



SENATE

NOTICE OF MEETING

February 8, 2019

Please be advised that the next regular meeting of Senate will be held on Friday, February 15, 2019, **at 2:30 p.m.**, in the Norman D. Hébert, LLD Meeting Room (Room EV 2.260) on the SGW Campus.

Members of Senate who cannot attend are requested to notify Evelyne Loo as soon as possible at evelyne.loo@concordia.ca or ext. 4814. You may also contact Evelyne if you have any problems accessing the documents.

A handwritten signature in blue ink that reads "D. Tessier".

Danielle Tessier
Secretary of Senate

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

Held on Friday, February 15, 2019, at 2:30 p.m.
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus

Item	Presenter/s	Action
1. Call to order	A. Shepard	
1.1 Adoption of the Agenda	A. Shepard	Approval
1.2 Adoption of December 14, 2018 Minutes	A. Shepard	Approval
2. Business arising from the Minutes not included on the Agenda	A. Shepard	
3. President's remarks	A. Shepard	Information
4. Academic update (<i>Document US-2019-1-D1</i>)	G. Carr	Information
5. Standing Committee reports		Information
5.1 Academic Planning and Priorities (<i>Document US-2019-1-D2</i>)		
5.1 Finance (<i>Document US-2019-1-D3</i>)		
CONSENT AGENDA	A. Shepard	
6. Committee appointments (<i>Document US-2019-1-D4</i>)		Approval
7. Academic Programs Committee: Report and recommendation (<i>Document US-2019-1-D5</i>)		Approval
7.1 Undergraduate curriculum proposals - Faculty of Arts and Science		

- 7.1.1 Department of Education (*Document US-2019-1-D6*)
- 7.1.2 Department of Journalism (*Document US-2019-1-D7*)
- 7.1.3 Department of Mathematics and Statistics (*Documents US-2019-1-D8 and D9*)

- 7.2 Undergraduate curriculum proposals – Faculty of Fine Arts - Department of Art History (*Document US-2019-1-D10*)

- 7.3 Undergraduate curriculum proposals – John Molson School of Business
 - 7.3.1 Coop programs and options (*Document US-2019-1-D11*)
 - 7.3.2 Department of Marketing (*Document US-2019-1-D12*)
 - 7.3.3 Department of Finance (*Document US-2019-1-D13*)
 - 7.3.4 Elective group requirements (*Document US-2019-1-D14*)

- 7.4 Graduate curriculum proposals – Faculty of Arts and Science - Department of Religion and Cultures (*Document US-2019-1-D15*)

- 7.5 Graduate curriculum proposals – Department of Studio Arts and the Mel Hoppenheim School of Cinema (*Document US-2019-1-D16*)

REGULAR AGENDA

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|----|--|--|-------------|
| 8. | Undergraduate curriculum proposals - Faculty of Arts and Science – Departments of Biology, Chemistry and Biochemistry, and Geography, Planning and Environment - New undergraduate programs - BSc Honours and BSc Specialization in Environmental and Sustainability Science (<i>Document US-2019-1-D17</i>) | A. Roy | Approval |
| 9. | Update on revisions to <i>Policy regarding Sexual Violence</i> (PVPAA-3) (<i>Document US-2019-1-D18</i>) | L. Ostiguy/
M. Sullivan/
S. Hough-Martin/
M. Braems | Information |

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

11. Other business

12. Adjournment

A. Shepard

MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, December 14, 2018, at 2 p.m.
in the Norman D. Hébert, LLD 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; Pascale Biron; Christophe Brett; Graham Carr; Mikaela Clark-Gardner; Mark Corwin; Frank Crooks; Christine DeWolf; Rebecca Duclos; Mehdi Farashahi; Marcie Frank; Vince Graziano; Christophe Guy; Sophie Hough-Martin; Brigitte Jaumard; George Kanaan (*Acting for Anne-Marie Croteau*); Eunbyul Park; John Potvin; Martin Pugh; André Roy; Daniel Salée; Francesca Scala; Safa Sheikh; Ali Sherra; Matt Soar; Robert Soroka; Christopher Trueman; Paula Wood-Adams; Radu Zmeureanu

Non-voting members: Joanne Beaudoin; Philippe Beauregard; Paul Chesser; Roger Côté; Tom Hughes; Ilze Kraulis; Anne Whitelaw

ABSENT

Voting members: Shaina Ali; Guylaine Beaudry; Rory Blaisdell; Mathilde Braems; Sally Cooke; Jill Didur; Rim Hamila; Jean-Gabriel Lacombe; Sarah Mazhero; David Morris; Zenobia Pais; Virginia Penhune; Rashmika Sethu Madhavan; Marc Steinberg; Ron Stern; Nafisa Tabassum Jamal; Jean-Philippe Warren

Non-voting members: Denis Cossette; Isabel Dunnigan; Emmet Henchey; Frederica Jacobs

1. Call to order

The President called the meeting to order at 2:05 p.m. Referring to the letter from Ellie Hummel, he urged Senators to give generously to the Student Emergency and Food Fund.

1.1 Approval of Agenda

R-2018-8-1 *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2 Approval of the Minutes of the Open Session meeting of November 9, 2018

R-2018-8-2 *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of November 9, 2018 be approved.*

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

Prof. Shepard acknowledged his appointment as President of Western University effective July 1, 2019. He said that he deeply valued being Concordia's President, noting his respect for the University's mission, history and future direction. He expressed gratitude for the respect, love and support that the University community has shown him during his tenure.

He welcomed Paul Chesser, appointed Vice-President, Advancement as of December 1.

He continued his remarks by noting that undergraduate and graduate applications for the Winter term are strong. He apprised Senate that the space previously occupied by the Concordia Bookstore on the ground floor of the Webster Library Building has been transformed into Concordia's 4th SPACE, a curated public space, recently opened. It will be officially inaugurated on January 18, 2019.

He was pleased to report that JMSB has been ranked 95th in the world and fourth in Canada in Bloomberg Businessweek's business schools ranking.

The President also made a series of announcements regarding prizes, awards and research chairs. He also reported that the Centraide campaign had surpassed its goal of \$160,000 and thanked campaign co-chairs Philippe Beauregard and Nadia Bhuiyan as well as campaign manager Suzanne Kaye.

4. Academic update (Document US-2018-8-D1)

As complimentary information to his written update, the Provost congratulated Muthukuraman Packirisamy who became the first Quebec-based researcher to be named a fellow of the National Academy of Inventors as well as Geneviève Cadieux who received the prestigious Prix du Québec 2018 Paul-Émile Borduas Award for visual arts.

5. Standing Committee reports

5.1 **Finance** (Document US-2018-8-D2)

5.2 **Library** (Document US-2018-8-D3)

5.3 **Research** (Document US-2018-8-D4)

There were no questions in relation to these reports, which are provided for information.

CONSENT**6. Committee appointments** (Document US-2018-8-D5)

R-2018-8-3 *That the committee appointments, outlined in Document US-2018-8-D5, be approved.*

7. Academic Programs Committee: Report and recommendations (Document US-2018-8-D6)**7.1 Undergraduate curriculum proposals - Faculty of Arts and Science**

7.1.1 Updating of degree requirements (Document US-2018-8-D7)

7.1.2 Updating of Co-op requirements (Document US-2018-8-D8)

7.1.3 Department of Biology (Document US-2018-8-D9)

7.1.4 Department of Chemistry and Biochemistry (Document US-2018-8-D10)

7.1.5 Department of Classics, Modern Languages and Linguistics (Document US-2018-8-D11)

7.1.6 Department of Economics (Document US-2018-8-D12)

7.1.7 Department of Education (Document US-2018-8-D14)

7.1.8 Department of English (Document US-2018-8-D15)

7.1.9 Département d'Études françaises (Documents US-2018-8-D16 and D17)

7.1.10 Department of Geography, Planning and Environment (Document US-2018-8-D19)

7.1.11 Department of Journalism (Document US-2018-8-D20)

7.1.12 Department of Mathematics and Statistics (Document US-2018-8-D21)

7.1.13 Department of Physics (Document US-2018-8-D22)

7.1.14 Department of Political Science (Document US-2018-8-D23)

7.1.15 Department of Sociology and Anthropology (Document US-2018-8-D24)

7.1.16 School of Community and Public Affairs (Document US-2018-8-D25)

R-2018-8-4 *That the undergraduate curriculum proposals in the Faculty of Arts and Science, outlined in Documents US-2018-8-D7 to D12, and D14 to D25, be approved, as recommended by the Academic Programs Committee in Document US-2018-8-D6.*

7.2 Undergraduate curriculum proposals - Gina Cody School of Engineering and Computer Science

7.2.1 Department of Computer Science and Software Engineering (Document US-2018-8-D26)

7.2.2 Department of Mechanical, Industrial and Aerospace Engineering (Document US-2018-8-D27)

R-2018-8-5 *That the undergraduate curriculum proposals in the Gina Cody School of Engineering and Computer Science, outlined in Documents US-2018-8-D26 and D27, be approved, as recommended by the Academic Programs Committee in Document US-2018-8-D6.*

7.3 Undergraduate curriculum proposals - Office of the Provost and Vice-President, Academic Affairs (Document US-2018-8-D28)

R-2018-8-6 *That the undergraduate curriculum proposals in the Office of the Provost and Vice-President, Academic Affairs, outlined in Document US-2018-8-D28, be approved, as recommended by the Academic Programs Committee in Document US-2018-8-D6.*

7.4 Graduate curriculum proposals – Faculty of Arts and Science

7.4.1 Department of Applied Human Sciences (Document US-2018-8-D29)

7.4.2 Department of Biology (Document US-2018-8-D30)

7.4.3 Department of Health, Kinesiology, and Applied Physiology (Document US-2018-8-D31)

R-2018-8-7 *That the graduate curriculum proposals in the Faculty of Arts and Science, outlined in Documents US-2018-8-D29 to D31, be approved, as recommended by the Academic Programs Committee in Document US-2018-8-D6.*

8. Revisions to the membership of the Council of the John Molson School of Business (Document US-2018-8-D32)

R-2018-8-8 *That, on recommendation of the Council of the John Molson School of Business, Senate recommend to the Board of Governors the approval of the membership of the Council of the John Molson School of Business, as outlined in Document US-2018-8-D32.*

REGULAR

9. Undergraduate curriculum proposals - Faculty of Arts and Science

9.1 Department of Education (Document US-2018-8-D13)

Dean Roy apprised Senators that a concern had been raised at the Steering Committee meeting regarding the removal of the course EDUC 450 (*The Inclusive Classroom: Educating Exceptional Children*) from the Minor in Education. He explained that this course is a requirement by government for accreditation of students in the three teacher education programs. Since there are now only two sections scheduled per year, the removal from the Minor will ensure timely degree completion for those students. Department Chair Sara Kennedy added that the Department is looking into finding ways to allow Minor students to take an alternate course which covers similar content.

A discussion ensued, during which Prof. Barker spoke against the removal of the course, arguing that the course or some equivalent should be retained, in keeping with the University's mission. She made the point that students in the Minor may also intend to work with children, and that this removal is counterintuitive and being proposed at the wrong time.

Ms. Clark-Gardner reiterated the concern that she had raised at Steering Committee. While appreciating the circumstances mentioned above, she suggested that the removal of the course for Minor students should come into effect once an appropriate alternative is in place. She referred to a recent news report which indicates that Quebec schools get a failing grade with respect to addressing students with special needs, restating the

importance for all students to learn about how to create an inclusive classroom for students with disabilities.

As an alternative, Prof. Kennedy indicated that course EDUC 360 (*Introduction to Inclusive Practices*) was perhaps more suited for Minor students and could be opened up for them.

R-2018-8-9 Upon motion duly moved and seconded, it was resolved by a majority that the undergraduate curriculum proposals in the Faculty of Arts and Science, outlined in Document US-2018-8-D13, be approved, as recommended by the Academic Programs Committee in Document US-2018-8-D6.

9.2 New undergraduate programs - Faculty of Arts and Science - Department of Geography, Planning and Environment - Minor and Certificate in Geospatial Technologies (Document US-2018-8-D18)

Dean Roy introduced these new programs which will provide in-depth training enabling students to handle technologies aligned with the market. Prof. Biron, Chair of the Department, added that these programs respond to a growing demand from students for stand-alone programs focused on geospatial technologies. She explained that the Minor is geared toward current Concordia students while the Certificate is mainly intended for professionals interested in additional lifelong learning opportunities.

R-2018-8-10 Upon motion duly moved and seconded, it was unanimously resolved that the new undergraduate programs in the Faculty of Arts and Science, outlined in Document US-2018-8-D18, be approved, as recommended by the Academic Programs Committee, in Document US-2018-8-D6.

10. Research Committee recommendation regarding strategic research plan (Document US-2018-8-D33)

Dr. Guy presented the highlights of the University's Canada Research Chair (CRC) and Canada Foundation for Innovation (CFI) Strategic Research Plan 2018-2023, explaining that it is required for the Canada Research Chairs program, the Canada Foundation for Innovation programs and others, as well as for allocations of major internal research resources.

