV 680.

#### Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
3. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

#### Required Courses

...

#### Rationale:

The revised text clarifies that some physical geography background is needed. It also adds a requirement for some statistical knowledge, which has in previous years been rather weak for some students. The added text also makes it clearer for students in the DEA to understand what it entails to get admitted into the MEnv.

The required course ENVS 667 (Situating EA: Knowledge, Politics and Development) is replaced with a new course ENVS 668 (Indigenous Peoples and Environmental Assessment) as it is felt critically important that all students graduating from this program have a sound knowledge of Indigenous rights in Canada, the Duty to Consult, the United Nations Declaration on the rights of Indigenous Peoples and the Free, Prior and Informed Consent (FPIC). Currently this is only partly covered in the elective course GEOG 607 (Indigenous Peoples and the Environment), a cross-listed 400-level course which is now removed from the list of electives.

HENV 655 is moved so that elective courses are listed in proper alpha numerical sequence.

#### Resource Implications:

None.

**COURSE CHANGE:** ENVS 667      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Summer 2019

**Faculty/School:** Arts and Science  
**Department:** Geography, Planning and Environment  
**Program:** Environmental Assessment  
**Degree:** MEnv, DEA  
**Calendar Section/Graduate Page Number:** Fall 2018

**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 type="checkbox"/> New Course   |                                       |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: |                                       |                                       |

Present Text (from 2019/2020) calendar	Proposed Text
<p><del><b>ENVS 667 Situating EA: Knowledge, Politics and Development (3 credits)</b></del>  <del><i>Prerequisite:</i> Permission of the EA Graduate Program Director.</del>  <del>Environmental assessment has risen to prominence during a time of escalating ecological crisis, rapid and uneven development (including the spread of neoliberal politics and economics), growing civil unrest and social movements, and significant shifts in environmental governance from local to international scales. EA shapes and is shaped by these trends. This seminar course surveys recent research in various fields (political ecology, science and technology studies, critical geographies, development studies) to acquaint students with this dynamic and pressing context. A key objective of the course is to build students' capacity to reflect on the possibilities and limitations of EA as a political tool within struggles for social and environmental justice.</del></p>	
<p><b>Rationale:</b>                      Some of the concepts covered in the course are partly covered in the core course ENVS 601 (EA: Concepts, Principles and Practice). In the context of indigenization of curriculum at Concordia University, it was felt more important to address Indigenous issues in environmental assessment, so the new course ENVS 668 (Indigenous Peoples and Environmental Assessment) will replace ENVS 667 in the list of required courses for the MEnv and DEA programs.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	

**COURSE CHANGE:** ENVS 668      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Summer 2019

**Faculty/School:** Arts and Science  
**Department:** Geography, Planning and Environment  
**Program:** Environmental Assessment  
**Degree:** MEnv, DEA  
**Calendar Section/Graduate Page Number:** Fall 2018

**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><b>ENVS 668 Indigenous Peoples and Environmental Assessment</b> (3 credits)  <i>Prerequisite:</i> Permission of the EA Graduate Program Director.                      Development projects are often located on or adjacent to Indigenous territories with significant impacts on their lands, lives and cultures. As such, Indigenous peoples require unique consideration within EA frameworks which should respect Indigenous and treaty rights, including international commitments (e.g. UN Declaration on the Rights of Indigenous Peoples) and court rulings related to: (1) Free, Prior, and Informed Consent (FPIC) for development proposed on Indigenous lands; and (2) the inclusion of Indigenous knowledge and perspectives in decision-making. This seminar course surveys recent developments in these areas and explores the potential of EA to contribute to reconciliation between Indigenous and non-Indigenous peoples in Canada (and elsewhere).</p>
<p><b>Rationale:</b>                      The consideration of the concerns of Indigenous peoples in Environmental Assessment has become increasingly important. The course GEOG 607 (Indigenous Peoples and the Environment) has only been an elective in the program so far, but this is not sufficient to cover the needs of the students. All students must gain knowledge about topics such as the recognition of Indigenous rights in Canada, the Duty to Consult, the United Nations Declaration on the rights of Indigenous Peoples and the Free, Prior and Informed Consent (FPIC). We learned through feedback from students in their MEnv internships that this knowledge is essential to the work EA practitioners do. This is increasingly the case in the context of reconciliation efforts being undertaken in Canada. We believe that the creation of a dedicated graduate course on this fundamentally important topic is in line with the strategic direction (Indigenous directions (<a href="https://www.concordia.ca/about/strategic-directions.html">https://www.concordia.ca/about/strategic-directions.html</a>)) of the university and its sustained commitment to Indigenous reconciliation.</p>	
<p><b>Resource Implications:</b>                      None, as this course section replaces ENVS 667 (Situating EA: Knowledge, Politics and Development).</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	



**MEMO TO:** Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

**FROM:** Brad Nelson, Associate Dean, Academic Programs and Development  
School of Graduate Studies

**DATE:** September 25, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (CPA-3)  
(CALENDAR – 2019/2020)  
Graduate Diploma in Chartered Professional Accountancy (CPA)  
JOHN MOLSON SCHOOL OF BUSINESS**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Council of the John Molson School of Business (JMSB).

JMSB is proposing to make changes to the requirements for GPA at admission. A minimum B-grade in specific courses is deleted from Admission Requirements and changed to 'demonstrated proficiency in specific courses'.

The GCC approved this document with minor edits. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: S. Betton, Associate Dean, Professional Graduate Programs  
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,  
Academic Affairs




**JOHN MOLSON**  
**SCHOOL OF BUSINESS**



**To:** Bradley Nelson, Associate Dean, Academic Programs and Development  
Chair, Graduate Curriculum Committee

**Cc:** Frédérica Martin, Academic Programs Analyst  
Olivia Ward, University Curriculum Advisor

**From:** Anne-Marie Croteau, Dean, John Molson School of Business 

**Date:** May 14<sup>th</sup>, 2018

**Subject:** Proposed changes to the Graduate Diploma in Chartered Professional Accountancy

---

Please find attached the proposal for changes in the Graduate Diploma in Chartered Professional Accountancy.

The document was unanimously approved at the JMSB Faculty Council meeting of May 11<sup>th</sup>, 2018.

I respectfully request that the proposed program be presented to the next Graduate Curriculum Committee meeting for consideration.

Thank you.



## Internal Memorandum

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**To:** Anne-Marie Croteau, Dean, John Molson School of Business

**Cc:** Barbara Henchey, Director, Office of the Dean, JMSB

**From:** Sandra Betton, Associate Dean, Professional Graduate Programs  
Chair of the Faculty Academic Programs Committee, JMSB

**Date:** March 26<sup>th</sup>, 2018

**Subject:** **Proposed changes to the Graduate Diploma in Chartered Professional Accountancy**

---

Please find attached the proposal for changes in the Graduate Diploma in Chartered Professional Accountancy.

The document was unanimously approved at the JMSB Faculty Academic Programs Committee meeting on March 22<sup>nd</sup>, 2018.

I respectfully request that the proposed changes be submitted to the next JMSB Faculty Council meeting for consideration.

## Internal Memorandum

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To: Sandra Betton, Associate Dean, Professional Graduate Programs

From: Eva Lagou, Director, Graduate Diploma in Chartered Professional Accountancy

Date: March 16, 2018

**Subject: Proposed changes to the Graduate Diploma in Chartered Professional Accountancy**

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The Graduate Diploma in Chartered Professional Accountancy reviewed its admission requirements in November 2017. The attached proposal changes were unanimously approved by the Department on March 15, 2018.

Students applying to the program must now meet minimum requirements which are more aligned to what other Québec universities and the CPA Canada Online Professional Educational Program are setting. This change requires an update to the JMSB Graduate Diploma CPA academic calendar to better reflect the new admission requirements for the JMSB Graduate Diploma in CPA.

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

### **Graduate Diploma in Chartered Professional Accountancy - Curriculum Change Proposal**

The attached document provides the proposed updates required to the JMSB Graduate Diploma in the CPA academic calendar.

1. The minimum requirements of a Bachelor's degree overall GPA of 3.0/4.3 will not change and remains part of the admission requirements.
2. The minimum B- grade in specific courses no longer applies. Instead, an overall minimum GPA 2.8 / 4.3 is required in the Accountancy prerequisite courses. The 2.8 GPA requirement is consistent with the requirements of the French universities and the CPA online program.
3. A URL link was added to link to the Graduate A-Z pages. This will refer program applicants to the actual CPA Admission requirements, providing transparency to the students thereby permitting future admission adjustments without curriculum changes. The CPA Admission Requirements document is included for reference purposes (Exhibit 1).

These requested modifications will better reflect the new Chartered Professional Accountancy Admission requirements and provide flexibility if any future admission requirement changes are made.

The proposed changes were presented and approved by the CPA Program Committee on February 7, 2018. They were also presented and approved by the Accountancy Department Assembly on March 14, 2018. Please kindly distribute and submit them for the next Faculty Academic Programs Committee (FAPC) meeting which is scheduled for March 22, 2018.

Please review this document and let me know if you require any further information or clarifications. Thank you.

**PROGRAM CHANGE:** Changes to the Graduate Diploma in Chartered Professional Accountancy

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Summer 2019

**Faculty/School:** John Molson School of Business  
**Department:** Diploma in Chartered Professional Accountancy  
**Program:** Graduate Professional Programs  
**Degree:** Diploma CPA  
**Calendar Section/Graduate Page Number:** Diploma in Chartered Professional Accou

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b><u>Admission Requirements.</u></b>                      Applicants must possess a bachelor's degree. Students holding an undergraduate degree with a major in Accountancy, with high academic standing (minimum GPA of 3.00 <del>as well as minimum B- grade in specified courses</del>) will normally have satisfied the prerequisite requirements. Applicants lacking the appropriate undergraduate work are required to successfully complete certain qualifying courses, as assigned by the program director.</p>	<p><b><u>Admission Requirements.</u></b>                      Applicants must possess a bachelor's degree. Students holding an undergraduate degree with a major in Accountancy, with high academic standing (minimum GPA of 3.00 <u>on a scale of 4.30, or the equivalent, and demonstrated overall proficiency in specific courses</u>) will normally have satisfied the prerequisite requirements. <u>Please refer to the Graduate Diploma in Chartered Professional Accountancy Admissions page to review specific entry requirements and the list of prerequisite courses.</u> Applicants lacking the appropriate undergraduate work are required to successfully complete certain qualifying courses, as assigned by the program director.</p>
<p><b>Rationale:</b>                      Changes to the CPA Admission Requirements were made where a minimum B- grade is no longer required in specified courses. Instead a student's overall GPA in Accountancy courses is assessed to be acceptable. This change provides an opportunity for students to apply to the Graduate Diploma in Chartered Professional Accountancy if they have not achieved a B- in one or more Accountancy courses but have a minimum cumulative GPA of 3.0 on a scale of 4.3, or the equivalent, and a strong academic performance in their Accountancy courses. This change will provide clarification to the students of the admission requirements.</p> <p>As per GCC recommendation, the text informing students to refer to the Graduate Diploma in Chartered Accountancy Admissions page for specific entry requirements has been kept, but the hyperlink to this webpage will not be added.</p>	
<p><b>Resource Implications:</b>                      None</p>	

# Chartered Professional Accountancy Admission Requirements\*

Applicants to the Diploma in Chartered Professional Accountancy (CPA) program must meet the following minimum requirements to be eligible for the program.

1. Bachelor’s degree with a minimum *overall* GPA of 3.00/4.30, or the [equivalent](#)
2. Completion of all courses listed in the table, below, *before* beginning the CPA program
3. Completion of the ACCO courses with a minimum *overall* ACCO GPA of 2.80/4.30. ACCO courses may be repeated to obtain the required ACCO GPA. Students with the fewest number of repeats will have the strongest chance for admission.