He summarized the process which was initiated in February 2017, noting that the plan was developed in consultation with the Faculty and School Councils and tenured- and tenure-track faculty and librarians. Final feedback on the draft was received in October 2018, further to which the Research Committee of Senate approved both the long and short versions of the plan.

Dr. Guy conveyed that the plan is a guide to the University's research activities for the next five years, based on Concordia's nine strategic directions, and establishes a framework of commitments and strategic level of research allocation.

For the first time, the plan incorporates the best practices in equity, diversity and inclusion. The section on research and research-creation strengths has the following major research themes:

- Health, Development and Well-being of the Person across the Lifespan and in Society
- Arts, Culture, History and Identity
- People, Organizations and Society
- Enabling and Disruptive Technologies and their Foundations
- Advanced Materials and their Applications
- Natural Systems and Sustainability

The plan includes a commitment to prioritize and support building on research and research-creation regarding Indigenous issues.

R-2018-8-10 *Upon motion duly move and seconded, it was unanimously resolved that, on recommendation of the Research Committee of Senate, Senate approve Concordia University's Canada Research Chair (CRC) and Canadian Foundation for Innovation (CFI) Strategic Research Plan 2018-2023.*

11. Question period

No questions were asked.

12. Other business

There was no other business to bring before Senate.

13. Adjournment

The meeting adjourned at 2:42 p.m.



Danielle Tessier
Secretary of Senate

Internal Memorandum

To: Members of Senate
From: Anne Whitelaw, Acting Provost and Vice-President, Academic
Date: February 6, 2019
Re: Academic Update

A number of John Molson School of Business case competition delegations saw a successful start to 2019. JMSB won first place in the Academic Cup and finished third overall at JDC Central 2019, hosted by Guelph University; took second place in the 2019 Organizational Behaviour Case Competition, hosted by the Ted Rogers School of Management (Ryerson); and reached the podium in five out of six disciplines at the Inter-Collegiate Business Competition at Queens' Smith School of Business in Kingston.

Sixty-nine Concordia researchers have been awarded a combined \$3M over two years from the Social Sciences and Humanities Research Council of Canada (SSHRC) for new investigations in the social sciences and humanities. Fourteen researchers from the Faculty of Fine Arts, the Faculty of Arts and Science and the JMSB received grants through the Insight Development program, while 55 graduate students and postdoctoral fellows were successful in Talent funding competitions. In addition, two Concordia faculty members have been awarded the maximum award of \$50,000 each in the special SSHRC Indigenous Research Capacity and Reconciliation Connection Grants competition.

Ali Dolatabadi (Mechanical, Industrial and Aerospace Engineering) was elected president of the Engineering Institute of Canada (EIC). The EIC is a federation of technical societies, with 12 constituent societies that are part of the EIC federation, to whose societies belong over 25,000 Canadian engineers.

Valerie Courion (undergraduate student, Linguistics) was awarded the Erasmus+ Award valued at 5,070 EUR to travel to Universitat Autònoma de Barcelona. Aaron Amar (undergraduate student, Statistics) was awarded the Naim Mahlab Student Travel Award valued at \$5,000 to travel to Tel Aviv University. Alec Zarow (undergraduate student, Physics) was awarded funding to participate in the Japan Canada Academic Consortium Student Forum 2019.

Anjali Agarwal (Electrical and Computer Engineering), was awarded best paper by the International Journal of Molecular Sciences for her article: "A system dynamics based simulation model to evaluate regulatory policies for sustainable transportation planning".

ConUHacks held HackConcordia IV on the weekend of January 26-27. Judges recognized 124 projects, submitted by 700 participants – top marks went to a team from Concordia. Students

Francesco Valela, Jacob Gagné, Toby Décary-Larocque and Benjamin Barault developed a phone app, HEAR, to help those with hearing impairments.

A Concordia team of engineering students, joined by a student from fine arts, participated in the Great Northern Concrete Toboggan Race (GNCTR). The GNCTR is a mechanical and civil engineering competition held at a different university each year and is attended by about 30 universities across Canada with some universities coming from the United States. The Concordia team took home the first-place award for Most Sustainable Team and placed 4th in the race.

For the fourth time in four years, Concordia has been named a top Montreal employer. The university made the list based on a number of criteria, including pension and benefits, training and development opportunities and the physical and social aspects of the workplaces. Judging was done by the editors of Canada's Top 100 Employers, who organize the national and citywide competitions.

Muthukumaran Packirisamy (Mechanical, Industrial and Aerospace Engineering) is being honoured by the US-based National Academy of Inventors (NAI). He will be inducted as an NAI Fellow at a ceremony to be held April 11 – he will be the first researcher from Quebec to join the Academy and the 11th Canadian researcher.

The following students were each awarded a Mitacs Global Research Award (valued at \$6,000) to travel to international institutions: Shide Salimi (PhD student, CIISE), Meysam Effati (PhD student, Electrical and Computer Engineering), and Patrick Brodie (PhD student, Mel Hoppenheim School of Cinema).

The Bob and Raye Briscoe Centre in Business Ownership Studies (JMSB), in partnership with the Institute for Co-operative Education, launched the CEO Shadowing program. Starting in January 2019, five selected graduate students from the JMSB MBA Program will spend between 12 and 15 weeks working side by side with the CEOs of four Montreal-based companies.

On January 18, 4TH SPACE held its official inauguration. Guests, including government officials, were able to interact with the installations and exhibits forming the Cities: Urban Essentials showcase. The current exhibit, Protests and Pedagogy, explores the 50th anniversary of the SGW protests and provides a lens through which to reflect upon the unfinished business of decolonization, the role of pedagogy and institutions and ongoing discussions about race and racism. More information about 4TH SPACE programming can be found at www.concordia.ca/4thspace

The Concordia Chapter of the Institute of Industrial and Systems Engineers (IISE) hosted this year's IISE National Student Conference from January 17 to 19, welcoming 400 engineering students from ten universities across Canada. The event was supported by companies including Disney, Microsoft, EY, Deloitte, Accenture, Canada Post, Desjardins and RBC.

The Library is conducting a search for a [Wikipedian in Residence](#) to work one day a week for a year to engage with the community and to contribute to its goal of fostering digital literacy. The position posting closes on February 15.

Students from the Gina Cody School of Engineering and Computer Science and the John Molson School of Business will be organizing the 2019 edition of the Engineering Case Commerce Competition in downtown Montreal from February 19 to 23. Held annually since 2013, ECCC focuses on combining the technical field of Engineering with the interactive field of Commerce. The upcoming competition will involve teams from 16 internationally recognized academic institutions including 8 international teams consisting of engineering and commerce students. During the 5-day competition, each delegation will compete in three cases. The competition will kick off on February 19 with the Opening Gala and will end with the Closing Ceremonies on February 23.

The Women in Engineering Society (WES) in the Gina Cody School of Engineering and Computer Science is organizing an outreach conference on March 19, inviting 100 high school female students to spend a day on campus. The students will be given presentations from successful women mentors and complete carefully designed hands-on projects in research labs under faculty supervision.

The Concordia University Press is excited to announce the creation and launch of a new series, *Authors, Publishers, Readers, Texts: Studies in Book History and Print Culture*. Sponsored by the Bibliographical Society of Canada and under the editorship of Professor Ruth Bradley-St-Cyr (University of Ottawa), the series will publish new scholarship in the fields of bibliography, book history, and print culture broadly defined. The first book in the series is expected to appear in 2020.

On January 31 and February 1, the Webster Library Visualization Studio held an open house to showcase the exciting research that's been taking place in this next-gen space.

On June 1, the Library will welcome its third researcher in residence, Lynne Bowker. Dr. Bowker is a professor at the University of Ottawa's School of Information Studies with a cross-appointment to the School of Translation and Interpretation. Her research project while at Concordia will focus on machine translation literacy in the context of scholarly communication. As part of her 6-month residency, she will conduct research with non-Anglophone student and faculty participants from Concordia to understand how they are engaging with machine translation with respect to scholarly communication and how it can be improved. In addition, she will work with Concordia librarians to develop a workshop on machine translation literacy for the Concordia community.

After an institution-wide reflection on the experiences, needs, and aspiration of our community and beyond we are ready to start implementing eight strategic projects as part of the Digital Strategy that will serve as a roadmap to embrace the digital culture while answering users' need for human interactions. These projects are:

- Process Review and Service Redesign
- Concordia Hub
- Digital Capabilities
- Orientation
- Teaching and Learning Innovation Lab
- Course Recordings
- AR, VR, and Simulations
- Open Educational Resources (OER)

Powered by FRQ and District 3, the [Quebec Scientific Entrepreneurship Program](#)'s first cohort will begin on February 8. In addition, 11 startups completed District 3's Fall 2018 Acceleration cohort, and eight startups are going abroad to France, Mexico, Colombia, US, and China as part of the partnership with Mitacs International Incubator Initiative.

District 3 has joined [AI Commons](#), a collective of artificial intelligence practitioners and beneficiaries who hope to solve some of the world's biggest challenges with AI technologies. District 3 also joins the Canadian Digital Media Network, a network of 26 regional innovation hubs across Canada, all focused on supporting Canada's digital entrepreneurs.

Fall 2018 was another active term for GradProSkills. In total, the program offered 142 workshops to 2726 participants. These workshops stretch over eight skill domains which include communication, research, leadership, digital, health, and career planning. GradProSkills also organized two key events: Grad School Base Camp and Thesis Boost (3-day writing retreat). These events and workshops are offered uniquely for graduate students and aim to complement their academic programs and help them develop the soft skills needed to work in today's knowledge economy.

In January, William G. Lindsay began work as the new Senior Director, Indigenous Directions, and Veronica Lefebvre started as the Indigenous Student Recruitment Officer. The Indigenous Directions Leadership Group funded a number of small projects to help support Indigenizing the Academy, including sponsoring a new Big Drum and the associated ceremonial teachings, and bringing Indigenous speakers into First Peoples Studies undergraduate and Geography graduate studies classes. The inauguration of the new Big Drum took place at the Aboriginal Student Resource Centre Welcome Back feast on January 16.

The public release of the new *Indigenous Elder and Community Protocols* document took place on February 4 as part of the opening of [First Voices Week](#). An *Indigenous Ally Tool Kit* brochure, prepared by the Montreal Urban Aboriginal Community Strategy Network and completed with partnering Concordia University Indigenous staff input, was featured on the [CBC News](#).

The Summer@Concordia [web page](#) for summer 2019 is now live. This page serves as a hub for all of the activities that are happening on our campus during the summer, allowing students, aspiring students, and parents to take in all of the great offerings at Concordia. Thank you to all of the faculties and units that contributed to the development of this page.

Concordia's Open House takes place on February 16. Over 4,000 visitors will get a sense of life as a Concordia student, and can apply on the spot. Visitors will have the opportunity to talk to current students, learn more about specific programs from department representatives and just generally take in the lively, fun environment. A new feature this year is the "Grad Corner," a one-stop shop to help students gather the information they need to pursue graduate studies at Concordia. Thank you to those who will be taking time out of their weekends to contribute to this important event.

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
REPORT TO SENATE**

**Dr. Graham Carr
February 15, 2019**

The Academic Planning and Priorities Committee met on December 11, 2018.

The Academic Planning and Priorities committee (APPC) met on December 11, 2018. Dr. Carr thanked the committee members who volunteered for the APPC Ad Hoc committee on internships. The committee members are as follows: co-chairs, Nadia Bhuiyan and Sandra Gabriele; associate dean, Brad Nelson; faculty members, Brigitte Jaumard and Luigi Allemano; undergraduate student, Mikaela Clark-Gardner; graduate student Rashmikaa Sethu Madhavan and the staff person, Louise-Anne Côté. The first meeting of the Ad hoc committee is taking place in January.

Mr. Andy Lang, Director of Concordia International gave a presentation on International Mobility Opportunities for Students and Faculty. He explained the various opportunities abroad for faculty and students. They include student exchanges, field schools, visiting researchers and international research collaboration.

**SENATE FINANCE COMMITTEE
REPORT TO SENATE
February 15, 2019**

The Senate Finance Committee (SFC) met on January 11, 2019. Three items were on the agenda: the new B.Sc. in Environmental and Sustainability Science (Paul Joyce, the Associate Dean, Academic Programs, in Arts and Science, joined us as a guest); the revised costing for LOIs for new programs; and the funding of Faculties.

B.Sc. in Environmental and Sustainability Science

We first looked at the budget for this program in November. The problems that we noted at that time were brought to the attention of Associate Dean Joyce, who brought to our meeting a revised budgetary submission, which was incorporated in the proposal before Senate. This interdisciplinary program involves three departments, Biology, Chemistry and Biochemistry, and Geography, Planning and Environment. The Geography portion involves a change in name and program requirements from an existing program, the BSc in Environmental Science. The anticipated new FTEs only count as new students those joining from Biology or Chemistry as an increase in enrolment through Geography is not anticipated in the short-term. A case is made in the dossier for a new full-time professor in Chemistry, but whether that is warranted should be left to the discretion of the Dean and the Provost, although financially the cost can be covered by the increased enrolment.