**Meeting the minimum entry requirements does not guarantee admission**

## ■ Required Courses for the JMSB CPA Program\*\*

<u>ACCO Courses</u>	<u>Other Courses</u>
<ol style="list-style-type: none"> <li>1. ACCO 310: Financial Reporting I</li> <li>2. ACCO 320: Financial Reporting II</li> <li>3. ACCO 420: Financial Reporting III</li> <li>4. ACCO 425: Financial Reporting IV (<i>ACCO 425 must be completed if ACCO 420 was completed in Summer 2017 or previously. Students who have completed ACCO 420 in Fall 2017, or subsequently, do not have to take this course.</i>)</li> <li>5. ACCO 330: Cost and Management Accounting</li> <li>6. ACCO 435: Strategic Accounting Case Analysis</li> <li>7. ACCO 360: Principles of Auditing (<i>beginning Fall 2017</i>) -or- ACCO 450: Assurance Services (<i>completed Summer 2017 or previously</i>)</li> <li>8. ACCO 465: Advanced Assurance Services</li> <li>9. ACCO 340: Income Taxation in Canada</li> <li>10. ACCO 440: Advanced Taxation</li> </ol>	<ol style="list-style-type: none"> <li>1. COMM 215: Business Statistics</li> <li>2. COMM 217: Financial Accounting</li> <li>3. COMM 226: Business Technology Management</li> <li>4. COMM 305: Managerial Accounting</li> <li>5. COMM 308: Introduction to Finance</li> <li>6. COMM 315: Business Law and Ethics</li> <li>7. COMM 401: Strategy and Competition</li> <li>8. ECON 201: Introduction to Microeconomics</li> <li>9. ECON 203: Introduction to Macroeconomics</li> </ol>

## ■ Notes for Applicants with Degrees from outside Canada:

- I. **The required courses must be completed in a Canadian university** - Candidates who have not completed these courses in a Canadian university can complete them in one of the following programs:
  - a. [Bachelor in Commerce, major in Accountancy](#)
  - b. [Certificate in Accountancy](#)
- II. ACCO 330 and the courses listed in Other Courses (except COMM 315) may be exempted if an equivalent course has been completed outside of Canada. Equivalence will be evaluated upon submission of an application to one of the programs above.

\*Admission requirements are subject to change without notice.

\*\*Courses older than 5 years may have to be repeated.







**SENATE  
OPEN SESSION  
Meeting of November 9, 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 October 4, 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: October 15, 2018



**SCHOOL OF GRADUATE STUDIES**

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

**FROM:** Paula Wood-Adams  
Dean of Graduate Studies

**DATE:** October 11, 2019

**SUBJECT:** *Graduate Calendar regulation changes*

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

CSGS 1819 1 D4 *Academic Success & Integrity Module (ASIM)*

The deadline for students to complete the Academic Success & Integrity Module has been updated to the DNE deadline of the first term of the students' admission.

This motion was passed, unopposed at the October 4, 2018 meeting of the Council of the School of Graduate Studies.

Fall 2018 Calendar Transfer Credits Regulation	Winter 2019 Calendar Transfer Credits Regulation
<p><b>Academic Success &amp; Integrity Module (ASIM)</b></p> <p>To be permitted to register for future courses, all graduate students must complete the <b>Academic Success &amp; Integrity Module</b> <del>prior to or within their first term of admission</del>. Students who fail to submit the ASIM online module will be blocked from registering for the following academic term(s) and from making changes to their current registration until the module is completed.</p>	<p><b>Academic Success &amp; Integrity Module (ASIM)</b></p> <p>To be permitted to register for future courses, all graduate students must complete the <b>Academic Success &amp; Integrity Module</b> <u>before the DNE deadline of the first term of admission</u>. Students who fail to submit the ASIM online module will be blocked from registering for the following academic term(s) and from making changes to their current registration until the module is completed.</p>
<p>Rational: After consulting with the Faculty Representatives, it was agreed that changing the block deadline to align with other existing deadlines was more logical and practical.</p>	



**SENATE  
OPEN SESSION  
Meeting of November 9, 2018**

**AGENDA ITEM:** Annual report from the Office of Rights and Responsibilities

**ACTION REQUIRED:** For information

**SUMMARY:** The *Code of Rights and Responsibilities* ([BD-3](#)) provides for the filing of an annual report detailing the activities of the Office of Rights and Responsibilities, including statistics on the complaints received, a copy of which shall be submitted to Senate for information purposes. The highlights of the report will be presented by the Director and Senior Advisor, Lisa White.

**PREPARED BY:**

Name: Danielle Tessier  
Date: November 1, 2018



## OFFICE OF RIGHTS AND RESPONSIBILITIES

Promoting Respect on Campus



ANNUAL REPORT 2017-2018

OCTOBER 2018

CONCORDIA  
UNIVERSITY

# TABLE OF CONTENTS

- Introduction ..... 1
- Mandate of the Office and Key Policies..... 1
- Education, Outreach, Promotion and Collaboration..... 1
- Recommendations..... 2
- Data Analysis and Statistical Review ..... 2
  - Activity Summary and Breakdown of Requests for Assistance..... 2
- Who is seeking assistance? ..... 4
- Who are complaints being made against? ..... 6
- Formal Complaints..... 11
- Closing Remarks ..... 12

# CHARTS AND TABLES

- Chart A: Distribution of Services (2017-2018) ..... 3
- Table 1: Requests for Assistance (2017-2018) ..... 3
- Table 2: 3 Year Annual Comparison..... 3
- Table 3: Breakdown by Case Type - 3 Year Annual Comparison ..... 4
- Chart B: Complainant Demographics (cases) ..... 5
- Chart C: Complainant Demographics (consultations) ..... 5
- Chart D: Respondent Demographics (cases) ..... 6
- Chart E: Respondent Demographics (consultations) ..... 6
- Table 4: Breakdown of Cases (116) and Consultations (235) by infraction ..... 7
- Chart F: Presenting Issues (cases) 2017-2018 ..... 9
- Chart G: Monthly Distribution of New Requests for Assistance (326)..... 10
- Chart H: Students-of-Concern Distribution ..... 10
- Chart I: Monthly Distribution of New Requests for Assistance (cases and consultations) - 3 Year Comparison: ..... 11





# Office of Rights and Responsibilities - Annual Report 2017-2018

## Introduction

As provided in Article 16 of the *Code of Rights and Responsibilities* (the “**Code**”), annually, the *Office of Rights and Responsibilities* (referred interchangeably as “**ORR**” or the “**Office**”) submits a report to the Secretary-General covering the previous academic year. The report details the activities of the Office, including statistics on complaints received, and makes recommendations, as necessary, with regard to either the Code and/or the operations of the Office. The report is made available by way of the University’s publications and it is submitted, for information purposes, to Senate and to the Board of Governors.

This 2017-2018 Annual Report refers to the activities of the Office from May 1, 2017 to April 30, 2018.

## Mandate of the Office and Key Policies

The Office offers impartial, confidential, non-judgmental and independent services to all University Members (students, faculty and staff). It has jurisdiction over alleged infractions involving Members that take place on University premises or on other premises in the course of any University activity or event. Among other things, the Office:

- Provides support and redress to Members who have behavioural complaints and/or concerns
- Manages a complaint resolution process that may include a range of responses such as:
  - Informal procedures (clarifying perceptions, shuttle diplomacy, mediation, settlement agreements, providing strategies, etc.)
  - Formal procedures (adjudication, hearing tribunals, investigations, sanctions, etc.)
- Coordinates procedures for managing behaviour that may pose a danger, risk and/or threat
- Directs the University’s response in handling urgent cases

In this context, most of the Office’s work is focused on applying and/or administering the following key Policies:

- [\*Code of Rights and Responsibilities, BD-3 \(the “Code”\)\*](#),
- [\*Protocol on the Coordination of Urgent Cases of Threatening or Violent Conduct, BD-3 Protocol \(the “Protocol”\)\*](#),
- [\*Policy on Student Involuntary Leave of Absence, PRVPAA-15 \(“POSILA”\)\*](#),
- [\*Policy On Harassment, Sexual Harassment and Psychological Harassment, HR-38.\*](#)

In 2016, a committee was established to conduct a regular review of the Code. The Board of Governors approved the amended Code in April 2017. As the changes were adopted shortly before the end of the Office’s reporting year in 2016-2017, it is worthwhile to mention them here. Notable amendments include the use of gender neutral terminology throughout the Code as well as the addition of “Sexual Violence” as a Code infraction under article 31 in addition to sexual assault (the latter previously an infraction under the Code). For more information about the revised *Code of Rights and Responsibilities*, the Office and its services, please refer to the [ORR website](#).

## Education, Outreach, Promotion and Collaboration

ORR education, outreach programming and promotion take place throughout the year and include participation in student, faculty and employee orientations, offering workshops, training and providing information regarding harassment, dealing with disruptive Members, threatening or violent conduct, POSILA and the Code.

In this context, throughout the 2017-2018 year, ORR participated in and presented at a variety of University events, fairs and activities. Outreach activities also included providing information to other educational institutions and organizations regarding ORR policies and approaches to behavioural incidents and concerns.

## Recommendations

As provided in Article 15 of the Code, the Office may, when warranted, make recommendations regarding situations within a unit, department, faculty or the University as a whole, when such situations have the general effect of violating the rights that are sought to be protected by the Code. Often, these recommendations arise from specific issues or situations that are brought to the Office.

Similarly, and as provided in Article 16 of the Code, when necessary or warranted, the Office will also make certain recommendations regarding the Code and the operations of the Office. Additionally, to the extent that a member of the Concordia community is interested in bringing forward a recommendation for revision(s) to the Code, that member may submit the recommendation(s) in question to the Office for consideration.

## Past Recommendations

Last year, the Office made a recommendation related to information sharing processes and the coordination of implicated units in SOC cases. To date, we do not have enough data to operationalize this recommendation, however, we continue to gather said data with a view to evaluating its implementation.

## General Recommendations

The Office recommends that POSILA be expanded to include an assessment process for *Student of Concern* (“SOC”) cases where it appears no longer necessary or appropriate to continue treating these dossiers under said Policy. The majority of SOC files are active for a significant period of time and often require the Office’s involvement up to graduation or when the student otherwise leaves the University. There are situations, however, in which a SOC has demonstrated that the matter no longer falls under the Policy and does not require follow-up from the Office. To date, such situations have been resolved on an ad hoc basis. Nevertheless, it is recommended that the POSILA review committee consider updating the Policy accordingly.

## Data Analysis and Statistical Review

### *Activity Summary and Breakdown of Requests for Assistance*

Below is a snapshot of the Office’s activity for the 2017-2018 academic year, including the breakdowns by type of contact, the distribution of services by classification and month, Complainant/Respondent demographics and types of infractions reported.

The Office may assist Members with behavioural complaints/concerns in the following ways:

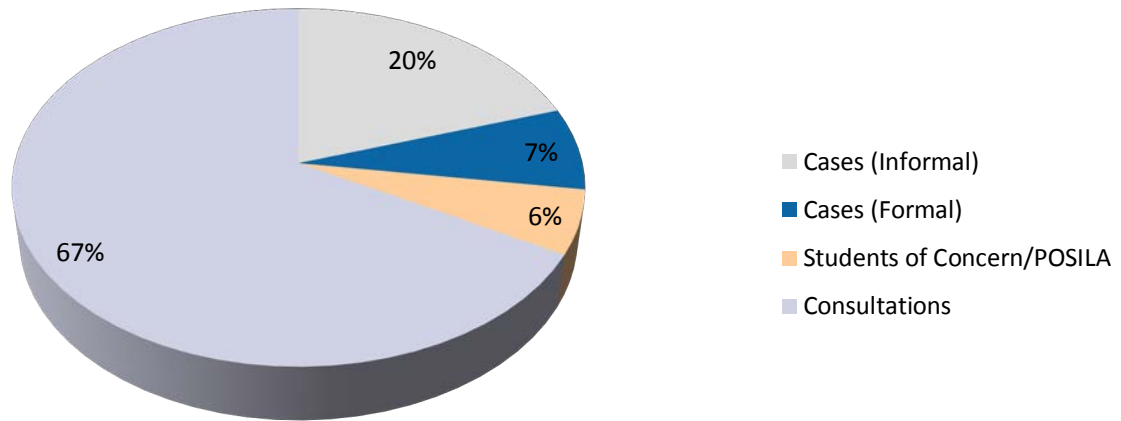
- **Consultations** - the Advisor provides information and/or guidance but usually does not play an active or ongoing role in the situation, complaint or concern
- **Cases** - the Advisor provides information and/or guidance and may also directly intervene, review evidence or play an ongoing role in the situation, complaint or concern

Depending upon the complaint, cases will be classified as “*formal*” or “*informal*.” A case typically begins as a consultation; however, if it ultimately evolves into a case, when reporting the data, it is only counted once. Cases (and consultations when applicable) are generally categorized as behavioural issues under the Code and/or the

Protocol, or as SOC under POSILA.

Requests during 2017-2018 totaled 351. The breakdown by percentage is displayed in Chart A.

**CHART A: DISTRIBUTION OF SERVICES (2017-2018)**



Consistent with previous years, consultations accounted for a majority of services provided. With regard to cases, informal resolution was employed almost three times as often as formal resolution, also in keeping with historical patterns. Twenty new formal complaints were processed this year in addition to six active formal complaints carried over from the previous reporting year, comprising approximately seven percent of the Office’s activity.

There were 20 active cases involving SOC’s and threat assessments, down from the 29 administered in 2016-2017. These accounted for six percent of activity. SOC and threat assessment cases most often involve safety concerns, medical/mental health issues and/or serious disciplinary matters, generally requiring an immediate response and intervention and, more often than not, comprehensive cross-sectorial coordination. Cases treated under POSILA are often active throughout a SOC’s academic career.

**TABLE 1: REQUESTS FOR ASSISTANCE (2017-2018)**

2017-2018 Academic Year	Cases	Consultations	Total
May 1, 2017 - April 30, 2018	116	235	351

**TABLE 2: 3 YEAR ANNUAL COMPARISON**

Year	Months	Cases	Consultations	Total
2015-2016	12	95/147 <sup>1</sup>	184/192 <sup>1</sup>	279/339 <sup>1</sup>
2016-2017	12	98	188	286
2017-2018	12	116	235	351

<sup>1</sup> Includes additional consultations or complaints related to exceptional circumstances

Requests for assistance totalled 351 (116 cases and 235 consultations) as displayed in Tables 1 and 2 in 2017-2018. Overall, requests for assistance this year were elevated in comparison with previous years (an approximate increase of 23% since 2016-2017). This increase in Office activity may be attributed to heightened awareness of what constitutes problematic behaviour on campus and an increased willingness to access resolution options, particularly in relation to matters involving sexual violence.

**TABLE 3: BREAKDOWN BY CASE TYPE – 3 YEAR ANNUAL COMPARISON**

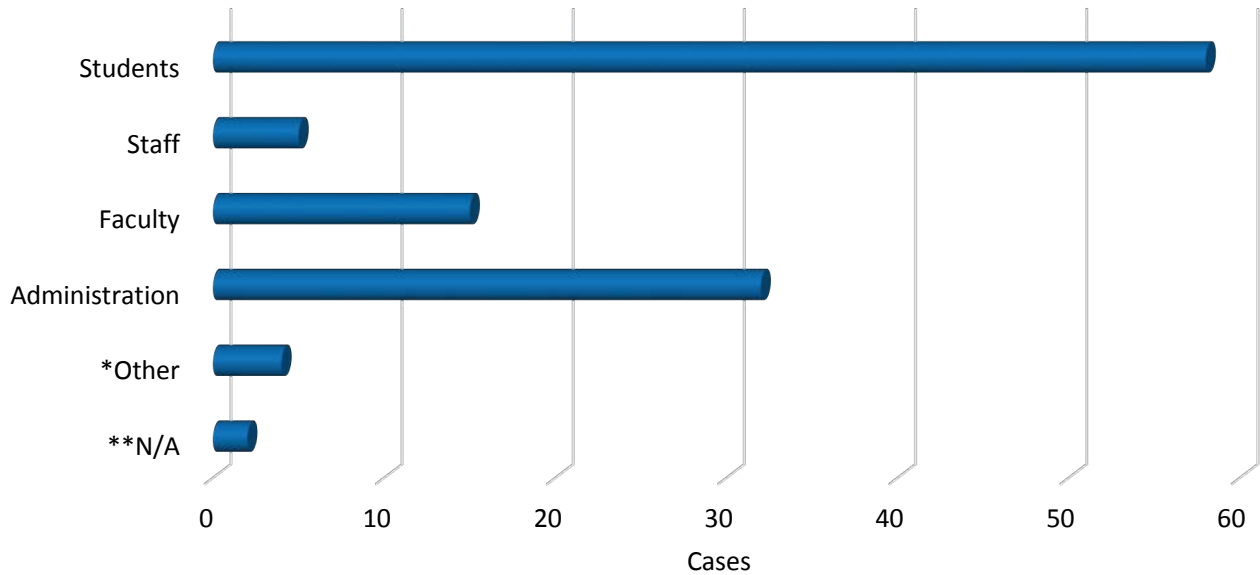
Case Type/Year	2017-2018	2016-2017	2015-2016
Informal	70	55	63/66 <sup>1</sup>
Formal	26	14	14/63 <sup>1</sup>
SOC/Threat Assessment	20	29	19 <sup>2</sup>
<b>Total Cases</b>	116	98	95/147 <sup>1</sup>
<sup>1</sup> Includes additional cases related to exceptional circumstances			
<sup>2</sup> There were actually 18 SOC cases and one additional informal case that was also counted as a SOC case.			

### Who is seeking assistance?

The term “Complainant” is used to refer to any member of the University community who is directly affected by someone’s behaviour and who raises a concern with the Office. The conduct in question should be within the scope of the Code. If warranted, a case file is opened regardless of whether informal resolution was sought or a formal complaint was launched. In 2017-2018, students followed by members of the administration most often requested assistance from the Office in both case and consultation categories.

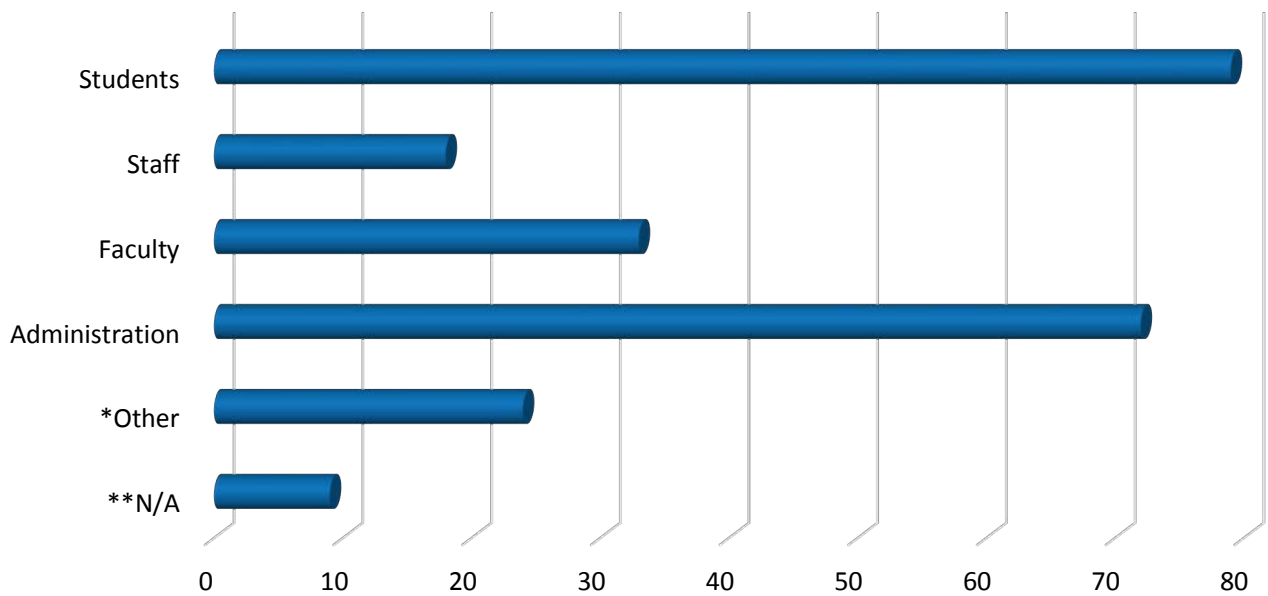
**CHART B: COMPLAINANT DEMOGRAPHICS (CASES)**

Requests for assistance/complaints were generated by:



**CHART C: COMPLAINANT DEMOGRAPHICS (CONSULTATIONS)**

Requests for assistance/complaints were generated by:



\* "OTHER" REFERS TO NON-MEMBERS, ALUMNI, ETC.

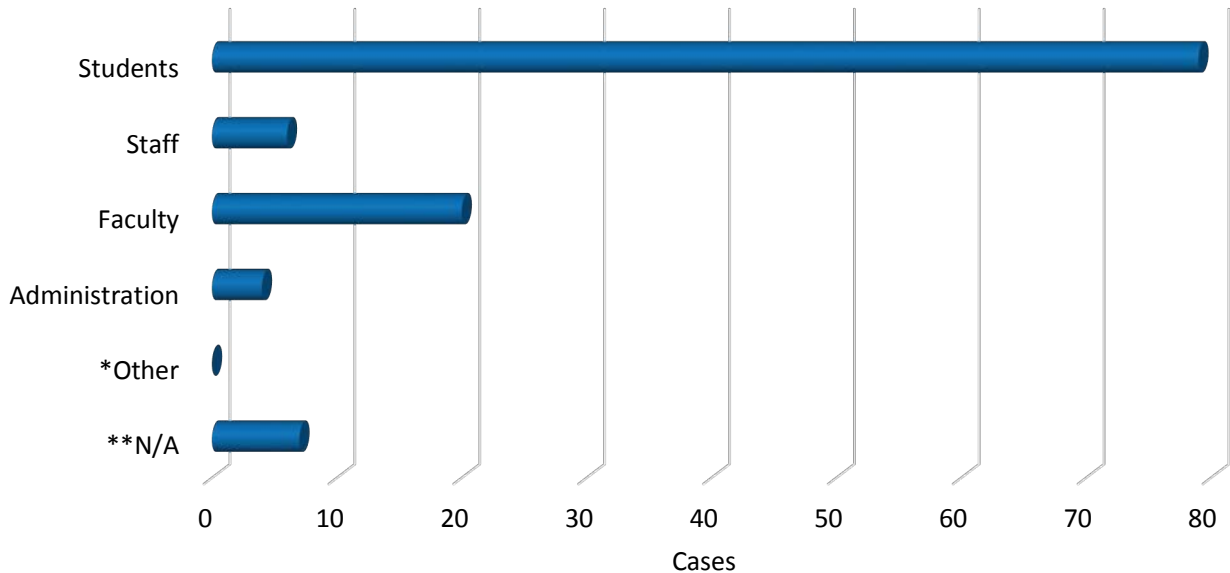
\*\* "N/A" REFERS TO COMPLAINANTS WHO ARE UNKNOWN AND/OR UNIDENTIFIED.

## Who are complaints being made against?

The term “Respondent” refers to the person against whom a complaint is made. A “Respondent” is any Member who is alleged to be responsible for undesirable behaviour described as an offense/infraction under the Code, thereby giving rise to a Complainant seeking resolution within the scope of the Code. In 2017-2018, students were predominantly the respondents in both complaints and consultations.