There are two additional issues that need to be pointed out:

- There is, at present, no lab fee in Science courses to recover the cost of disposables, but such a fee exists in Engineering and Computer Science and in Fine Arts. We recommend that such a per-course fee be considered.
- As the Geography portion of the program just involves a program and degree name change, once it is approved by Senate, could the University not send that for expedited approval rather than the 2 to 3 years for a new program? The degree name then appears to be the same for the Biology and Chemistry portions.

The Revised Costing for LOIs for new programs

Jean-François Hamel presented a draft of the new template for an automated costing method that is being developed for the Letter of Intent that needs to be submitted and approved before departments work on the entire new program dossier. The computer program automates some of the cost and income amounts that need to be entered and should be helpful to departments.

The Funding of Faculties

Jean-François Hamel also gave a presentation on the various elements which comprise the base funding of the Faculties.



COMMITTEE APPOINTMENTS

<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Nora Jaffary (SGS)	2019/2020
	Nicola Nixon (SGS)	2019/2020

January 29, 2019

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
February 15, 2019**

The Academic Programs Committee requests that Senate consider the following undergraduate changes for the 2020-21 Undergraduate Calendar:

Following approval of Faculty Councils, on **January 24, 2019** APC members reviewed the undergraduate curriculum submissions from the Faculty of Arts and Science, Fine Arts and the John Molson School of Business. As a result of discussions APC resolved that the following undergraduate curriculum proposals be forwarded to Senate for approval:

Faculty of Arts and Science

Departments of Biology, Chemistry and Biochemistry, and Geography, Planning and Environment (Implementation date depending on Ministry approval) **(US-2019-1-D17)**

[The proposal involves revising the existing BSc Honours/Specialization in Environmental Science to create new interdisciplinary programs offered by three departments.]

- BSc Honours in Environmental and Sustainability Science - **New programs** in Biology and Chemistry and Biochemistry and program change in Geography, Planning and Environment
- BSc Specialization in Environmental and Sustainability Science - **New programs** in Biology and Chemistry and Biochemistry and program change in Geography, Planning and Environment

Department of Education (For May 2019 Implementation) **(US-2019-1-D6)** *[The proposal involves modifying the internship hours in three courses.]*

- BA Specialization in Early Childhood and Elementary Education
- Courses

Department of Journalism (For May 2019 Implementation) **(US-2019-1-D7)** *[The proposal involves revising a course prerequisite.]*

- BA Major in Journalism
- Course offering

Department of Mathematics and Statistics (For May 2019 Implementation) **(US-2019-1-D8)**

[The proposal involves updating credit values listed in the program to correctly reflect course credit values.]

- BA or BSc Joint Major in Mathematics and Statistics and Computer Applications
- Requirements

Department of Mathematics and Statistics (For May 2020 Implementation) **(US-2019-1-D9)**

[The proposal involves revising program requirements and introducing two new courses so that the programs can be accredited by the Statistical Society of Canada.]

- BA or BSc Honours in Statistics
- BA or BSc Specialization in Statistics
- Requirements

- Courses
- Course offering

Faculty of Fine Arts

Department of Art History (For Fall 2019 Implementation) (US-2019-1-D10) *[The proposal involves updating the titles and descriptions of two courses.]*

- Course offerings

John Molson School of Business

(For September 2019 Implementation) (US-2019-1-D11)

[The proposal involves updating content related to the co-op programs and introducing the co-op accelerated career experience option.]

- BAdmin and BComm Co-operative Education options
- Section 61.25 - The Co-operative Education Format
- Requirements

Department of Marketing (For September 2019 Implementation) (US-2019-1-D12) *[The proposal involves introducing a new course.]*

- Course offering

Department of Finance (For September 2019 Implementation) (US-2019-1-D13)

[The proposal involves deleting two courses and subsequently deleting the Calendar section that housed those courses.]

- Section 61.120 – Administration
- Course offerings

(For September 2019 Implementation) (US-2019-1-D14)

[The proposal involves updating the elective group requirements to reflect two deleted courses.]

- The Basics of Business Elective Group
- Requirements

Graduate Curriculum Proposals (Changes for the Fall 2019 Calendar)

Following approval of Faculty Councils and the Graduate Curriculum Committee, on **January 24, 2019** APC members reviewed the graduate curriculum submissions from the Faculty of Arts and Science. 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 Religions and Cultures (For Fall 2019 Implementation) (US-2019-1-D15) *[The proposal involves modifying the programs by revising the admission requirements to include additional disciplines, and admitting all students to the guided research project option with the possibility to later transfer into the thesis option; redesigning courses by combining two 3-credit courses into one 3-credit core course, and overall deleting 49 courses and introducing 20 new courses with 4-digit numbers; reducing the number of required elective courses and subsequently increasing the credit values of the guided research and thesis components; and renaming the guided research paper to guided research project.]*

- MA in Judaic Studies
- MA in Religions and Cultures
- Courses
- Course offerings
- Requirements

Faculty of Fine Arts

Department of Studio Arts and the Mel Hoppenheim School of Cinema (For Fall 2019 Implementation)
(US-2019-1-D16)

[The proposals involve administratively relocating the MFA program from Studio Arts to the Mel Hoppenheim School of Cinema; changing the MFA program name and restructuring it from a 60-credit course-based program to a 45-credit thesis program.]

- MFA in Film Production – original program name
- MFA in Cinematic Arts – **new program name**
- Administrative relocation of program
- Courses
- Course offerings
- Regulations
- Requirements



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
30 January 2019

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: December 17, 2018

SUBJECT: 2020-21 Undergraduate Calendar Curriculum Changes
Department of Education
EDUC-68
Modification of internship hours under BA Specialization in Early
Childhood Education (ECEE)(EDUC 395, 493, 495)

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of December 14, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Education** is modifying how the number of internship hours is assessed in three courses, EDUC 395 *Internship III: Kindergarten Teaching*, EDUC 493 *Internship IV: Primary Teaching*, and EDUC 495 *Internship V: Upper Elementary Teaching*. These three courses in the BA Specialization in Education will now require seven weeks of five 7-hour days of supervised student teaching. This number of internship hours meets the MEES guidelines that require internship practica to involve a minimum of 700 hours in a school-based setting throughout a four year bachelor of education program.

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

Department of Education

EDUC-68

Memo from Interim Chair

Course description change

EDUC 395 *Internship III: Kindergarten Teaching*

EDUC 493 *Internship IV: Primary Teaching*

EDUC 495 *Internship V: Upper Elementary Teaching*

INTERNAL MEMORANDUM

TO: Paul Joyce
Associate Dean, Academic Programs

FROM: Sara Kennedy
Interim Chair, Department of Education

DATE: October 17, 2018

SUBJECT: **EDUC-68: ECEE Internships (EDUC 395, 493, 495) Curriculum Changes**

The Department proposes for consideration the attached dossier (EDUC-68) which was approved on October 3rd at the Department of Education Steering Committee (DESC) and CTEC meetings. It obtained final approval at the October 10th Department Council. The dossier includes the following modifications:

BA Specialization in Early Childhood and Elementary Education (ECEE):

- EDUC 395 - Internship III: Kindergarten Teaching
- EDUC 493 - Internship IV: Primary Teaching
- EDUC 495 - Internship V: Upper Elementary Teaching

These courses are part of teacher education programs in ECEE in Education. The proposed changes bring the hours in line with the recognized norm: one internship day is equal to 7 hours. Students need a minimum of 700 internship hours in a school-based setting to meet MEES requirements and when combining the internships (EDUC 395, 493, 495), they will have the necessary number of hours.

COURSE CHANGE: EDUC 395 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Education
Program: Early Childhood and Elementary Education (ECEE)
Degree: BA Specialization
Calendar Section/Graduate Page Number: 31.090 pg.

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>EDUC 395 <i>Internship III: Kindergarten Teaching</i> (3 credits) Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 30 credits including EDUC 295, 296, 297; EDUC 396 concurrently. This internship is a eight-week (200 hours) supervised student-teaching experience in a full-day kindergarten classroom. Students share in the daily work of their co-operating teachers, and progress gradually from being participant observers working with small groups to taking charge of the whole class. Students practise their skills in activity planning, intervention strategies, the evaluation of student learning, and the management of classroom routines.</p>	<p>EDUC 395 <i>Internship III: Kindergarten Teaching</i> (3 credits) Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 30 credits including EDUC 295, 296, 297; EDUC 396 concurrently. This internship is a seven-week (245 hours) supervised student-teaching experience in a full-day kindergarten classroom. Students share in the daily work of their co-operating teachers, and progress gradually from being participant observers working with small groups to taking charge of the whole class. Students practise their skills in activity planning, intervention strategies, the evaluation of student learning, and the management of classroom routines.</p>
<p>Rationale: Previously, one internship day was equal to 5 hours (5hrs/day x 8 weeks = 200 hours). The suggested change brings the hours in line with the accepted norm now used by the Ministry and all the universities: One internship day is equal to 7 hours. Students need a minimum of 700 hours of total internship hours in a school-based setting to meet ministry requirements and when combining the EDUC 395 internship with EDUC 493 and EDUC 495, they will have the necessary number of hours (245 for each course x 3 =735).</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: n/a</p>	

COURSE CHANGE: EDUC 493 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Education
Program: Early Childhood and Elementary Education (ECEE)
Degree: BA Specialization
Calendar Section/Graduate Page Number: 31.090 pg.

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>EDUC 493 <i>Internship IV: Primary Teaching</i> (3 credits) Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; EDUC 200 and 60 credits including EDUC 295, 296, 297; EDUC 388, 395, 396 previously or concurrently; EDUC 494 concurrently. The internship is an eight-week (200 hours) supervised student-teaching experience in a primary classroom (Grades 1 to 3). Students share in the daily work of their co-operating teachers, and progress gradually from being participant observers working with small groups to taking charge of the whole class as independent, creative practitioners. Students perfect their skills in activity planning, intervention strategies, the evaluation of student learning, and the management of classroom routines.</p>	<p>EDUC 493 <i>Internship IV: Primary Teaching</i> (3 credits) Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; EDUC 200 and 60 credits including EDUC 295, 296, 297; EDUC 388, 395, 396 previously or concurrently; EDUC 494 concurrently. The internship is a <u>seven</u>-week (<u>245</u> hours) supervised student-teaching experience in a primary classroom (Grades 1 to 3). Students share in the daily work of their co-operating teachers, and progress gradually from being participant observers working with small groups to taking charge of the whole class as independent, creative practitioners. Students perfect their skills in activity planning, intervention strategies, the evaluation of student learning, and the management of classroom routines.</p>
<p>Rationale: Previously, one internship day was equal to 5 hours (5hrs/day x 8 weeks = 200 hours). The suggested change brings the hours in line with the accepted norm now used by the Ministry and all the universities: One internship day is equal to 7 hours. Students need a minimum of 700 hours of total internship hours in a school-based setting to meet ministry requirements and when combining the EDUC 493 internship with EDUC 395 and EDUC 495, they will have the necessary number of hours (245 for each course x 3 =735).</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: n/a</p>	

COURSE CHANGE: EDUC 495 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Education
Program: Early Childhood and Elementary Education (ECEE)
Degree: BA Specialization
Calendar Section/Graduate Page Number: 31.090 pg.

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>EDUC 495 <i>Internship V: Upper Elementary Teaching</i> (3 credits) Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 90 credits including EDUC 222, 295, 296, 297, 301, 380, 381, 382, 386, 387, 388, 395, 396; EDUC 493, 494 previously or concurrently; EDUC 496 concurrently. Students are placed in an elementary classroom (Grades 4 to 6) for an eight-week student-teaching experience (200 hours). They are provided with the opportunity to continue to develop their own teaching strategies and enhance their skills in curriculum planning and implementation, preparing and evaluating classroom materials, and monitoring student progress. Students participate in the daily routines and educational duties of their co-operating teachers and become involved in student activities.</p>	<p>EDUC 495 <i>Internship V: Upper Elementary Teaching</i> (3 credits) Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 90 credits including EDUC 222, 295, 296, 297, 301, 380, 381, 382, 386, 387, 388, 395, 396; EDUC 493, 494 previously or concurrently; EDUC 496 concurrently. Students are placed in an elementary classroom (Grades 4 to 6) for a eight-week student-teaching experience (245 hours). They are provided with the opportunity to continue to develop their own teaching strategies and enhance their skills in curriculum planning and implementation, preparing and evaluating classroom materials, and monitoring student progress. Students participate in the daily routines and educational duties of their co-operating teachers and become involved in student activities.</p>
<p>Rationale: Previously, one internship day was equal to 5 hours (5hrs/day x 8 weeks = 200 hours). The suggested change brings the hours in line with the accepted norm now used by the Ministry and all the universities: One internship day is equal to 7 hours. Students need a minimum of 700 hours of total internship hours in a school-based setting to meet ministry requirements and when combining the EDUC 495 internship with EDUC 493 and EDUC 395, they will have the necessary number of hours (245 for each course x 3 =735).</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: n/a</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: December 17, 2018

SUBJECT: 2020-21 Undergraduate Calendar Curriculum Changes
Department of Journalism
JOUR-22
JOUR 443 prerequisite change

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of December 14, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Journalism** is modifying the prerequisite to JOUR 443 *The Digital Magazine*. The department has agreed that any one of the suggested prerequisite courses provides sufficient background for students to succeed in the course and so is reducing the prerequisite from six to three credits. This change will provide “more flexibility to students to select other electives.”