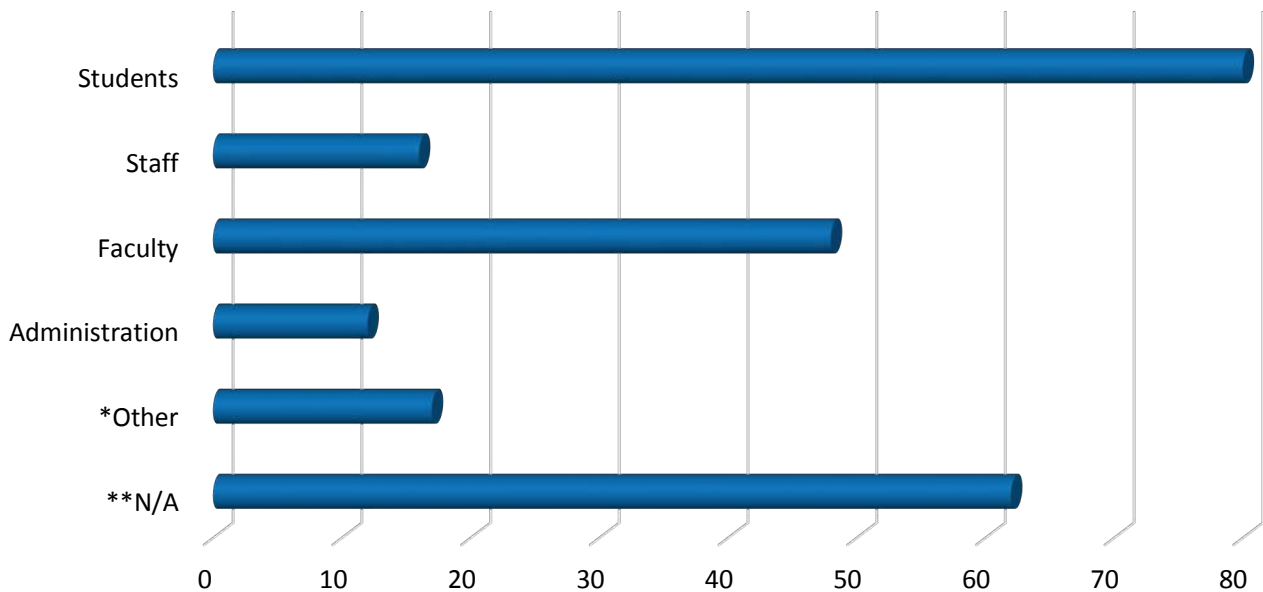
**CHART D: RESPONDENT DEMOGRAPHICS (CASES)**

*Complaints were generated against:*



**CHART E: RESPONDENT DEMOGRAPHICS (CONSULTATIONS)**

*Complaints were generated against:*



\* “OTHER” REFERS TO NON-MEMBERS, ALUMNI, ETC.

\*\* “N/A” REFERS TO CASES OR CONSULTATIONS IN WHICH THERE WAS NO RESPONDENT SPECIFIED.

**TABLE 4: BREAKDOWN OF CASES (116) AND CONSULTATIONS (235) BY INFRACTION**

<b>Offence</b>	<b>Code</b>	<b>In 116 Cases</b>	<b>In 235 Consults</b>	<b>Total Infractions</b>
Threatening or Violent Conduct	30	16	9	<b>25</b>
Sexual Violence and Sexual Assault	31	16	19	<b>35</b>
Harassment	32	47	49	<b>96</b>
Sexual Harassment	33	23	18	<b>41</b>
Psychological Harassment	34	5	4	<b>9</b>
Discrimination	35	6	15	<b>21</b>
Communication of Discriminatory Matter	36	6	4	<b>10</b>
Offences against property	37	1	1	<b>2</b>
False Information	38	3	0	<b>3</b>
Maliciously activating fire alarms	39	0	0	<b>0</b>
Bomb threats	40	1	0	<b>1</b>
Theft or abuse of computing facilities or computer time	41	0	0	<b>0</b>
Unauthorized entry into University property	42	1	0	<b>1</b>
Obstruction or disruption of work or studies	43	1	4	<b>5</b>
Camping or lodging on University property	44	0	0	<b>0</b>
Forging or altering University documents	45	3	0	<b>3</b>
Hazing	46	0	0	<b>0</b>
Unlawful use, sale, distribution, etc. of controlled substances	47	0	0	<b>0</b>
Possession or use of explosives or destructive devices	48	0	0	<b>0</b>
Possession or use of firearms, chemicals, or other weapons	49	0	0	<b>0</b>
Unauthorized or duplication of University's name, logos, etc.	50	0	0	<b>0</b>
Unlawful offense in the University context	51	0	0	<b>0</b>
SOC/Threat Assessment/POSILA	SOC	20	8	<b>28</b>
*Miscellaneous Consultations		2	113	<b>115</b>
<b>Total</b>		<b>151</b>	<b>244</b>	<b>395</b>

*\*MISCELLANEOUS CONSULTATIONS REFERS TO FILES/ISSUES THAT MAY INVOLVE PROBLEMATIC BEHAVIOUR NOT CLASSIFIED UNDER THE CODE, SITUATIONS OF ADMINISTRATIVE FOLLOW-UP OR MATTERS IN WHICH THE OFFICE HAS LIMITED JURISDICTION, ETC.*

Some complaints and/or consultations allege multiple Code infractions. These complaints are nonetheless counted as a single file, regardless of the number of offences cited. Consultations more often than cases will not allege a complaint or issue that falls neatly under the Code. As such, these situations often require information and advice, do not evolve into cases and also account for the high number in the “Miscellaneous Consultations” category.

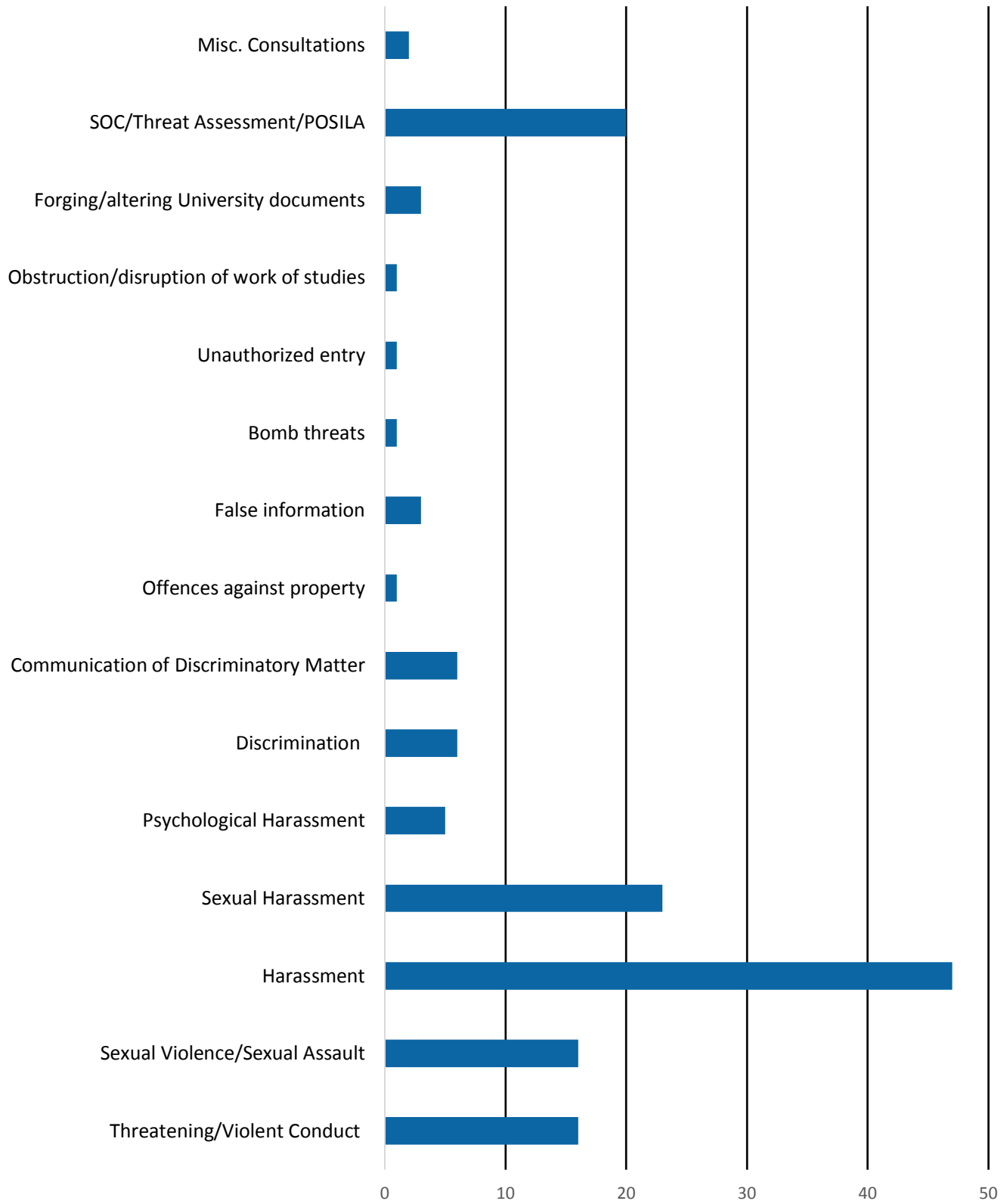
In 2017-2018, the Office observed increases in the categories of harassment and sexual harassment. Reported incidents of discrimination and threatening or violent conduct were also higher. It is important to note that sexual violence is now included in conjunction with sexual assault as a standalone infraction category, distinct from sexual harassment (also referred to on page one of this Report). Prior to the adoption of the revised Code in April 2017, sexual assault fell under the umbrella of sexual harassment. These definitional changes reflect the understanding that offences of a sexual nature occur along a spectrum. They also underscore the importance of policies in which complainants can see their experiences more broadly reflected. In this reporting year, there were 35 reported infractions under the category of sexual violence and sexual assault.

The Office observed a decrease in new or ongoing requests for assistance involving SOCs and POSILA (down to 28 from 33 in 2016-2017) and complaints related to the obstruction or disruption of academic activities (down to five from 13) in the previous year. There were no other material variations in the number of reports regarding other Code infractions.

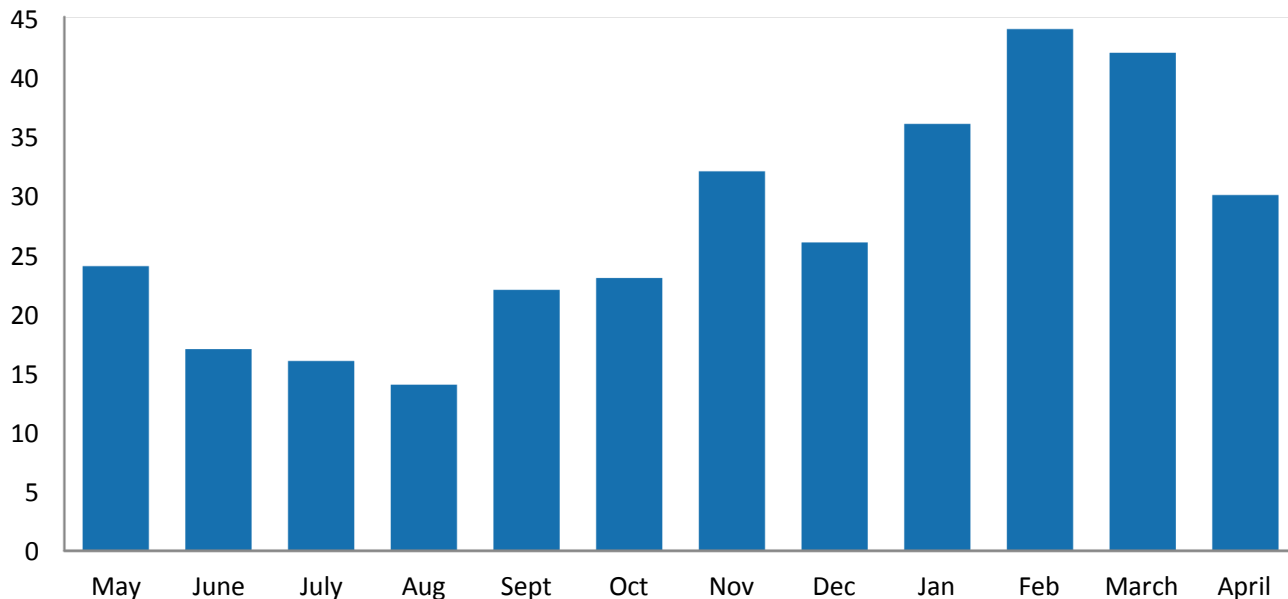


**CHART F: PRESENTING ISSUES (CASES) 2017—2018**

Chart F provides a visual overview of the types of case offences reported.

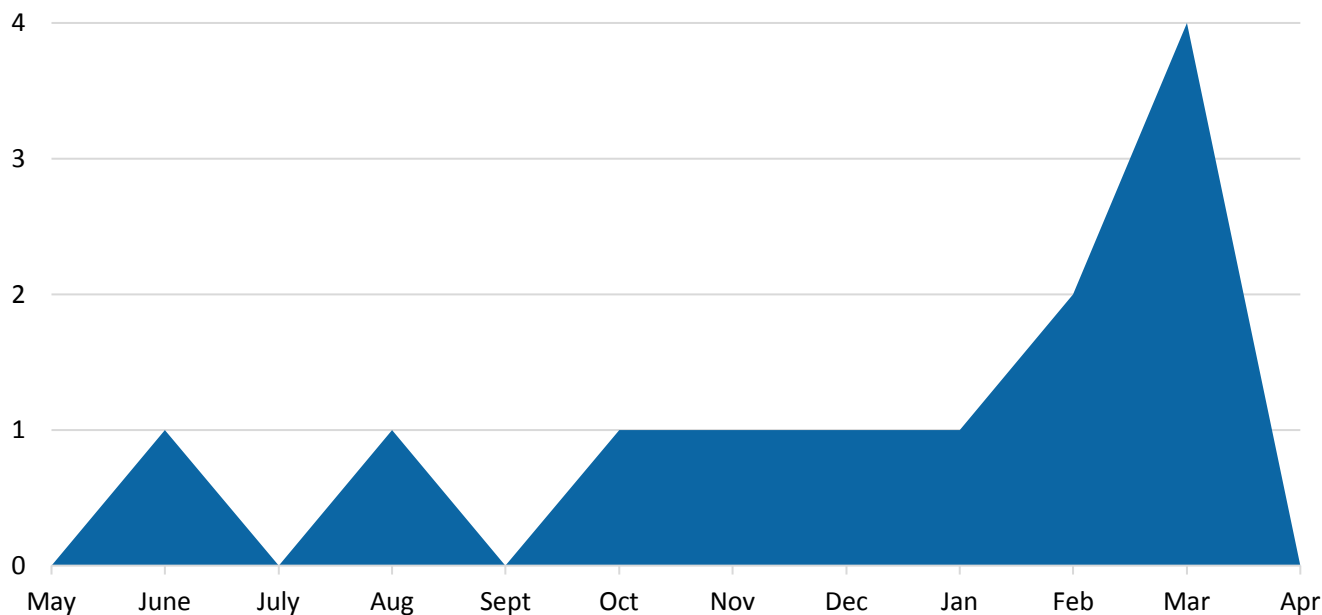


**CHART G: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (326)**



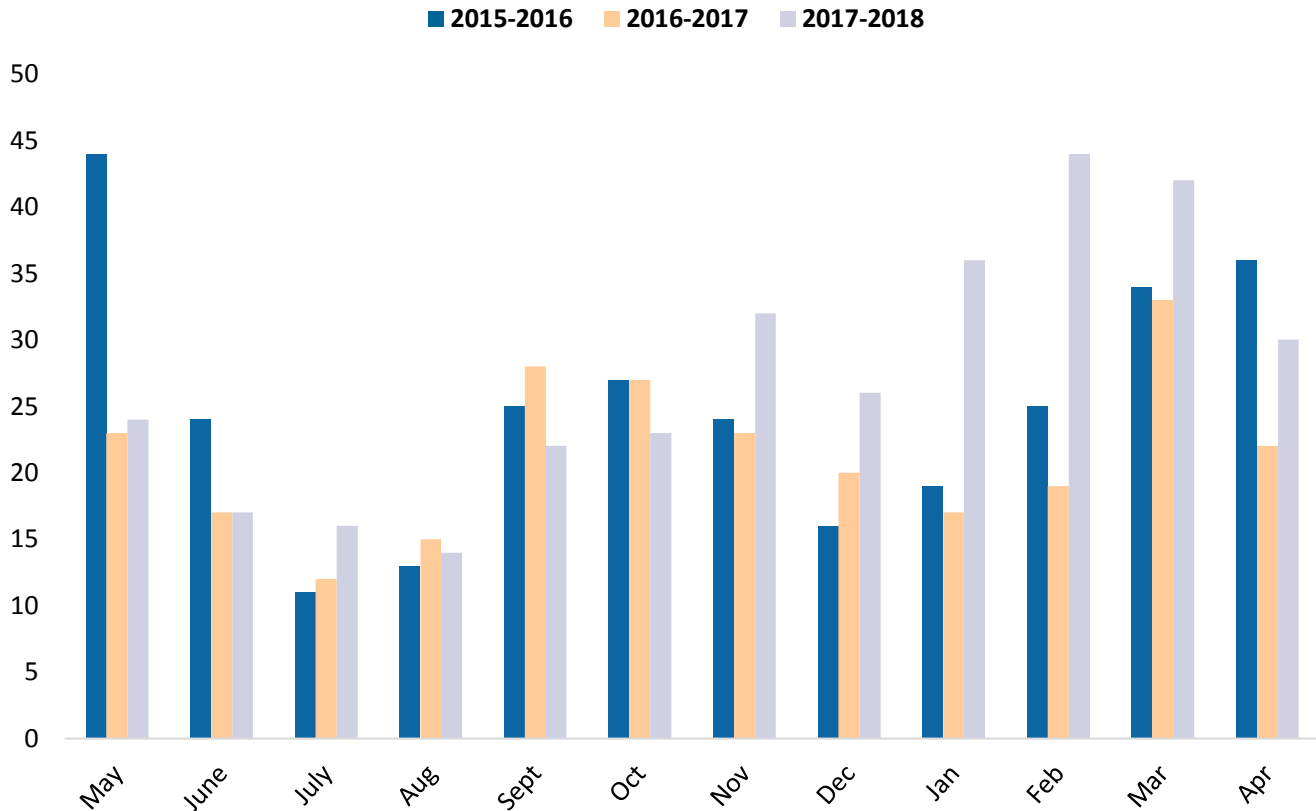
*Note: Twenty-five ongoing requests for assistance were carried over from 2016-2017 and are not reflected in this graph.*

**CHART H: STUDENTS-OF-CONCERN DISTRIBUTION**



Of the 12 new SOC cases received in 2017-2018, none were reported during the months of April, May, July and September. Two students were placed on involuntary leaves of absence in 2017-18 while other dossiers required varying levels of intervention, coordination and/or the implementation of restrictions. To date, we have not observed a consistent trend regarding time periods in which SOC files are most often brought to the attention of the Office, nevertheless we will continue to monitor the data for any relevant patterns.

**CHART I: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (CASES AND CONSULTATIONS) - 3 YEAR COMPARISON:**



In analyzing new requests for assistance over the last three year period (excluding exceptional circumstances), the Office typically receives more requests in the months of March, September, October and November. Please note that requests of an administrative nature (“Other Requests”), which were historically reported are not represented in this graph and that the Office discontinued reporting such requests in 2016-2017.

### Formal Complaints

In 2017-2018, there were 26 formal complaints in progress with the Office. Formal complaints can be resolved informally or formally and a complaint can be withdrawn at any time prior to the start of a hearing or investigation. Additionally, an informal resolution may not work for any number of reasons and may end up going through a formal resolution process. Finally, even when there is a formal resolution, there is an appeal process which can be triggered in certain circumstances.

## Closing Remarks

The number of requests for assistance received by the Office in 2017-2018 increased by approximately 23%. This increase was most apparent with regard to consultations, which remains the most requested form of assistance. Informal resolution continues to be the preferred approach in resolving behavioural dispute cases. The 2017-2018 year included an increase in dossiers and consultations related to harassment, sexual harassment, discrimination and threatening or violent conduct, and also included 35 requests in the new standalone category of sexual violence and sexual assault. These increases will guide the Office in terms of developing targeted training, outreach and educational initiatives on subjects such as identifying, addressing and counteracting these behaviours.

In closing, I would like to extend my thanks to Sraddha Bista and Bruce Carlini for their assistance throughout the year. I would also like to extend our thanks to the Secretary-General, our internal partners and the Concordia community for their invaluable assistance to the Office in its work.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'L White', with a stylized flourish at the end.

Lisa White  
Interim Director, Rights and Responsibilities

DISRUPTIVE  
BEHAVIOUR

THREATS

EQUITY

DISCRIMINATION

ECONOMICS

COOPERATION

COLLEGIALITY

DIVERSITY

TRESPASSING

CIVILITY

HARASSMENT

THEFT

RESPECT

HARMONY





**SENATE  
OPEN SESSION  
Meeting of November 9, 2018**

**AGENDA ITEM:** Annual report from the Ombuds Office

**ACTION REQUIRED:** For information

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

**PREPARED BY:**

Name: Danielle Tessier  
Date: November 1, 2018





# OMBUDS OFFICE

Promoting fairness at Concordia

ANNUAL REPORT 2017–18



**OMBUDS OFFICE**

July 8, 2018

Members of the Board of Governors  
Concordia University  
1455 de Maisonneuve Blvd. West  
Montreal, QC  
H3G 1M8

To the Board of Governors;

As per article 29 of the Terms of Reference of the Ombuds Office, I am pleased to submit the **2017-2018 Annual Report of the Ombuds Office: Promoting Fairness at Concordia University**.

The purpose of this report is to provide you with:

- a description of the year's activities from May 1, 2017 to April 30, 2018;
- statistics illustrating our service to the community; and
- some examples of recommendations offered.

I look forward to presenting this report to you in person.

Sincerely,

*amy fish*

**Amy Fish, MHSc.**

Ombudsperson

Concordia University / Université Concordia

## Table of Contents

Ombuds Office Overview .....	1
Ombuds Office 2017-2018.....	1
File Volume Steady .....	1
Terms of Reference Update .....	1
Client Overview .....	1
Means of Initial Contact.....	2
Caseload per Month.....	3
Student Concerns .....	4
Student Academic Concerns.....	5
Student Non-Academic Concerns .....	8
Resolutions of Student Cases.....	8
Faculty and Staff Concerns.....	10
Academic Concerns .....	10
Non-Academic Concerns.....	10
Resolutions of Faculty and Staff Cases.....	11
Review of Prior Recommendations.....	12
Examples of Assistance Provided for 2017-2018.....	13

## Ombuds Office Overview

Concordia University was one of the first Universities in Canada to establish an Ombuds Office. The office was founded in 1978, on the principles of impartiality, confidentiality, independence and accessibility.

The Ombuds Office reports directly to the Board of Governors to maintain its independent status.

The Ombudsperson is responsible for promoting fairness in the University.

This objective is achieved through:

- investigating allegations of unfairness;
- assisting community members in conflict de-escalation;
- recommending improvements to policies and procedures where appropriate; and
- developing training workshops and materials for the University community with respect to resolving conflict related issues.

## Ombuds Office 2017-2018

This year was stable in terms of staffing, budget and mandate. Highlights of 2017-2018

### File Volume Steady

This year, the Ombuds Office treated 469 files, as compared to 470 the previous year.

Very few of these files became formal or serious complaints.

Since 2013-2014, the Ombuds Office has treated approximately 500 files a year. Generally, the volume of Ombuds files is expected to be approximately 1% of the student population. When you consider that our office also accepts files from faculty and staff, our file volume is exactly what we would expect for a university the size of Concordia.