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

Department of Journalism

JOUR-22

Memo from Chair

Prerequisite Change

JOUR 443 *The Digital Magazine*

FACULTY OF ARTS AND SCIENCE

Department of Journalism

MEMORANDUM

To: Paul Joyce, Associate Dean, Academic Programs, Arts and Sciences
From: David Secko, Chair, Department of Journalism
Re: Minor prerequisite change to one undergraduate course (JOUR 443)
Date: October 3, 2018

On August 22, 2018, faculty members in the Department of Journalism voted unanimously to approve a minor prerequisite change to our capstone undergraduate course JOUR 443 (The Digital Magazine), which forms part of the BA Major in Journalism. This change would reduce the prerequisite credits required.

Rationale:

The department is requesting to reduce the credit prerequisites for JOUR 443 from 6 to 3 as it has determined that students only need one of the identified prerequisites to succeed in the course. This reduction will give more flexibility to students to select other electives and for the department to schedule a wider range of electives course each year. There are no resource implications to this change.



Dr. David Secko
Chair, Professor

COURSE CHANGE: JOUR 443 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Journalism
Program: Major in Journalism
Degree: BA
Calendar Section/Graduate Page Number: 31.180

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" 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>JOUR 443 <i>The Digital Magazine</i> (3 credits) Prerequisite: 6 credits from JOUR 404, 421, 432 or 445. This capstone course requires students to produce the Department's Digital Magazine. The course replicates the working conditions and journalistic expectations of a digital newsroom. Students are expected to work in editorial teams to create current and updated multimedia content throughout the term.</p>	<p>JOUR 443 <i>The Digital Magazine</i> (3 credits) Prerequisite: JOUR 404, 421, 432, or 445. This capstone course requires students to produce the Department's Digital Magazine. The course replicates the working conditions and journalistic expectations of a digital newsroom. Students are expected to work in editorial teams to create current and updated multimedia content throughout the term.</p>
<p>Rationale: The department is requesting to reduce the credit prerequisites for JOUR 443 as it has determined that students only need one of the identified prerequisites to succeed in the course. This reduction will give more flexibility to students to select other electives and for the department to schedule a wider range of electives.</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: December 17, 2018

SUBJECT: 2020-21 Undergraduate Calendar Curriculum Changes
Department of Mathematics and Statistics
MATH-29
Credit value requirements to BA or BSc Joint Major in Mathematics
and Statistics and Computer Applications

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of December 14, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Mathematics and Statistics** is modifying the required block values of the BA or BSc Joint Major in Mathematics and Statistics and Computer Applications to correct an omission in Senate document US-2014-7-D10 (MATH-20). In that document, the credit values of COMP 248 and 249 were raised to 3.5, pursuant to Senate document US-2014-5-D13 from the Department of Computer Science and Software Engineering, but the increased credit values were not factored into the block totals to maintain the 78-credit program.

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

Reference documents:
FCC 2018.2/U-MATH-29
ASFC-2018-8M-C

Department of Mathematics and Statistics

MATH-29

Memo from Chair

Program changes

BA or BSc Joint Major in Mathematics and Statistics and Computer Applications

INTERNAL MEMORANDUM

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

FROM: Dr. Hal Proppe, Chair, Curriculum Committee, Department of Mathematics and Statistics

DATE: October 26, 2018

SUBJECT: **Technical Revision to Joint Major in Mathematics & Statistics and Computer Applications Program**

The Joint Major program in Mathematics and Statistics and Computer Applications is listed in the undergraduate calendar in two places: section 31.200 (Faculty of Arts and Science) and section 71.85 (Faculty of Engineering and Computer Science) because it is a joint program that can be taken by students registered in either Faculty. Because of the nature of the program, the two listings are slightly different.

A few years ago the credit values of some of the ENCS courses were increased by 0.5 credits. As a result, the table in section 31.200, which changed the credit values to the correct new ones in the course listings, somehow did not modify the credit totals at the beginning of each block.

Five years ago the 78 credit joint program consisted of 32 credits in the first block, 42 in the second and a choice of 4 credits from a list. When the credit values of COMP 248 and COMP 249 were increased to 3.5, the numbers 32 and 42 should have been changed to 32.5 and 42.5 respectively, so that the 4 credit requirement from the list should have been reduced to 3. Instead, these numbers were not changed and as a consequence, some students were told they could not graduate because they were lacking 1 credit in their program of concentration.

This error in the undergraduate calendar was brought to the attention of the Department Council at its meeting of September 24, 2018, together with an undertaking to rectify it. I have subsequently consulted the Curriculum Committee and they have voted unanimously on October 25, 2018 to change these numbers to the correct values, namely 32.5, 42.5 and 3, respectively.

Sincerely,



Hal Proppe
Chair, Curriculum Committee

PROGRAM CHANGE: BA or BSc Joint Major in Mathematics and Statistics and Computer Applications

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Mathematics and Statistics
Program: Joint Major in Mathematics and Statistics and Computer Applications
Degree: BA, BSc
Calendar Section/Graduate Page Number: 31.200

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>78 BA or BSc Joint Major in Mathematics and Statistics and Computer Applications <i>Mathematics and Statistics Component</i></p> <p>42 COMP 248^{3.5}; MAST 217³ or COMP 232³; MAST 218³, 219³, 221³ or COMP 233³; MAST 232³, 234³, 235³, 324³, 331³, 332³ or COMP 367³; MAST 333^{3*}, 334³ or COMP 361³; MATH 339³</p> <p><i>Computer Science Component</i> (see §71.85)</p> <p>32 COMP 228³, 249^{3.5}, 335³, 346⁴, 348³, 352³, 354⁴, 465³; ENCS 282³, 393³</p> <p>4 Chosen from COMP courses with numbers 325 or higher; SOEN 287³, 321³, 387³, 4223, 423⁴, 487⁴</p> <p><i>NOTE: The Faculty of Arts and Science and the Faculty of Engineering and Computer Science have created a program of study which combines a comprehensive education in computer science and mathematics. This program resides in both Faculties. In the Faculty of Engineering and Computer Science, it is offered under the aegis of the Bachelor of/Baccalaureate in Computer Science, Computer Applications Option. According to their preferences and aspirations, students may apply either for a Bachelor of/Bacca-laureate in Science program, or Bachelor of/Baccalaureate in Arts program or a Bachelor of/Baccalaureate in Computer Science program. The Computer Science program is described in §71.85.</i></p> <p><i>*NOTE: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor.</i></p>	<p>78 BA or BSc Joint Major in Mathematics and Statistics and Computer Applications <i>Mathematics and Statistics Component</i></p> <p>42.5 COMP 248^{3.5}; MAST 217³ or COMP 232³; MAST 218³, 219³, 221³ or COMP 233³; MAST 232³, 234³, 235³, 324³, 331³, 332³ or COMP 367³; MAST 333^{3*}, 334³ or COMP 361³; MATH 339³</p> <p><i>Computer Science Component</i> (see §71.85)</p> <p>32.5 COMP 228³, 249^{3.5}, 335³, 346⁴, 348³, 352³, 354⁴, 465³; ENCS 282³, 393³</p> <p>3 Chosen from COMP courses with numbers 325 or higher; SOEN 287³, 321³, 387³, 422₄, 423⁴, 487⁴</p> <p><i>NOTE: The Faculty of Arts and Science and the Faculty of Engineering and Computer Science have created a program of study which combines a comprehensive education in computer science and mathematics. This program resides in both Faculties. In the Faculty of Engineering and Computer Science, it is offered under the aegis of the Bachelor of/Baccalaureate in Computer Science, Computer Applications Option. According to their preferences and aspirations, students may apply either for a Bachelor of/Bacca-laureate in Science program, or Bachelor of/Baccalaureate in Arts program or a Bachelor of/Baccalaureate in Computer Science program. The Computer Science program is described in §71.85.</i></p> <p><i>*NOTE: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor.</i></p>
<p>Rationale: This change updates the block values to account for the required 3.5-credit courses, COMP 248 and 249, to be maintained in the 78-credit program. The credit value for SOEN 422 is modified to reflect the correct credit value for this course (4 credits).</p>	
<p>Resource Implications:</p>	

None.

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: December 17, 2018

SUBJECT: 2020-21 Undergraduate Calendar Curriculum Changes
Department of Mathematics and Statistics
MATH-30
Changes to BA or BSc Specialization and Honours in Statistics; new
courses STAT 280, 380; STAT 480 title change

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of December 14, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Mathematics and Statistics** proposes changes to the BA or BSc Specialization in Statistics and the BA or BSc Honours in Statistics such that these programs will be recognized and accredited by the Statistical Society of Canada. The necessary changes involve the replacement or redistribution of existing courses to increase the direct statistical content of the programs and the addition of two new courses, STAT 280 Introduction to Statistical Programming and STAT 380 Statistical Learning, which will strengthen the computational aspects of the programs as “statisticians will more often utilize computational tools and software packages, rather than deriving analytical tools to intermediate problems”. These new courses also will position the department well with respect to their other programs that require increasing capabilities in data science.

Thank you for your consideration of this proposal. The required course sections will come from the Faculty of Arts and Science and the department’s current allotment.

Department of Mathematics and Statistics

MATH-30

Memo from Chair

Program changes

BA or BSc Specialization in Statistics

BA or BSc Honours in Statistics

New course

STAT 280 *Introduction to Statistical Programming*

STAT 380 *Statistical Learning*

Course title and description change

STAT 480 *Statistical Consulting and Data Analysis*

INTERNAL MEMORANDUM

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

FROM: Dr. Cody Hyndman, Chair, Department of Mathematics and Statistics

DATE: October 26, 2018

SUBJECT: Revised BA/BSc Specialization and Honours in Statistics Programs

For the last several years the BA/BSc Specialization and Honours programs in Statistics have not been attracting as many students as they should, given the current popularity of data science. Recently the statisticians in the Department met and proposed changes to these programs that would include recent developments in data science and provide students with skills that are needed to work as statisticians in the modern world.

The revision of these programs will allow Concordia to apply to the Statistical Society of Canada (SSC) for program accreditation. Concordia is the only university in Montreal which is not accredited by this organization, and this puts us at a competitive disadvantage. Accreditation will improve the image of our statistics program. (See <https://ssc.ca/en/accreditation> for more information on accreditation) and allow students to obtain the Associate Statistician (A.Stat) and Professional Statistician (P.Stat) designations from the SSC. The proposed changes are also informed by the *Curriculum Guidelines for Canadian Undergraduate Programs in Statistics* developed by the Statistics Education Committee of the SSC.

The proposal outlined below was approved unanimously by the Department's Curriculum Committee at its meeting of September 18, 2018 and presented to the Department Council at the meeting of September 25, 2018.

The first main change, since statistics has become an increasingly computational discipline, is to add two computational statistics courses to the program. The first, which is a new course (STAT 280) called *Introduction to Statistical Programming*, will provide an early introduction to students covering data manipulation, data visualization, and statistical programming. This course will ensure uniform minimum standards of statistical programming across the degree program and would be a required course. Since STAT 280 will have minimal prerequisites it may also attract external students interested in data science. The second new course (STAT 380) called *Statistical Learning*, was given as a topics course in Winter 2018, and is a computational statistics course covering advanced topics in statistics and machine learning. After some discussion, it was decided that this course should not be mandatory, but that it should be offered every year. Based on the enrollments when it was offered as a slot course it was estimated that almost all Statistics program students will include it in their degrees, it will attract a significant number of students from other programs offered by the Department such as Actuarial Mathematics or Mathematical and Computational Finance, and it will attract students external to the Department such as students from Computer Science and Software Engineering.

The second main change involves giving more flexibility to students who might consider various paths towards their undergraduate degree. Some may choose a more theoretical path in order to pursue graduate studies in mathematical statistics or probability, while others might be more interested in computational and applied aspects of statistics. The revised program therefore presents a modified list of mandatory courses which balances the curricular goals of better delivering the modern toolkit of statistics and maintaining program flexibility.