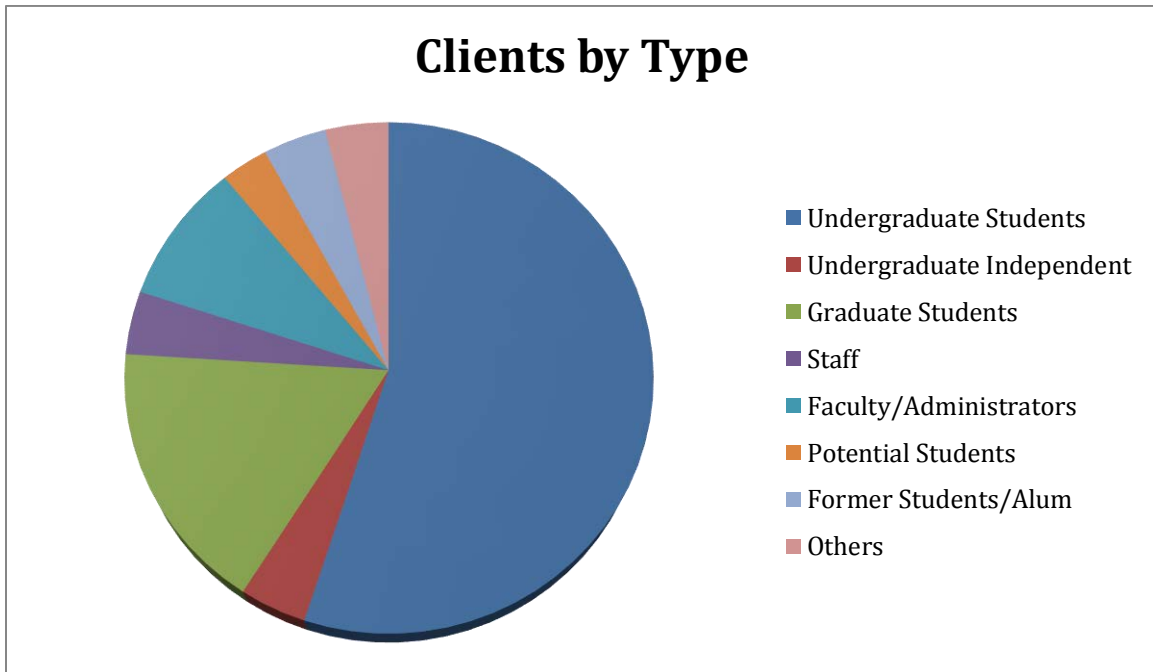
### Terms of Reference Update

In Fall 2017, an Ad Hoc Committee was struck to review the Terms of Reference of the Ombuds Office. There were no significant changes. Revisions included updating terminology (e.g., website instead of newspaper) and using gender neutral language. The updated Terms of Reference were presented to and approved by the Board.

## Client Overview

469 concerns were brought to the Ombuds Office this year, 76% of which came from students. Please see Chart A, below for a breakdown of what type of clients came to our office.

Chart A: Percentage of Clients by Type



Overall:

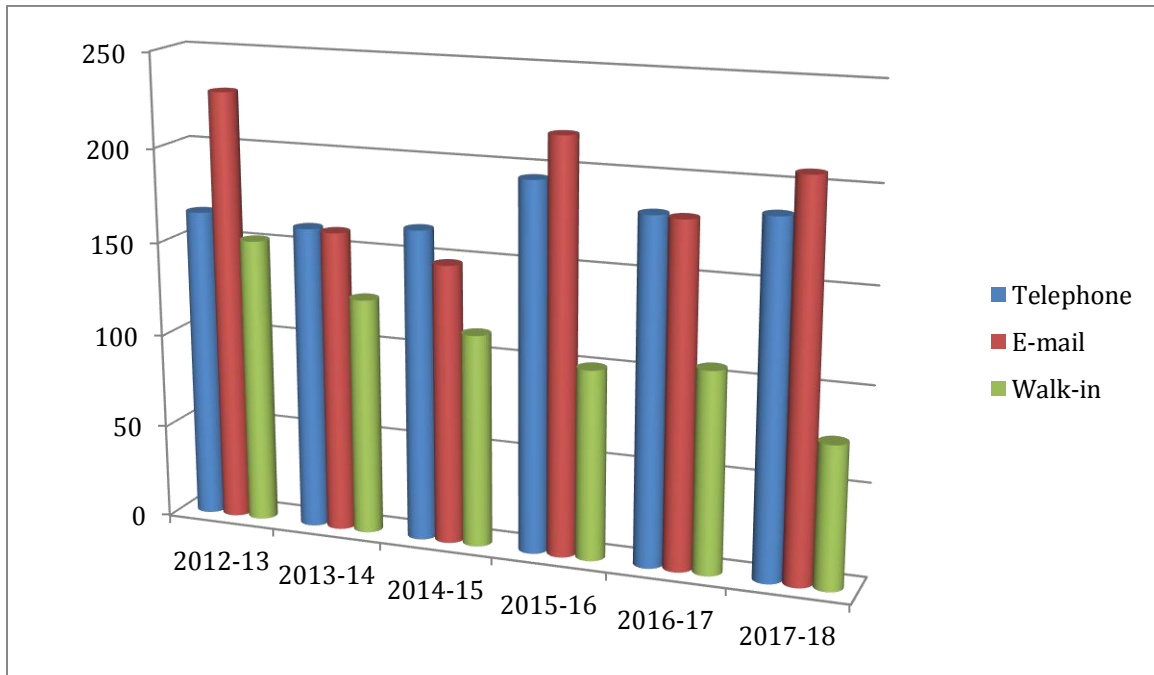
- Consistent with previous years;
- 76% of the concerns were brought forward by students;
- 13% came from faculty members or staff; and
- 11% came from other parties (e.g, alumni, potential students).

The 11% from “other” parties is exactly the same as last year. This group includes former students with specific concerns as well as alumni with extenuating circumstances.

### Means of Initial Contact

The Ombuds Office receives complaints and concerns through telephone calls, e-mails and walk-ins. We conducted an analysis of the past six years to see if there were any major changes in this area. Please see findings below, in Chart B:

**Chart B: Means of Initial Contact by Year (2012-13 to 2017-18)**



This chart represents only the first point of contact. Once the clients reach out to us, we schedule a follow up in person or over the phone, depending upon both their preference and the nature of the issue. Clients that walk-in are seen immediately whenever possible, or given a follow up meeting within the next few days.

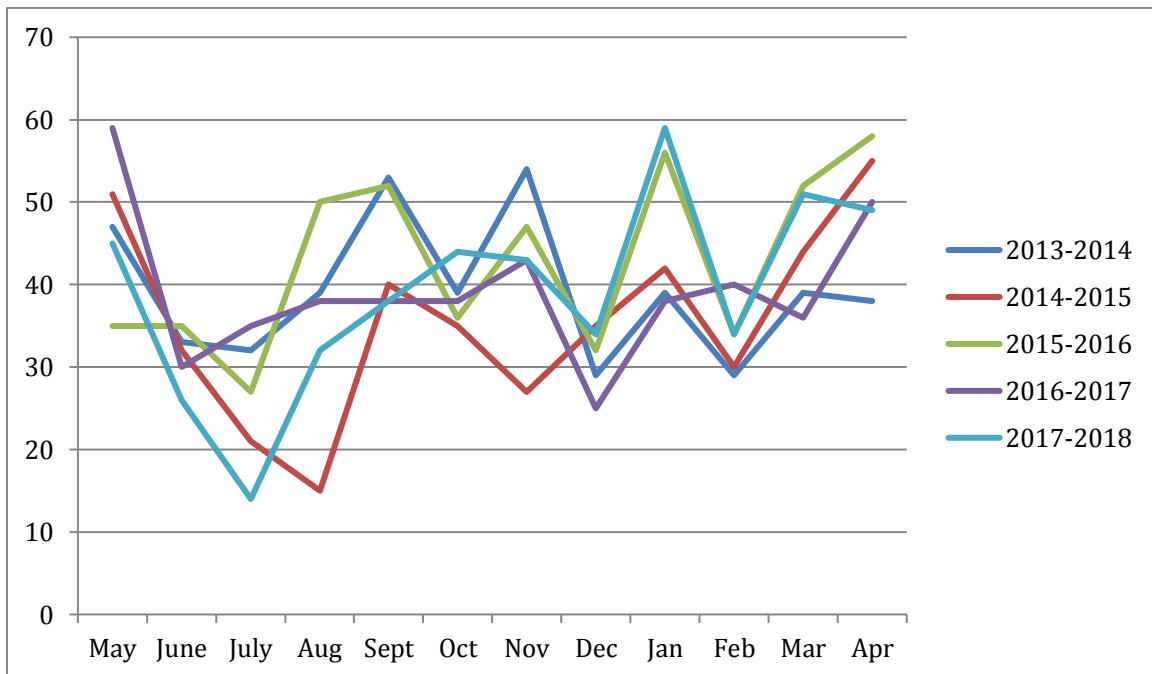
This year we saw fewer walk-ins than in previous years. There was a decline from 107 in 2016-17 to 76 in 2017-18. This was a surprise to our office because we welcome community members who come to our office, even without an appointment. We will continue to observe this situation and look for reasons for this change.

We have not received a letter through the mail in three years, and we expect that this method of correspondence has been replaced entirely by e-mail.

### **Caseload per Month**

Chart C, below shows a month by month breakdown of our caseload for the past five years. As you can see, the busiest times are April and May due to exams, graduation and program degree requirements. July, August and December are consistently lower in volume.

Chart C: Caseload by Month (2013-14 to 2017-18)



### Student Concerns

Students bring a wide variety of concerns to our office. We separate the concerns into academic and non-academic issues. A full breakdown of academic concerns is presented in Chart E, below.

## Student Academic Concerns

Over 50% of the work of the Ombuds Office relates to Student Academic Concerns. Last year, the decision was made to modify the data collection categories. The purpose of the change was to collect more detailed information regarding student concerns. For example, in previous years, Grades and Course Management made up the highest amount of concerns brought forward. The new list has more specific categories such as Academic Re-evaluation, Accommodations, Registration/Course Change, etc to better capture what happened. Also, the categories of Intellectual Property and Missing Exams/Papers were eliminated because they had been representing less than two cases per year. The new list is presented below in Table D:

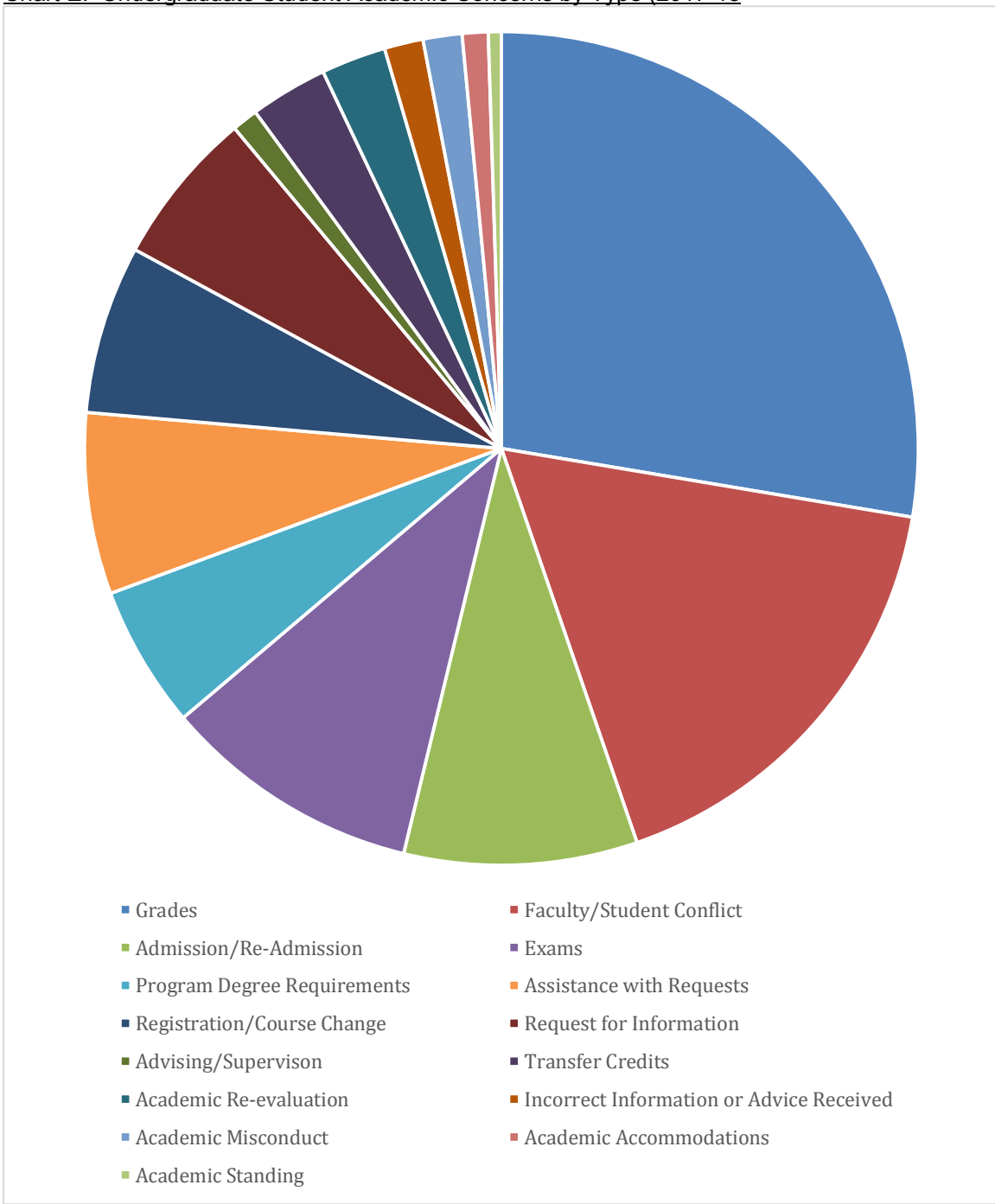
Table D: Updated Categories for Data Collection, Academic Concerns (Alphabetical Order)

2012-13 to 2016-17	2017-18 -
<ul style="list-style-type: none"> <li>• Academic Misconduct</li> <li>• Academic Standing</li> <li>• Admission</li> <li>• Advising/Supervision</li> <li>• Course Management</li> <li>• Exams</li> <li>• Grades/Re-evaluation</li> <li>• Intellectual Property</li> <li>• Missing Exams/Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Misconduct</li> <li>• Academic Re-evaluation</li> <li>• Academic Standing</li> <li>• Accommodations</li> <li>• Admission/Re-admission</li> <li>• Advising/Supervision</li> <li>• Assistance in Filling Out Requests</li> <li>• Exams</li> <li>• Faculty/Student Conflict</li> <li>• Grades</li> <li>• Incorrect information/advice received</li> <li>• Program Degree Requirements</li> <li>• Registration/Course Change</li> <li>• Request for Information</li> <li>• Transfer Credits</li> </ul>

These categories were applied to both Undergraduate and Graduate students. The data will be presented separately to better illustrate where the concerns lie.