Here is a summary of the proposed changes:

- Introduce the following two new courses:
 - i) **STAT 280 Introduction to Statistical Programming**
 - An introduction to data manipulation, data visualization, and computational statistics.
 - Basic programming concepts such as data types, control structures, and algorithms.
 - Use of the R statistical programming language.
 - Provide a common foundation in statistical programming common that will be used in core program course STAT 360, STAT 380, STAT 460, STAT 461, STAT 480 and other statistics courses.
 - Allow us to introduce the use of computational examples and data sets into STAT 250 and improve the relevance of this course.

STAT 280 will be a required course for all students in the program.

- ii) **STAT 380 Statistical Learning**
 - Advanced computational statistics course covering topics in Statistical Learning and Machine Learning
 - Was very successful when taught in Winter 2018 (more than 40 students, some from other departments and other universities).

This course will not be mandatory, but should be offered every year and most program students will likely choose to take it and a large number of non-program students will also take it.

- Replace some of the MATH courses with STAT courses and re-arrange existing blocks so there is much more emphasis on STAT courses, but still allow students to opt for a more theoretical path. For instance,
 - i) MATH 354, 361, 365, and 370 would become optional.
 - ii) STAT 460, STAT 461 would become mandatory,

The removal of MATH 354, 361, 365, and 370 as program requirements is partly a reflection of the change in focus of the program, to incorporate more modern statistical content. From a pedagogical perspective, the discipline has evolved to the point where statisticians will more often

utilize computational tools and software packages, rather than deriving analytic solutions to intermediate problems, required for the implementation of statistical methodology with real data. Numerical solution of equations, numerical integration, and optimization topics previously covered in MATH 354 and 361, will now be introduced in STAT 280 and advanced computational methods, based on Monte-Carlo simulation, are included in STAT 461. Further, MATH 364 (Analysis I) was retained as a program course in order to provide a foundation in mathematical rigour and proofs while the following courses, MATH 365 (Analysis II) and MATH 370, have been removed as requirements since these are more theoretical courses which, while in certain cases appropriate for students planning to attend graduate school, are not necessary for every future statistician. Students in the Honours and Specialization Statistics programs who are interested in working on the theoretical mathematical foundations of statistics and probability will still have the opportunity to take two of these four courses within the constraints of the 24-credit rule. In the (unlikely) event that a student wants to take three or four of these courses, it will still be possible in the Specialization program and where justified in the Honours program.

The proposed curriculum changes also allow the Department to set the stage to address longer term objectives such as preparing for upcoming changes to the Canadian Institute of Actuaries (CIA) and Society of Actuaries (SOA) curriculums with regard to Data Science and Predictive Analytics. As such, the new courses proposed may be incorporated into the BA/BSc Specialization and Honours programs in Actuarial Mathematics and the BA/BSc Specialization in Actuarial Mathematics/Finance in the coming years. The revision will also better allow us to teach other important advanced topics in statistics that are not currently covered in our statistics curriculum.

The proposed changes have minimal resource implications since they can be taught by our current faculty complement. However, we do not have the flexibility to include them in our current allocation of course sections without significantly degrading our ability to fulfill our mission including service teaching, other undergraduate programs, and graduate programs. The two new courses STAT 280 and STAT 380 will be offered every year starting in the 2019-2020 academic year. In order to meet the requirements for program accreditation from the SSC we will also be required to offer STAT 343 (*Sample Survey Theory and Application*) and STAT 468 (*Design of Experiments*) every year starting in the 2020-2021 academic year. Therefore, we are requesting that our quota of course sections be increased by two sections in 2019-2020 and an additional one section in 2020-2021, for a total of three new sections, in order to implement the proposed changes.

Sincerely,



Cody Hyndman
Chair

PROGRAM CHANGE: Honours in Statistics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2020

Faculty/School: Arts and Science
Department: Mathematics & Statistics
Program: Honours in Statistics
Degree: BA or BSc
Calendar Section/Graduate Page Number: 31.200

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>66 BA or BSc Honours in Statistics</p> <p>30 MATH 251³, 252³, 264³, 265³, 354³, 361³, 364³, 365³; STAT 249³, 250³</p> <p>12 MATH 370³; STAT 349³, 360³, 450³</p> <p>6 Chosen from MATH 464³, 467³, 478³, 479³; STAT 449³, 452³, 460³, 461³, 480³ or BSTA 445³</p> <p>3 Chosen from MAST 217³, 232³, 333^{3*}; MATH 366³; STAT 287¹, 388²</p> <p>9 MATH/STAT chosen with prior departmental approval</p> <p>6 Honours project STAT 499</p> <p><i>*NOTE: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor.</i></p>	<p>66 BA or BSc Honours in Statistics</p> <p><u>24</u> MATH 251³, 252³, 264³, 265³, 364³; STAT 249³, 250³, <u>280³</u></p> <p><u>18</u> STAT 349³, 360³, 450³, <u>460³, 461³, 480³</u></p> <p><u>3</u> Chosen from STAT <u>343³, 468³</u></p> <p><u>9</u> Chosen from STAT <u>347³, 380³, 449³, 452³, 465³, 497³, 498³</u></p> <p><u>6</u> MATH/STAT chosen with prior departmental approval</p> <p>6 Honours project STAT 499</p> <p><i>NOTE: Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor.</i></p>
<p>Rationale:</p> <p>These changes are needed for two reasons: (i) for the program to meet the accreditation requirements of the Statistical Society of Canada (Concordia has the only program among Montreal area universities that does not have this accreditation), and (ii) to bring both more flexibility and a more modern approach to our undergraduate Statistics programs in order to meet the needs of students who seek professional careers upon graduation, as well as those who will go on to pursue graduate degrees.</p>	
<p>Resource Implications:</p> <p>Two new courses STAT 280 and STAT 380 will be offered. These cannot be offered from our current allocation and two additional 3-credit sections are requested to be added to our allocation for 2019-2020. For program accreditation, we will be required to teach STAT 343 and STAT 468 every year starting in 2020-2021. An additional 3-credit section is required for our allocation in 2020-21.</p>	

PROGRAM CHANGE: Specialization in Statistics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2020

Faculty/School: Arts and Science
Department: Mathematics & Statistics
Program: Specialization in Statistics
Degree: BA or BSc
Calendar Section/Graduate Page Number: 31.200

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BA or BSc Specialization in Statistics</p> <p>30 MATH 251³, 252³, 264³, 265³, 354³, 361³, 364³, 365³; STAT 249³, 250³</p> <p>12 MATH 370³; STAT 349³, 360³, 450³</p> <p>6 Chosen from MATH 464³, 467³, 478³, 479³; STAT 449³, 452³, 460³, 461³, 480³ or BSTA 445³</p> <p>3 Chosen from MAST 217³, 232³, 333^{3*}; MATH 366³; STAT 287¹, 388²</p> <p>9 MATH/STAT chosen with prior departmental approval</p> <p>*NOTE: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor.</p>	<p>60 BA or BSc Specialization in Statistics</p> <p><u>24</u> MATH 251³, 252³, 264³, 265³, 364³; STAT 249³, 250³, <u>280³</u></p> <p><u>18</u> STAT 349³, 360³, 450³, <u>460³, 461³, 480³</u></p> <p><u>3</u> Chosen from STAT <u>343³, 468³</u></p> <p><u>9</u> Chosen from STAT <u>347³, 380³, 449³, 452³, 465³, 497³, 498³</u></p> <p><u>6</u> MATH/STAT chosen with prior departmental approval</p> <p><i>NOTE: Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should consult the Mathematics and Statistics undergraduate program advisor.</i></p>
<p>Rationale: These changes are needed for two reasons: (i) for the program to meet the accreditation requirements of the Statistical Society of Canada (Concordia has the only program among Montreal area universities that does not have this accreditation), and (ii) to bring both more flexibility and a more modern approach to our undergraduate Statistics programs in order to meet the needs of students who seek professional careers upon graduation, as well as those who will go on to pursue graduate degrees.</p>	
<p>Resource Implications: Two new courses STAT 280 and STAT 380 will be offered. These cannot be offered from our current allocation and two additional 3-credit sections are requested to be added to our allocation for 2019-2020. For program accreditation, we will be required to teach STAT 343 and STAT 468 every year starting in 2020-2021. An additional 3-credit section is required for our allocation in 2020-21.</p>	

COURSE CHANGE: STAT 280 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2020

Faculty/School: Arts and Science
Department: Mathematics and Statistics
Program: Honours, Specialization in Statistics
Degree: BA or BSc
Calendar Section/Graduate Page Number: 31.200

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>STAT 280 <i>Introduction to Statistical Programming</i> (3 credits) Prerequisite: MATH 203, 204 or equivalent. This course is an introduction to statistical programming and computational statistics using the R programming language. Basic programming concepts such as data types, control structures, and algorithms are introduced. The course illustrates data manipulation methods, descriptive analyses, and data visualization tools. The use of linear algebra, statistical simulation, and optimization functions is also illustrated. Applications and examples use real data sets. <i>NOTE: Students who have received credit for GEOG 264 may not take this course for credit.</i></p>
<p>Rationale: This course will provide an early introduction to students about data visualization and statistical programming and it will ensure uniform minimum standards of programming across the degree program. An exclusion note is added for GEOG 264 <i>Programming for Environmental Sciences</i> as there is sufficient overlap in material across these courses.</p>	
<p>Resource Implications: This is a new course which is an integral component of the revised curriculum of the BA/BSc Specialization and Honours programs in Statistics and serves as a foundational course in computational statistics. It will be a compulsory course offered every year and the Department is requesting an increase in our allocation of sections (see memo).</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: STAT 380 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: May 2020

Faculty/School: Arts and Science
Department: Mathematics and Statistics
Program: Honours, Specialization in Statistics
Degree: BA or BSc
Calendar Section/Graduate Page Number: 31.200

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>STAT 380 <i>Statistical Learning</i> (3 credits) Prerequisite: MATH 251 or equivalent; STAT 360 or equivalent; previously or concurrently. Supervised learning methods for regression and classification include linear models, variable selection methods, shrinkage, linear and quadratic discriminant, classification and regression trees, K-nearest neighbors, support vector machines and neural networks. Unsupervised learning methods include clustering approaches and principal component analysis. <i>NOTE: Students who have received credit for this topic under a STAT 497 number may not take this course for credit.</i></p>
<p>Rationale: Statistical Learning, which was given as a topics course in Winter 2018, is a computational statistics class covering machine learning topics. After some discussion within the Statistics Group it was decided that this new course should not be made mandatory, but should be offered every year because it is anticipated that almost all students will take it.</p>	
<p>Resource Implications: This course was taught in 2017-18 as STAT 497 from the Department's current allocation where it attracted more than 40 students from a variety of programs and units. It is an important course introducing advanced methods in computational statistics and machine learning. The course will be offered every year and the Department is requesting an increase in our allocation of sections (see memo).</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: STAT 480 New Course Number:

Proposed Undergraduate or Graduate Curriculum ChangesCalendar for academic year: 2020/2021
Implementation Month/Year: May 2020

Faculty/School: Arts and Science
 Department: Mathematics and Statistics
 Program: Honours, Specialization in Statistics
 Degree: BA or BSc
 Calendar Section/Graduate Page Number: 31.200

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>STAT 480 <i>Statistical Data Analysis</i> (3 credits) Prerequisite: STAT 360 or permission of the Department. The analysis of real-life data sets using statistical software packages in SAS or R. Topics involve techniques from generalized linear models, model selection, log-linear models for categorical data, logistic regression, survival models.</p>	<p>STAT 480 <i>Statistical <u>Consulting and</u> Data Analysis</i> (3 credits) Prerequisite: STAT 360 or permission of the Department. <u>Statistical software packages in SAS or R are used for the analysis of real-life data sets.</u> Topics involve techniques from generalized linear models, model selection, log-linear models for categorical data, logistic regression, survival models.</p>
<p>Rationale: The change in the course title reflects the current orientation of the course content. The wording in the description is updated to read as full sentence.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

FACULTY OF FINE ARTS

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning; Chair, Academic Programs Committee

FROM: Dr. Rebecca Duclos, Dean, Faculty of Fine Arts

CC: Ms. Olivia Ward, University Curriculum Administrator, Office of the Provost
Dr. Elaine Paterson, Associate Dean, Academic, Faculty of Fine Arts

DATE: December 14, 2019

RE: Curriculum Dossier for the Department of Art History, ARTH-14



As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in ARTH-14. The dossier was reviewed and unanimously approved by the Fine Arts Faculty Council at its meeting on December 14, 2018.

There are no resource implications.

Rebecca Duclos
Dean, Faculty of Fine Arts
Rebecca.Duclos@concordia.ca
848-2424 ext. 4602



FACULTY OF FINE ARTS

Internal Memorandum

To: Rebecca Duclos, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic
Date: December 6, 2018
Re: Curriculum dossier, Department of Art History, ARTH-14

The Faculty of Fine Arts Curriculum Committee has reviewed and approved the ARTH-14 curriculum dossier from the Department of Art History. We hereby submit this dossier for review at Faculty Council on December 14, 2018.