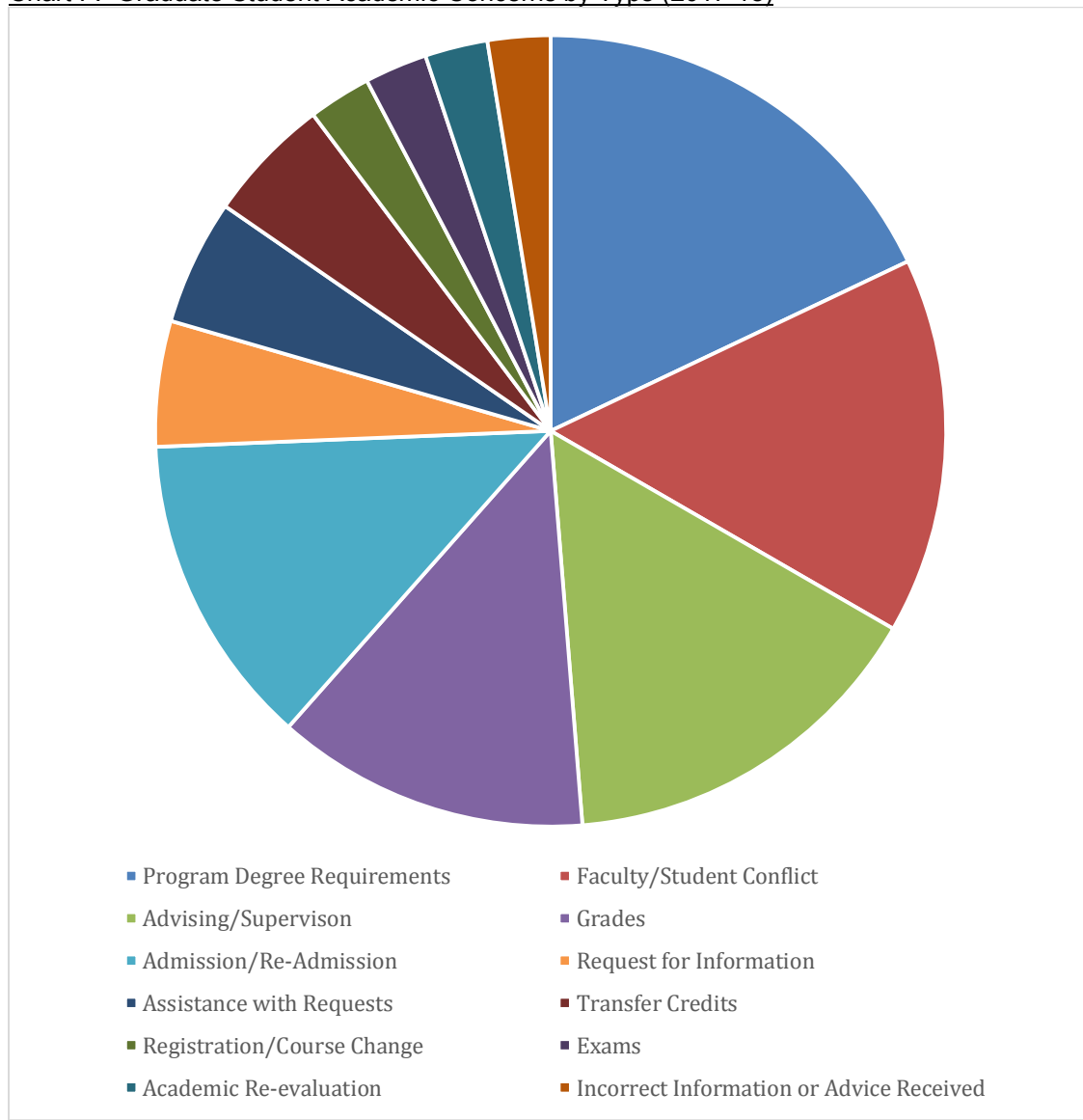
Chart E: Undergraduate Student Academic Concerns by Type (2017-18)



Grades remain the number one issue that brings students to the Ombuds Office. Faculty/Student conflict is the next largest category with approximately 17%. This can include preventing escalation of a conflict, or advice regarding how to speak to a Faculty member when the student has an issue. The next largest group of issues relate to Exams, Assistance Completing Request Forms (such as Appeals procedures), Admission and Re-admission issues. Finally,

Undergraduate Students bring forward concerns such as Registration, Program Degree Requirements and Requests for Information. Requests vary widely from students asking whom to tell when their classroom is too cold to students asking for advice regarding where to get peer tutors. Other concerns represent less than 5% of the total.

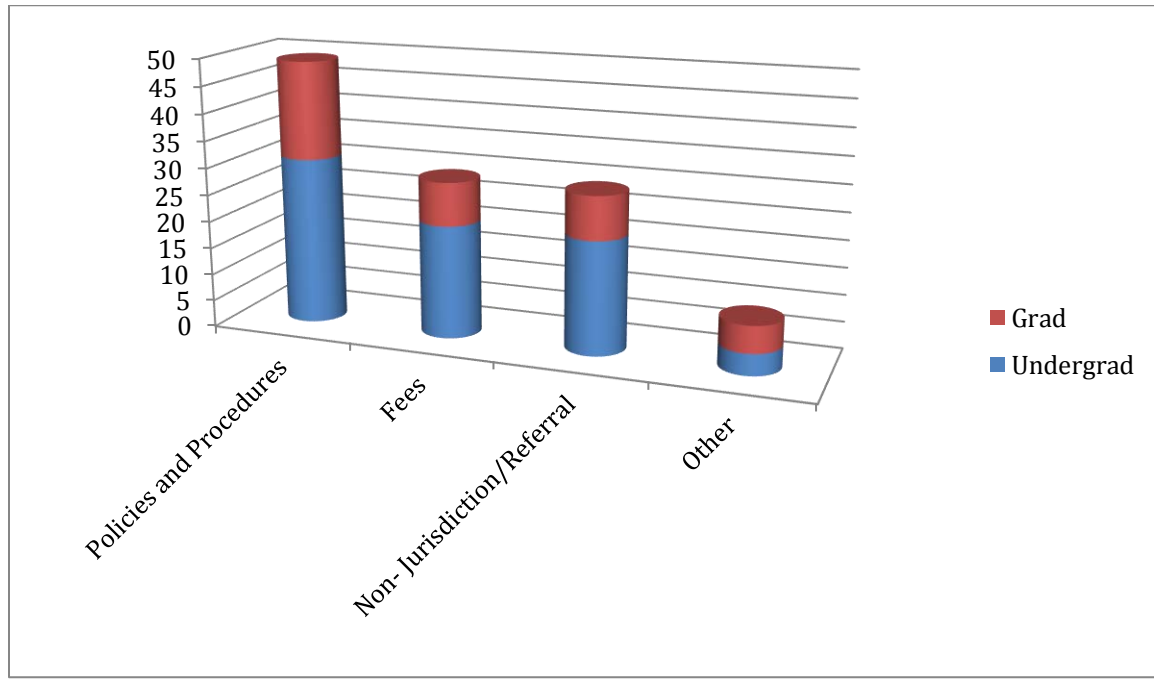
Chart F: Graduate Student Academic Concerns by Type (2017-18)



For Graduate students, the main concerns relate to Program Degree Requirements. For example, sometimes the requirements for graduation may be unclear. Or, sometimes a graduate student may want to be exempted from a requirement such as a language proficiency. The second greatest concerns relate to Supervision and Faculty/Student Conflicts. We have been working with the School of Graduate Studies to create improvements in these areas.

## Student Non-Academic Concerns

Chart G: Student Non-Academic Concerns by Type (2017-18)



The majority of non-academic concerns for both Undergraduate Students and Graduate Students relate to Policies and Procedures and Fees. These complaints range from questions regarding whether a student can appeal an Academic Re-evaluation decision to how graduate funding is disbursed. All of the calls or emails that were referred to other departments for a response have been grouped together under the heading “Non-Jurisdiction/Referral.” Some examples of these might include questions about the shuttle schedule and/or concerns regarding library hours. There were a few complaints that do not fit into any of these categories and that were not Academic in nature but were still appropriate to be treated by the Ombuds Office. This might include a concern regarding housing or athletics that could be looked at by our office but would not be academic in nature.

## Resolutions of Student Cases

Depending upon the nature of the file brought to our office, we may use one of several techniques to provide assistance. For example, we might:

- Provide information and/or referral to a more appropriate resource;
- Offer coaching and/or advice;
- Assist with informal conflict resolution such as mediation; or
- Follow up on an issue and expedite where possible.

In some cases, following our initial consultation, the client may decide not to proceed with an investigation. Other times, the issue may resolve itself independent of the Ombuds Office’s efforts. These used to be considered “Withdrawn” however this category has been renamed to better reflect the actions taken.