This document proposes to update the titles and descriptions for two undergraduate Art History courses (ARTH 369 and ARTH 376) according to current terminology in the discipline, and to continue the process of decolonizing the language used in the curriculum as it relates to courses on Indigenous art history.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "E. Paterson".

Elaine Paterson, PhD
Associate Dean, Academic
Faculty of Fine Arts
elaine.paterson@concordia.ca

INTERNAL MEMORANDUM

TO: Dr Elaine Cheasley Paterson, Associate Dean, Academic Affairs, Fine Arts

FROM: Dr Johanne Sloan, Chair and Professor, Department of Art History

DATE: October 2, 2018

SUBJECT: Art History Undergraduate Course Title and Description changes: ARTH-14

Dear Associate Dean Paterson (Elaine),

As Chair of the Department of Art History and of our Curriculum Committee, I am pleased to propose the following two undergraduate course title & description changes necessary to bring our calendar up to date with current terminology. The Department of Art History's Curriculum Committee presented these proposed changes at our recent Department Council Meeting (September 26, 2018) and Council unanimously agreed to move these changes forward. The courses needing title and description updates are: ARTH 369 Studies in Near Eastern Art and Architecture and ARTH 376 Topics in Amerindian and Inuit Art.

Although these changes are for calendar titles and descriptions, and will not affect the actual content of our course offerings, they are nevertheless essential. These revisions are in fact necessary to bring our Department of Art History up to date with current terminology in the discipline, and, most importantly, to continue the process of decolonizing the language used in our pedagogy, particularly as it relates to courses on Indigenous art history.

It is worth noting that the revised titles were decided upon by the full-time faculty members who have, in the past, taught these courses regularly, namely, Dr Loren Lerner (ARTH 369) and Dr Heather Igloliorte (ARTH 376). The proposed revised course titles are:

ARTH 369 Studies in Middle Eastern Art and Architecture (instead of "Near" Eastern)
ARTH 376 Topics in Indigenous Art (instead of "Amerindian and Inuit" Art)

The expressions "Near Eastern" and "Amerindian" are antiquated and no longer correspond to present-day usage. We therefore thank you for your cooperation in supporting the title and course description changes long outdated in our undergraduate calendar.

Sincerely,



Dr Johanne Sloan
Chair and Professor
Department of Art History
Concordia University

PROGRAM CHANGE: ARTH 369 Course title

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: Fall 2019

Faculty/School: Fine Arts
Department: Art History
Program: All Art History BFA programs
Degree: BFA
Calendar Section/Graduate Page Number: 81.50

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>B — Period Studies</p> <p>ARTH 270 Icons of Architectural History (3 credits) ARTH 360 Studies in Ancient Greek Art and Architecture (3 credits) ARTH 361 Studies in Ancient Roman Art and Architecture (3 credits) ARTH 362 Studies in Early Christian and Byzantine Art and Architecture (3 credits) ARTH 363 Studies in Medieval Art and Architecture (3 credits) ARTH 364 Studies in Renaissance Art and Architecture (3 credits) ARTH 365 Studies in 17th- and 18th-Century Art and Architecture (3 credits) ARTH 366 Studies in 19th-Century Art and Architecture (3 credits) ARTH 367 Studies in 20th-Century Art and Architecture (3 credits) ARTH 368 Studies in Contemporary Art and Architecture (3 credits) ARTH 369 Studies in Near Eastern Art and Architecture (3 credits) ARTH 450 Advanced Seminar in the History of Art and Architecture (3 credits) ARTH 498 Special Topics in the History of Art and Architecture (3 credits)</p>	<p>B — Period Studies</p> <p>ARTH 270 Icons of Architectural History (3 credits) ARTH 360 Studies in Ancient Greek Art and Architecture (3 credits) ARTH 361 Studies in Ancient Roman Art and Architecture (3 credits) ARTH 362 Studies in Early Christian and Byzantine Art and Architecture (3 credits) ARTH 363 Studies in Medieval Art and Architecture (3 credits) ARTH 364 Studies in Renaissance Art and Architecture (3 credits) ARTH 365 Studies in 17th- and 18th-Century Art and Architecture (3 credits) ARTH 366 Studies in 19th-Century Art and Architecture (3 credits) ARTH 367 Studies in 20th-Century Art and Architecture (3 credits) ARTH 368 Studies in Contemporary Art and Architecture (3 credits) ARTH 369 Studies in Middle Eastern Art and Architecture (3 credits) ARTH 450 Advanced Seminar in the History of Art and Architecture (3 credits) ARTH 498 Special Topics in the History of Art and Architecture (3 credits)</p>
<p>Rationale: The expression "Near Eastern" is antiquated and has fallen into disuse.</p>	
<p>Resource Implications: None</p>	

PROGRAM CHANGE: ARTH 376 Course title

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: Fall 2019

Faculty/School: Fine Arts
Department: Art History
Program: All Art History BFA programs
Degree: BFA
Calendar Section/Graduate Page Number: 81.50

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>C — Art in Canada</p> <p>ARTH 271 Introduction to Canadian Art (3 credits) ARTH 272 From Realism to Abstraction in Canadian Art (3 credits) ARTH 370 Studies in Canadian Art (3 credits) ARTH 371 Studies in Canadian Architecture (3 credits) ARTH 372 Issues in Contemporary Canadian Architecture (3 credits) ARTH 373 Issues in Contemporary Canadian Art (3 credits) ARTH 374 Architecture and Urbanism in Montreal (3 credits) ARTH 375 Issues in the Montreal Art Milieu (3 credits) ARTH 376 Topics in Amerindian and Inuit Art (3 credits)</p>	<p>C — Art in Canada</p> <p>ARTH 271 Introduction to Canadian Art (3 credits) ARTH 272 From Realism to Abstraction in Canadian Art (3 credits) ARTH 370 Studies in Canadian Art (3 credits) ARTH 371 Studies in Canadian Architecture (3 credits) ARTH 372 Issues in Contemporary Canadian Architecture (3 credits) ARTH 373 Issues in Contemporary Canadian Art (3 credits) ARTH 374 Architecture and Urbanism in Montreal (3 credits) ARTH 375 Issues in the Montreal Art Milieu (3 credits) ARTH 376 Topics in <u>Indigenous</u> Art (3 credits)</p>
<p>Rationale: The expression "Amerindian" is no longer in use. This revision is necessary to bring the Department of Art History up to date with current terminology in the discipline, and, most importantly, to continue the process of decolonizing the language used in our pedagogy, particularly as it relates to courses on Indigenous art history. The new course title also allows more flexibility to look at Indigenous cultures in other regions around the globe.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: ARTH 369 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: Fall 2019

Faculty/School: Fine Arts
Department: Art History
Program: All Art History BFA programs
Degree: BFA
Calendar Section/Graduate Page Number: 81.50

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
ARTH 369 <i>Studies in Near Eastern Art and Architecture</i> (3 credits) Selected subjects in the art and architectural production of the Near East.	ARTH 369 <i>Studies in Middle Eastern Art and Architecture</i> (3 credits) Selected subjects in the art and architectural production of the Middle East.
Rationale: The expression "Near East" is antiquated and has fallen into disuse.	
Resource Implications: None	
Other Programs within which course is listed: None	

COURSE CHANGE: ARTH 376 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: Fall 2019

Faculty/School: Fine Arts
Department: Art History
Program: All Art History BFA programs
Degree: BFA
Calendar Section/Graduate Page Number: 81.50


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
ARTH 376 Topics in Amerindian and Inuit Art (3 credits) A selective examination of the work of First Nations artists.	ARTH 376 Topics in <u>Indigenous</u> Art (3 credits) A selective examination of the work of <u>Indigenous</u> artists.
Rationale: The expression "Amerindian" is no longer in use. This revision is necessary to bring the Department of Art History up to date with current terminology in the discipline, and, most importantly, to continue the process of decolonizing the language used in our pedagogy, particularly as it relates to courses on Indigenous art history. The new course title also allows more flexibility to look at Indigenous cultures in other regions around the globe.	
Resource Implications: None	
Other Programs within which course is listed: None	

TO: Dr. Sandra Gabriele, V-P, Innovation in Teaching & Learning, Office of the Provost

Cc: Ms. Olivia Ward, University Curriculum Administrator

FROM: Dr. Anne-Marie Croteau, Dean, John Molson School of Business 

DATE: November 14th, 2018

SUBJECT: Editorial Changes to Programs with the Institute for Co-operative Education (COMM-50)

Please find the proposal for Editorial Changes to Programs with the Institute for Co-operative Education (COMM-50). These changes were approved by the JMSB Faculty Council on November 2nd, 2018.

I kindly request that this proposal be presented at the Academic Programs Committee meeting on January 24, 2019.



INTERNAL MEMORANDUM

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

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

Date: October 24, 2018

Subject: Editorial Changes to Programs with the Institute for Co-operative Education

Please find attached Editorial Changes to Programs with the Institute for Co-operative Education (COMM 50). These changes were unanimously approved by the JMSB Faculty Academic Programs Committee on October 12, 2018.

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

Thank you.

INTERNAL MEMORANDUM

To: Sandra Betton, Associate Dean, Professional Graduate Programs and External Relations
Chair, Faculty Academic Programs Committee

From: George Kanaan, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

Date: October 5, 2018

Subject: Editorial Changes to Programs with the Institute for Co-operative Education

Please find attached proposed editorial changes to programs with the Institute for Co-operative Education.

The proposed changes are consistent with the changes introduced by the Institute for Co-operative Education and approved by Senate on October 5, 2018 (US-2018-6-D7 & D8). The proposed changes relate to expanding on the types of work-integrated learning opportunities offered to students in the John Molson School of Business. A new section on the Accelerated Career Experience Option is added along with admission requirements and conditions that accepted students need to satisfy to benefit from this Option. In addition, the assessment GPA has been replaced by the cumulative GPA as a better reflection of the students' continuing performance assessment for the purpose of determining whether they have met the minimum GPA required for continuation in the co-op format of the program.

The proposed changes were approved by the Undergraduate Curriculum Committee at its meeting of October 10, 2018.

I would appreciate if you could forward the proposed changes to the respective committees for discussion and approval.

Thank you

PROGRAM CHANGE: Editorial changes to Programs with the Institute for Co-operative Education

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2019

Faculty/School: John Molson School of Business
Department: Not applicable
Program: All programs with the Institute of Co-operative Education
Degree: BAdmin/BComm-Co-operative Education Program
Calendar Section/Graduate Page Number: 61.25

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>61.25 The co-operative education format</p> <p>Co-operative Education is a model of experiential learning that bridges the academic program and the world of work. It provides students with the opportunity to combine study with paid work terms in their chosen fields, bringing a wealth of benefits to both students and employers.</p> <p>The co-op format is available in the following majors:</p> <ul style="list-style-type: none"> • Accountancy • Business Technology Management • Finance • Human Resource Management • International Business • Marketing • Supply Chain Operations Management <p>The academic content is identical to that of a regular BComm program with three work terms interspersed with six study terms. However, in order to continue their studies in the co-operative format in the John Molson School of Business, or to graduate with a BComm degree as members of the Institute for Co-operative Education, students must satisfy the following conditions:</p> <ul style="list-style-type: none"> • maintain an an-assessment grade point average (AGPA)* of at least 2.70 in their program; • be assigned a grade of pass for each of the three work terms-experiences; • remain in the designated work-study sequence. Any deviations must have prior approval by the Director of the Institute for Co-operative Education in 	<p>61.25 <u>Programs with the Institute for Co-operative Education</u></p> <p><u>The Institute for Co-operative Education offers a number of work-integrated learning opportunitites to students in the John Molson School of Business. Work-integrated learning</u> is a model of experiential learning that bridges the academic program and the world of work. It provides students with the opportunity to combine study with paid work terms in their chosen fields, bringing a wealth of benefits to both students and employers.</p> <p><u>The Co-operative Education Format</u></p> <p>The co-op format is available in the following majors:</p> <ul style="list-style-type: none"> • Accountancy • Business Technology Management • Finance • Human Resource Management • International Business • Marketing • Supply Chain Operations Management <p>The academic content is identical to that of a regular BComm program with three work terms interspersed with six study terms. However, in order to continue their studies in the co-operative format in the John Molson School of Business, or to graduate with a BComm degree as members of the Institute for Co-operative Education, students must satisfy the following conditions:</p> <ul style="list-style-type: none"> • maintain a <u>cumulative</u> grade point average (CGPA) of at least 2.70 in their program;

consultation with the **a**cademic **d**irector of the student's co-op program.

~~*The AGPA is calculated over all courses in the program in the manner described in §16.3.10.~~

Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

- be assigned a grade of pass for each of the three work terms-experiences;
- remain in the designated work-study sequence. Any deviations must have prior approval by the Director of the Institute for Co-operative Education or delegate in consultation with the Academic Director of the student's co-op program.

Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

The Accelerated Career Experience Option

A limited number of students in the BAdmin or BComm programs are permitted to supplement their studies with the Accelerated Career Experience option.

Admission requirements

Students may apply to this option if they meet the following criteria:

1. A minimum cumulative grade point average (CGPA) of 2.70;
2. Must have completed at least 24 credits in their degree before applying;
3. Must have at least 15 credits remaining after the completion of the Accelerated Career Experience work term.

The academic content is identical to that of the regular program with the addition of one 12 or 16-month work term. However, in order to continue their studies in the Accelerated Career Experience option in the John Molson School of Business, students must satisfy the following conditions:

- maintain a CGPA of at least 2.70 in their program;
- be assigned a grade of pass for the work term.

Please refer to §24 of this Calendar for a full description of the Accelerated Career Experience option.

Rationale:

This proposal reflects the changes requested by the Institute for Co-operative Education and approved by Senate on October 5, 2018 (US-2018-6-D7 & D8).

The proposed changes relate to expanding on the types of work-integrated learning opportunities offered to students in the John Molson School of Business. A new section on the Accelerated Career Experience Option is added along with admission requirements and conditions that accepted students need to satisfy to benefit from this Option. In addition, the assessment GPA has been replaced by the cumulative GPA as a better reflection of the students' continuing performance assessment for the purpose of determining whether they have met the minimum GPA required for continuation in the co-op format of the program.

Resource Implications:

None



TO: Dr. Sandra Gabriele, V-P, Innovation in Teaching & Learning, Office of the Provost

Cc: Ms. Olivia Ward, University Curriculum Administrator

FROM: Dr. Anne-Marie Croteau, Dean, John Molson School of Business

DATE: November 14th, 2018

SUBJECT: Proposed addition of MARK 444 to the offerings of the Department of Marketing (COMM-51)



Please find the proposed addition of MARK 444 to the offerings of the Department of Marketing (COMM-51). This proposal was approved by the JMSB Faculty Council on November 2nd, 2018.

I kindly request that this document be presented at the Academic Programs Committee meeting on January 24, 2019.



INTERNAL MEMORANDUM

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

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

Date: October 24, 2018

Subject: Proposed addition of MARK 444 to the offerings of the Department of Marketing

Please find attached the proposed addition of MARK 444 to the offerings of the Department of Marketing (COMM 51).

This new course was unanimously approved by the JMSB Faculty Academic Programs Committee on October 12, 2018.

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

Thank you.

INTERNAL MEMORANDUM

To: Sandra Betton, Associate Dean, Professional Graduate Programs and External Relations
Chair, Faculty Academic Programs Committee

From: George Kanaan, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

Date: October 11, 2018

Subject: Proposed addition of MARK 444 to the offerings of the Department of Marketing

Please find attached the proposal for the addition of MARK 444 to the offering of the Department of Marketing.

The Business of sports is one of the fastest areas of curriculum development in business schools across North America. There is demonstrated interest in the area of sports marketing. The proposed course, MARK 444 *Sports Marketing*, has been offered for 10 years under the course MARK 491 – Special Topics Seminar (Sports Marketing) with an average enrolment of 45 students per offering.

The proposed change was approved by the Undergraduate Curriculum Committee at its meeting of October 10, 2018.

I would appreciate if you could forward the proposed changes to the Faculty Academic Programs Committee for discussion and approval.

Thank you



INTERNAL MEMORANDUM

To: George Kanaan, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

From: Jooseop Lim, Chair, Department of Marketing

Date: October 1st, 2018

Subject: Proposed addition of MARK 444 to the offerings of the Department of Marketing

During the Department of Marketing Council Meeting of September 28th, 2018, it was proposed that *Sports Marketing* (MARK 491), a slot course which has been successfully offered for many years, be made into a permanent course with course number MARK 444. Students have shown great interest in this course and a few instructors have already expressed an interest in teaching this course in future. This proposal was approved unanimously by the department council members.

Please submit the proposed change to the respective committees for discussion and approval.

Thank you

COURSE CHANGE: MARK 444 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2019

Faculty/School: John Molson School of Business
Department: Marketing
Program: All undergraduate business programs
Degree: Bachelor of Commerce/Bachelor of Administration
Calendar Section/Graduate Page Number: 61.100

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 2018/2019) calendar	Proposed Text
	<p>MARK 444 Sports Marketing (3 credits) Prerequisite: COMM 223 or MARK 201. The overall objective of the course is to familiarize students with the keys to success in each facet of sports marketing. It covers all aspects of the marketing management process in the particular context of sports marketing and allocates attention to the two major aspects: marketing <i>through</i> sports and marketing <i>of</i> sports. It deals with the marketing processes and guiding principles involved in understanding, creating, communicating and delivering value for the different types of customers in the sports industry (i.e. fans, participants, corporate sponsors, broadcasting networks, and society at large). Lectures, readings, cases, guest speakers and a major team research project/presentation are used to achieve the learning outcomes. <i>NOTE: Students who have received credit for this topic under a MARK 491 number may not take this course for credit.</i></p>
<p>Rationale: There is demonstrated interest in this area. This course has been offered for 10 years under the course MARK 491 – Special Topics Seminar (Sports Marketing). Enrolment in this course has averaged 45 students per offering. The Business of Sports is one of the fastest areas of curriculum development in business schools across North America.</p>	
<p>Resource Implications: There are no resource implications for the inclusion of this course in the Calendar because it has been offered already as a slot course for many years. We will continue to offer one course section per year.</p>	
<p>Other Programs within which course is listed:</p>	




JOHN MOLSON
SCHOOL OF BUSINESS



TO: Dr. Sandra Gabriele, V-P, Innovation in Teaching & Learning, Office of the Provost

Cc: Ms. Olivia Ward, University Curriculum Administrator

FROM: Dr. Anne-Marie Croteau, Dean, John Molson School of Business 

DATE: November 14th, 2018

SUBJECT: **Proposal for the deletion of Section 61.120 from the Undergraduate Calendar (COMM-52)**

Please find attached the proposal for deletion of Section 61.120 from the Undergraduate Calendar (COMM-52). This proposed deletion was approved by the JMSB Faculty Council on November 2nd, 2018.

I kindly request that this document be presented at the Academic Programs Committee meeting on January 24, 2019.



INTERNAL MEMORANDUM

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

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

Date: October 24, 2018

Subject: Proposal for the deletion of Section 61.120 from the Undergraduate Calendar

Please find attached the proposal for deletion of Section 61.120 from the Undergraduate Calendar (COMM 52).

The deletion of this section was unanimously approved by the JMSB Faculty Academic Programs Committee on October 12, 2018.

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

Thank you.

INTERNAL MEMORANDUM

To: Sandra Betton, Associate Dean, Professional Graduate Programs and External Relations
Chair, Faculty Academic Programs Committee

From: George Kanaan, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

Date: October 11, 2018

Subject: Proposal for the deletion of Section 61.120 from the Undergraduate Calendar

Please find attached the proposal for deletion of Section 61.120 from the Undergraduate Calendar.

A review of the course outlines for ADMI 201 (Introduction to Administration) and ADMI 202 (Perspective on Canadian Business) revealed that a number of topics covered in each of these courses overlap with material covered in MANA 201 that is offered by the Department of Management. Since MANA 201 effectively achieves the objectives of both ADMI 201 and ADMI 202, these latter courses are being deleted. A revised course description for the course MANA 201 was approved by Senate on May 18, 2018 for inclusion in the 2019-2020 Undergraduate Calendar. The revised description includes a note indicating that students who received credits for ADMI 201 or 202 cannot take MANA 201 for credit. As a result, section 61.120, which includes only these two courses is deleted.

The proposed changes were approved by the Undergraduate Curriculum Committee at its meeting of October 10, 2018.

I would appreciate if you could forward the proposed changes to the respective committees for discussion and approval.

Thank you



INTERNAL MEMORANDUM

To: George Kanaan, Associate Dean, Academic and Student Affairs, Undergraduate Programs

From: Rahul Ravi, Chair, Department of Finance

Date: March 23, 2018

Subject: Proposed deletion of ADMI 201 and 202 from the offerings of the Department of Finance

During the Department of Finance Council Meeting of 21st of March, 2018, it was proposed that both courses ADMI 201 and 202 be removed from the Undergraduate Calendar. A review of the course outlines for ADMI 201 (Introduction to Administration), ADMI 202 (Perspective on Canadian Business) and MANA 201 (Introduction to Business and Management) revealed that a number of topics covered in each of ADMI 201 and ADMI 202 overlap with material covered in MANA 201 that is offered by the Department of Management. Since MANA 201 effectively achieves the objectives of both ADMI 201 and ADMI 202, it was proposed that both ADMI 201 and ADMI 202 be deleted. This proposal was approved unanimously by the department council members.

Please submit the proposed changes to the respective committees for discussion and approval.

Thank you.

PROGRAM CHANGE: Deletion of Section 61.120 from the Undergraduate Calendar

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2019

Faculty/School: John Molson School of Business
Department: Finance
Program: Not applicable
Degree: Not applicable
Calendar Section/Graduate Page Number: 61.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Administration</p> <p>Section 61.120</p> <hr/> <p>Courses</p> <p>ADMI 201 — Introduction to Administration (Administered by the Finance Department) (3 credits) This course is intended to develop a basic understanding of the role of administration in our society. The course includes a survey of different forms of organizations, their social and legal responsibilities, and how they function to achieve their goals. <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: This course does not count towards the requirements for the Minor in Business Studies.</i></p> <p>ADMI 202 — Perspective on Canadian Business (Administered by the Finance Department) (3 credits) This course is designed to review the historical development of business in Canada and to examine the relationships between the firm (management) and the owners, the employees, the customers, the government, and the community. Further, it studies some of the problems facing Canadian business today: the dehumanizing aspect, pollution problems, large vs. small firms, foreign ownership, and competition. <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: Students who have received credit for this course may not take MANA 369 for credit.</i> <i>NOTE: This course does not count towards the requirements for the Minor in Business Studies.</i></p>	
<p>Rationale: Based on the proposed deletion of both ADMI 201 and 202, this section of the Undergraduate Calendar is not needed.</p>	

Resource Implications:

Reduction of five sections of both ADMI 201 and 202, and the addition of two sections of MANA 201.

COURSE CHANGE: ADMI 201 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2019

Faculty/School: John Molson School of Business
Department: Finance
Program: Not applicable
Degree: Not applicable
Calendar Section/Graduate Page Number: 61.120

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>ADMI 201 — Introduction to Administration (Administered by the Finance Department) (3 credits) This course is intended to develop a basic understanding of the role of administration in our society. The course includes a survey of different forms of organizations, their social and legal responsibilities, and how they function to achieve their goals. NOTE: JMSB students may not take this course for credit. NOTE: This course does not count towards the requirements for the Minor in Business Studies.</p>	
<p>Rationale: ADMI 201 has been administered by the Department of Finance for many years. A review of the course outlines for ADMI 201 (Introduction to Administration) and ADMI 202 (Perspective on Canadian Business) revealed that a number of topics covered in each of these courses overlap with the content of MANA 201 that is offered by the Department of Management. Since, MANA 201 effectively achieves the objectives of both ADMI 201 and ADMI 202, we propose the deletion of ADMI 201 and ADMI 202. A revised course description for MANA 201 was approved by Senate on May 18, 2018 for inclusion in the 2019-2020 Undergraduate Calendar. The revised description includes a note indicating that students who received credits for ADMI 201 or 202 cannot take MANA 201 for credit.</p>	
<p>Resource Implications: Reduction of three course sections per year.</p>	
<p>Other Programs within which course is listed: Section 61.140 The Basics of Business Elective Group and Section 71.110 Complementary Studies for Engineering and Computer Science Students, Other complementay studies.</p>	

COURSE CHANGE: ADMI 202 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2019

Faculty/School: John Molson School of Business
Department: Finance
Program: Not applicable
Degree: Not applicable
Calendar Section/Graduate Page Number: 61.120


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><i>ADMI 202 — Perspective on Canadian Business (Administered by the Finance Department) (3 credits)</i> <i>This course is designed to review the historical development of business in Canada and to examine the relationships between the firm (management) and the owners, the employees, the customers, the government, and the community. Further, it studies some of the problems facing Canadian business today: the dehumanizing aspect, pollution problems, large vs. small firms, foreign ownership, and competition.</i> <i>NOTE: JMSB students may not take this course for credit.</i> <i>NOTE: Students who have received credit for this course may not take MANA 369 for credit.</i> <i>NOTE: This course does not count towards the requirements for the Minor in Business Studies</i> -</p>	
<p>Rationale: ADMI 202 has been administered by the Department of Finance for many years. A review of the course outlines for ADMI 201 (Introduction to Administration) and ADMI 202 (Perspective on Canadian Business) revealed that a number of topics covered in each of these courses overlap with the content of MANA 201 that is offered by the Department of Management. Since, MANA 201 effectively achieves the objectives of both ADMI 201 and ADMI 202, we propose the deletion of ADMI 201 and ADMI 202. A revised course description for MANA 201 was approved by Senate on May 18, 2018 for inclusion in the 2019-2020 Undergraduate Calendar. The revised description includes a note indicating that students who received credits for ADMI 201 or 202 cannot take MANA 201 for credit.</p>	
<p>Resource Implications: Reduction of two course sections per year.</p>	
<p>Other Programs within which course is listed: Section 61.140 The Basics of Business Elective Group and Section 71.110 Complementary Studies for Engineering and Computer Science Students, Other complementay studies.</p>	

TO: Dr. Sandra Gabriele, V-P, Innovation in Teaching & Learning, Office of the Provost

Cc: Ms. Olivia Ward, University Curriculum Administrator

FROM: Dr. Anne-Marie Croteau, Dean, John Molson School of Business 

DATE: November 14th, 2018

SUBJECT: **Proposed changes to the Basics of Business Elective Group Requirements (COMM-53)**

Please find attached the proposed changes to the Basics of Business Elective Group Requirements (COMM-53). This proposal was approved by the JMSB Faculty Council on November 2nd, 2018.