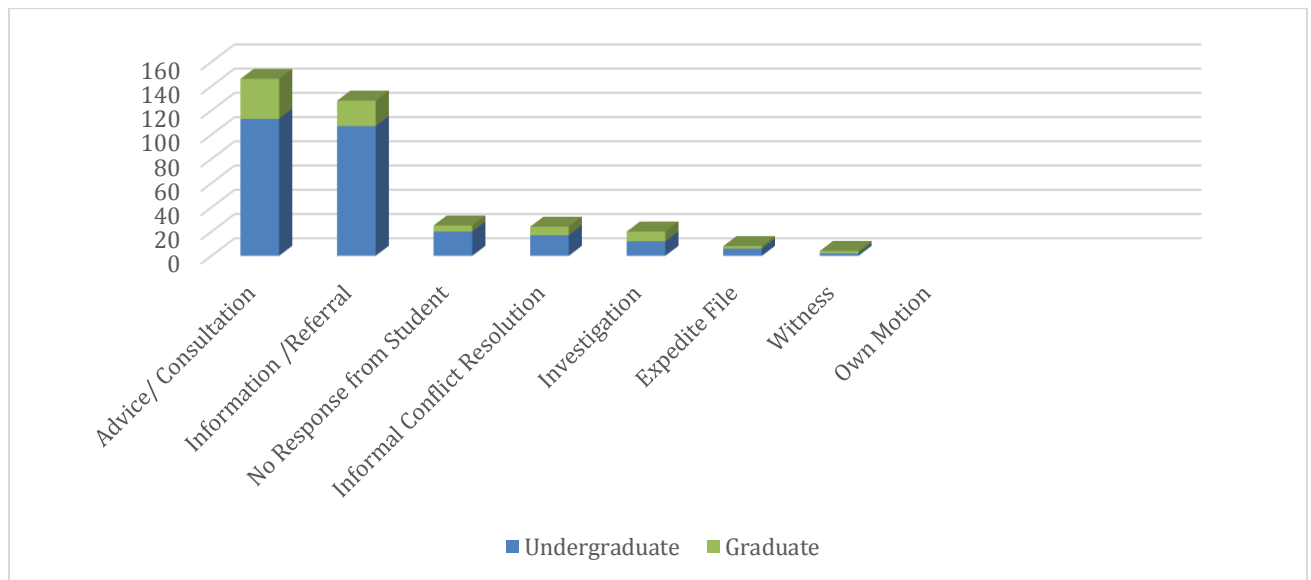
As of this year, actions can be selected from the following list (presented alphabetically):

- Advice/Consultation;
- Expedite File;

- Informal Conflict Resolution
- Information/Referral;
- Investigation;
- Non-Jurisdiction/Referral;
- No Response from Student;
- Own Motion; or
- Witness;

Please see Chart H, below for the breakdown of actions taken in student cases by type of student 2016-17,

Chart H: Actions Taken in Student Cases by Type of Student 2017-18



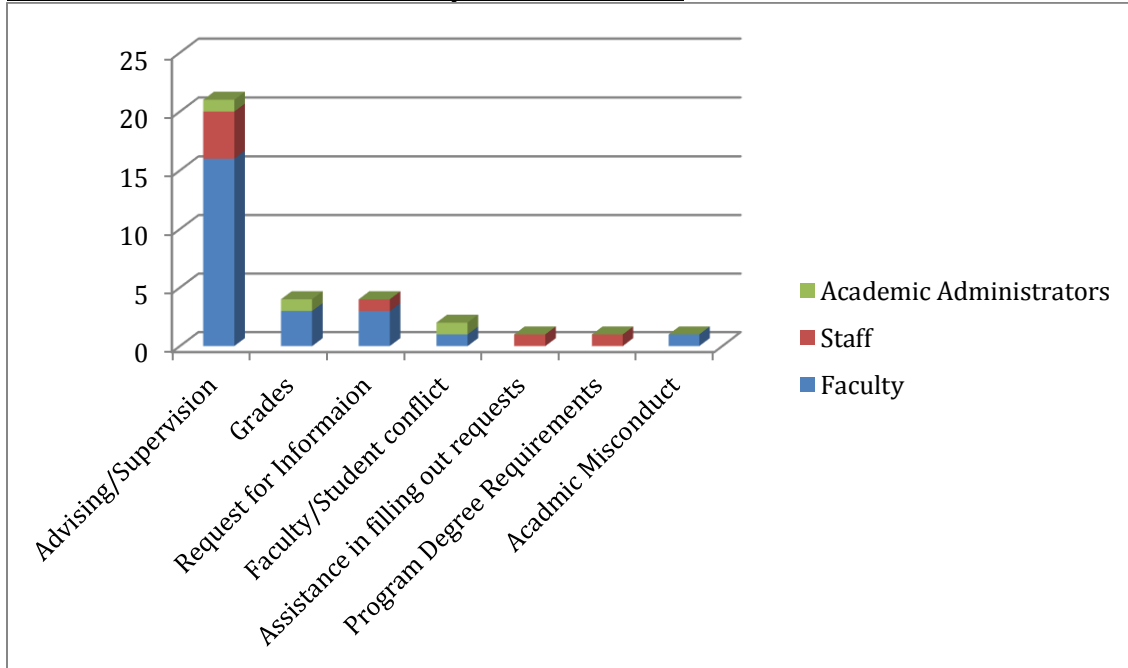
The most common action taken by the Ombuds Office is Advice and/or Consultation. This means that we meet with the student and offer suggestions regarding how to proceed. The second most common action is providing information and referral. Together, these categories represent 77% of our cases. We investigate about 20 complex cases every year, and offer informal conflict resolution in about 24 cases. Infrequently we are called on to witness an exchange. This might be when we are asked to read a series of e-mails to make sure that policy and procedure are followed even if no action is required in this case.

In 2017-18 the Ombuds Office did not have any “Own Motion” Investigations. This is when the office, on its own initiative, looks into a particular issue to determine if it was fair.

## Faculty and Staff Concerns

Faculty and Staff concerns represent 13% of the files brought forward this year. These represent both academic and non-academic issues.

Chart I: Academic Concerns of Faculty and Staff 2017-18



## Academic Concerns

This year saw an increase in academic concerns from faculty and staff, from 8 last year to 31 this year. This could be because I was invited to the Graduate Supervision Day to speak about Success Factors in Graduate Supervision. This attendance may have encouraged faculty members to contact the Ombuds Office for advice before an actual problem arose. The type of concerns reflect this theory as follows:

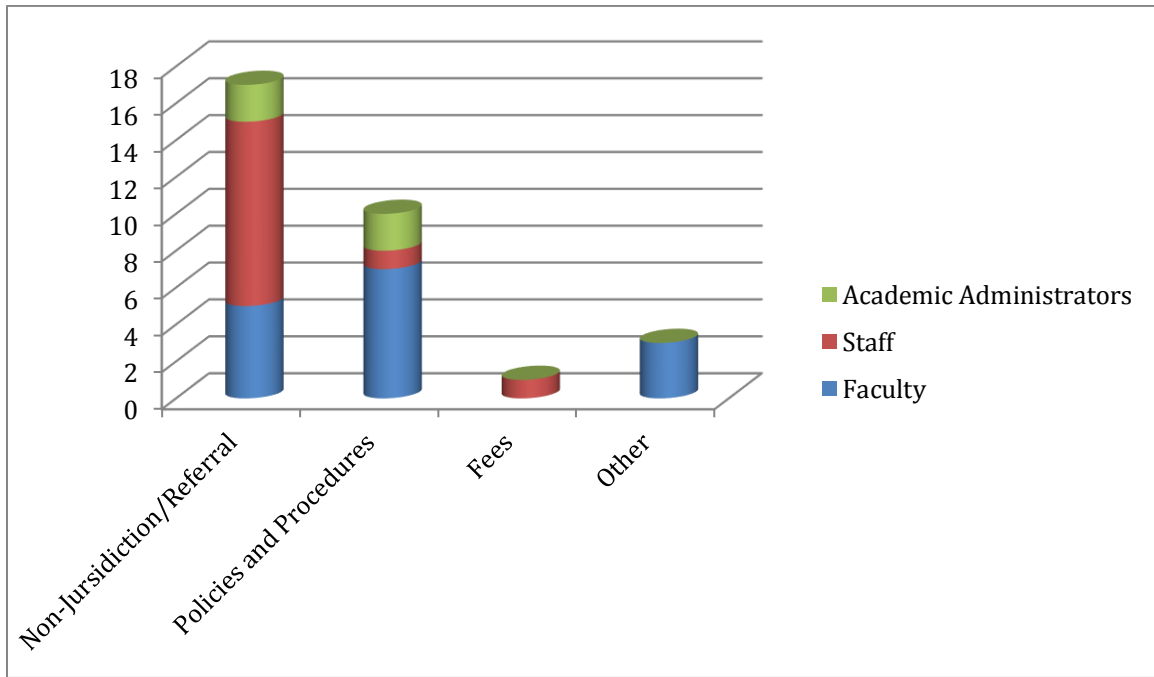
- Advising/Supervision: 21;
- Grades: 4; and
- Request for information: 4.

Other concerns included Academic Misconduct, Program/Degree Requirements and Faculty/Student Conflict.

## Non-Academic Concerns

This year there were 27 non-academic concerns brought to the Ombuds Office by Faculty and Staff as presented in Chart J, below.

Chart J: Faculty/Staff Non-Academic Concerns 2017-18



The majority of files were regarding matters that would be best assisted by other departments such as questions regarding pensions and assistance with other Human Resource matters. 10 files were brought forward regarding questions in policies and procedures, for example assistance interpreting the rules regarding religious accommodations for students.

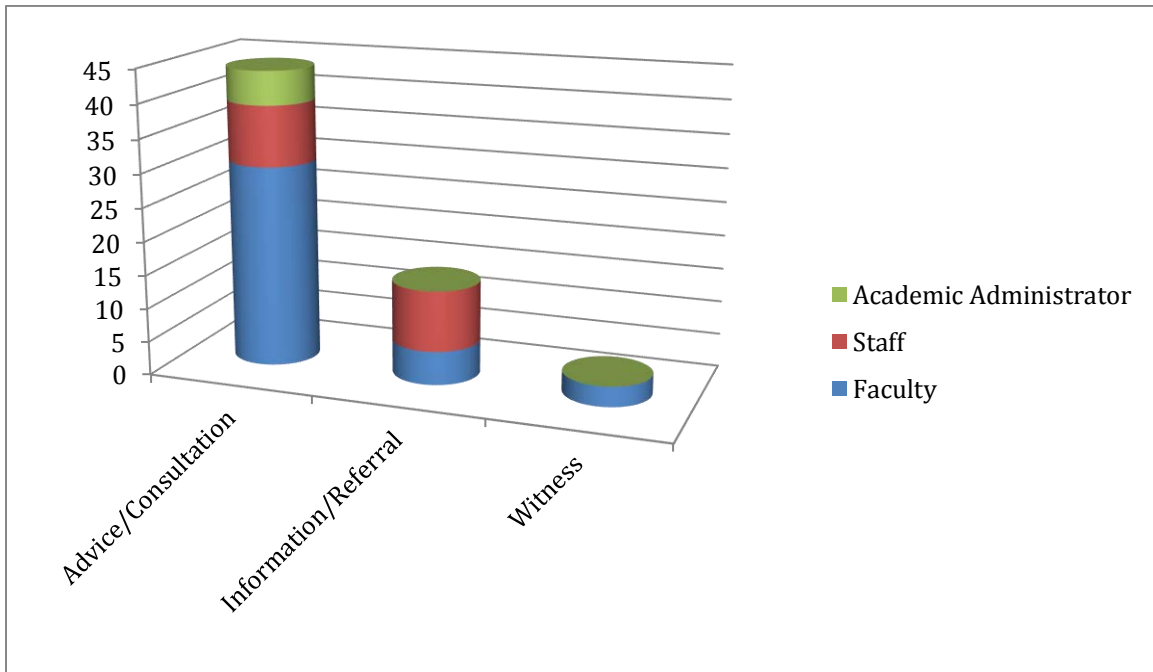
There was one file regarding fees, and three other files which could relate to things like access to information, or safety and security.

It is our goal to encourage faculty and staff to continue to consult with our office regarding concerns or challenging situations. Our intention is to continue to improve communication and to prevent the escalation of complaints at Concordia University.

### **Resolutions of Faculty and Staff Cases.**

Chart K below shows the actions taken in faculty/staff cases 2017-18.

Chart K Actions Taken by Type for Faculty/Staff Cases 2017-18



Here, too, the main function of the Ombuds Office is to offer advice and consultation. Information and Referral is one of our main services, and in some cases (three this year) we are asked to witness a conversation or e-mail exchange.

### **Review of Prior Recommendations**

No formal recommendations were made in 2017-18.

## Examples of Assistance Provided for 2017-2018

Over the course of this year, the Ombuds Office has assisted many clients with their concerns. Some examples follow, with a few details changed to preserve confidentiality:

- A graduate student was unable to complete her degree because of interference from her former spouse. She succeeded in leaving an abusive domestic situation and attempted to return to Concordia. Unfortunately, she was given incorrect advice by several different offices and believed she would have to re-apply and re-take the courses she had already completed. Our office was able to assist the student in re-applying and getting the relevant credits transferred into the new dossier.
- A group of students came to our office because a new program degree requirement (a competency exam) was introduced after their admission and they believed they should not have to take it. The students were correct and the requirement was waived for their cohort. The undergraduate calendar was updated to reflect the new requirement.
- A faculty member contacted our office for advice regarding a student that had requested a religious accommodation so that they could vacation with their family because that is how they celebrate this particular holiday. The student had requested an additional paper in lieu of a presentation to the class. We advised the faculty that according to our Religious Accommodations Policy, we give accommodations for religious reasons, but it is up to the professor to determine what the accommodation should be. Therefore, the professor can require that the presentation take place prior to the student's holiday.