I kindly request that this document be presented at the Academic Programs Committee meeting on January 24, 2019.



INTERNAL MEMORANDUM

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

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

Date: October 24, 2018

Subject: Proposed changes to the Basics of Business Elective Group Requirements

Please find attached the proposal for the changes to the Basics of Business Elective Group requirements (COMM 53).

This proposal was unanimously approved by the JMSB Faculty Academic Programs Committee on October 12, 2018.

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

Thank you.

INTERNAL MEMORANDUM

To: Sandra Betton, Associate Dean, Professional Graduate Programs and External Relations
Chair, Faculty Academic Programs Committee

From: George Kanaan, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

Date: October 11, 2018

Subject: Proposed changes to the Basics of Business Elective Group Requirements

Please find attached the proposed changes to the Basics of Business Elective Group requirements.

The list of available courses for this Elective group is reduced by two courses due to the deletion of ADMI 201 and ADMI 202 that is presented in COMM-52. A review of the course outlines for ADMI 201 (Introduction to Administration) and ADMI 202 (Perspective on Canadian Business) revealed that a number of topics covered in each of these courses overlap with material covered in MANA 201 that is offered by the Department of Management. Since MANA 201 effectively achieves the objectives of both ADMI 201 and ADMI 202, these latter courses are being deleted. A revised course description for the course MANA 201 was approved by Senate on May 18, 2018 for inclusion in the 2019-2020 Undergraduate Calendar. The revised description includes a note indicating that students who received credits for ADMI 201 or 202 cannot take MANA 201 for credit.

The reduction of the list of courses from 10 to eight will not affect the students' timely completion of the 15 credits required for this elective group because multiple sections of these courses are offered each year.

The proposed changes were approved by the Undergraduate Curriculum Committee at its meeting of October 10, 2018.

I would appreciate if you could forward the proposed changes to the respective committees for discussion and approval.

Thank you

PROGRAM CHANGE: Proposed changes to Requirements of the Basics of Business Elective Group

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2019

Faculty/School: John Molson School of Business
Department: John Molson School of Business
Program: Not applicable
Degree: Not applicable
Calendar Section/Graduate Page Number: 61.140

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Program THE BASICS OF BUSINESS ELECTIVE GROUP This interdisciplinary elective group is designed for non-business students seeking insight into the exciting world of business.</p> <p>15 The Basics of Business Elective Group 15 Chosen from ACCO 230, 240; ADMI 201, 202; COMM 215; FINA 200; MANA 201, 202, 298; MARK 201</p> <p><i>NOTE: This elective group is not open to BComm/BAdmin students. Not all elective-group credits are transferable to the BComm/BAdmin program.</i></p> <p><i>NOTE: Students who have received credit for MANA 266, 213, or 211 may not take MANA 201, 202, or 298 for credit, respectively.</i></p> <p><i>NOTE: Since non-business students can only register for a maximum of 30 credits within the John Molson School of Business, students registered in the Minor in Business Studies or the BCompSc Information Systems Option cannot register for the Basics of Business elective group.</i></p>	<p>Program THE BASICS OF BUSINESS ELECTIVE GROUP This interdisciplinary elective group is designed for non-business students seeking insight into the exciting world of business.</p> <p>15 The Basics of Business Elective Group 15 Chosen from ACCO 230, 240; COMM 215; FINA 200; MANA 201, 202, 298; MARK 201</p> <p><i>NOTE: This elective group is not open to BComm/BAdmin students. Not all elective-group credits are transferable to the BComm/BAdmin program.</i></p> <p><i>NOTE: Students who have received credit for MANA 266, 213, or 211 may not take MANA 201, 202, or 298 for credit, respectively.</i></p> <p><i>NOTE: Since non-business students can only register for a maximum of 30 credits within the John Molson School of Business, students registered in the Minor in Business Studies or the BCompSc Information Systems Option cannot register for the Basics of Business elective group.</i></p>

Rationale:
The list of available courses for this Elective group is reduced by two courses due to the deletion of ADMI 201 and ADMI 202, which has been presented in COMM-52. A review of the course outlines for ADMI 201 (Introduction to Administration) and ADMI 202 (Perspective on Canadian Business) revealed that a number of topics covered in each of these courses overlap with the content of MANA 201 that is offered by the Department of Management. Since MANA 201 effectively achieves the objectives of both ADMI 201 and ADMI 202, these latter courses are being deleted. A revised course description for the course MANA 201 was approved by Senate on May 18, 2018 for inclusion in the 2019-2020 Undergraduate Calendar. The revised description includes a note indicating that students who received credits for ADMI 201 or 202 cannot take MANA 201 for credit. The reduction of the list of courses from 10 to eight will not affect the students' timely completion of the 15 credits required for this elective group because multiple sections of these courses are offered each year.

Resource Implications:
None



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: January 15, 2019

**SUBJECT: GRADUATE CURRICULUM CHANGES (RELI-43)
(CALENDAR – 2019/2020)
DEPARTMENT OF RELIGIONS AND CULTURES
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 Religions and Cultures is proposing to restructure several elements of the MA in Religions and Cultures and the MA in Jewish Studies. Among the proposed revisions are: reducing the number of required elective courses in both the thesis and non-thesis options; combining the 3-credit theory course (RELI 609) with the 3-credit methods course (RELI 610) into a single 3-credit Method and Theory course (RELI 6001); renaming the Guided Research Paper to Guided Research Project and expanding the research-related options for students in this option; and expanding the profile of prospective students to attract a greater diversity of graduate students.

The GCC approved the proposed curriculum changes 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: 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 6th, 2018

SUBJECT: Graduate Calendar Curriculum Changes
Department of Religions and Cultures
RELI-43
MA in Religions and Cultures and MA in Judaic Studies

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

The **Department of Religions and Cultures** is modifying the MA in Religions and Cultures and the MA in Judaic Studies based on feedback received during the Academic Appraisal process. Together these changes should help to attract top students, reduce times to completion, and better reflect the diverse needs of a next generation student population. Specifically, the admission requirements will be broadened to include students from cognate disciplines and all students will be accepted into option A (Guided Research Option) with the opportunity to transfer to option B (with Thesis) upon showing appropriate academic performance (GPA 3.70) in the program. In either option, two 3-credit theory (RELI 609) and methods (RELI 610) courses have been combined to present a single more streamlined course Method and Theory in the Study of Religion (RELI 6001) that covers the necessary material. In addition, the number of elective courses has been reduced from seven to five. Fewer elective courses will allow the students to devote more time and energy to their guided research project or thesis. In response to the restructuring of the program, the number of existing courses and the introduction of many new courses, four digit course numbers have been introduced for some of the new courses.

In option A, the Guided Research Paper has been renamed Guided Research Project to reflect that fact that research and research creation can take many forms with the current student population. Finally, the list of course offerings has been simplified to allow increased flexibility each year depending on student interest and faculty expertise.

Thank you for your consideration of this proposal for which there are no additional resource implications as these programs do not entail any new administrative costs.

Department of Religions and Cultures

RELI-43

Memo from Chair

Program change

Judaic Studies MA

Religions and Cultures MA

Course deletion

RELI 604	Guided Research Paper Proposal
RELI 608	Studies in the History of Religions
RELI 609	Theories of Religion
RELI 610	Methodological Problems in the Study of Religion
RELI 612	History of Islamic Thought and Institutions
RELI 613	Modern Islamic Thought and Institutions
RELI 614	History of Hindu Thought and Institutions
RELI 615	Modern Hindu Thought and Institutions
RELI 616	History of Buddhist Thought and Institutions
RELI 617	Modern Buddhist Thought and Institutions
RELI 618	Studies in World Religions and Problems in Modernization in the Middle East and Asia
RELI 619	Reading Course in World Religions
RELI 620	Studies in Iranian Religions
RELI 621	Selected Readings in Modern Religious Thought
RELI 623	Selected Readings in Contemporary Religious Thought
RELI 626	Religious Language
RELI 627	Mysticism

RELI 628	Faith and Reason in Religion
RELI 629	Reading Course in Religious and Philosophical Thought
RELI 630	Theoretical Problems in Religion and Culture
RELI 632	Comparative Ethics
RELI 636	Religion and the Arts in Contemporary Cultures
RELI 637	Christianity and Society: Ancient and Medieval Periods
RELI 638	Christianity and Society: Reformation and Modern Periods
RELI 639	Reading Course in Religion and Society
RELI 640	Biblical Studies
RELI 641	History of Christian Thought
RELI 643	Contemporary Catholic Thought
RELI 644	Protestantism
RELI 646	Christian Ethics
RELI 647	Orthodox Christianity
RELI 649	Reading Course in Christianity
RELI 650	Hebrew Bible
RELI 655	Master's Thesis Proposal
RELI 656	Ancient Near Eastern Studies
RELI 659	Reading Course in Ancient Near Eastern Studies
RELI 664	Tannaitic Literature
RELI 665	Midrash
RELI 666	Talmud
RELI 669	Reading Course in Rabbinic Judaism
RELI 670	Judaism in Late Antiquity

RELI 677	Hellenistic Literature
RELI 680	Guided Research Paper (15 credits)
RELI 686	Medieval Jewish Thought
RELI 688	Jewish Mysticism
RELI 689	Reading Course in Medieval Judaism
RELI 694	Modern Jewish Thought
RELI 697	Modern Jewish History
RELI 699	Reading Course in Modern Judaism

New Course

RELI 6001	Method and Theory in the Study of Religion
RELI 6002	Texts, Literature, and Interpretation
RELI 6003	Ethnography and Lived Traditions
RELI 6004	Ethics, Philosophy, and Worldviews
RELI 6005	Material and Popular Culture
RELI 6006	Women, Gender, and Sexuality
RELI 6007	Regional and Intercultural Studies
RELI 6008	Community Engagement
RELI 6012	Jewish Texts and Literature: Interpretation and Reception
RELI 6013	Canadian Jewish Studies
RELI 6014	Jewish Philosophy and Ethics
RELI 6015	Material and Popular Culture in Judaism
RELI 6017	Jewish Communities in Historical and Regional Contexts
RELI 6018	Jewish Community Engagement
RELI 6020	Guided Research Project Proposal (Religions and Cultures)
RELI 6021	Guided Research Project (Religions and Cultures) (24 credits)

RELI 6030 Thesis Proposal (Religions and Cultures)
RELI 6040 Guided Research Project Proposal (Judaic Studies)
RELI 6041 Guided Research Project (Judaic Studies) (24 credits)
RELI 6050 Thesis Proposal (Judaic Studies)

Course number, title and credit value change; description added

RELI 6031 Thesis (Religions and Cultures) (30 credits) (previously 690)
RELI 6051 Thesis (Judaic Studies) (30 credits) (previously 695)

INTERNAL MEMORANDUM

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

FROM: Dr. Carly Daniel-Hughes, Chair
Department of Religions and Cultures

DATE: January 17, 2018
January 7, 2019

RE: **Curriculum Changes to the MA in Religions and Cultures and MA in Judaic Studies**

Following the Departmental Appraisal undertaken last year, our Department has engaged in a major review of the MA in Religions and Cultures and MA in Judaic Studies. We convened a review committee comprised of four faculty members and the Chair and undertook a thorough analysis of the programs between April and August 2017. This work elicited four major areas of focus: (1) reducing time to completion; (2) creating streamlined MAs to attract top students, thereby, increasing the future viability of the MA programs; (3) updating the curriculum to reflect the department's understanding of religion as a constituent of culture more generally; and (4) designing curriculum that would prepare the next generation of students.

These revisions entailed a re-design our course offerings with new course numbers. Our aim is to better reflect the themes and content of our course offerings. The current calendar contains a wide-array of courses, which are either outmoded or create administrative issues in the assigning of course numbers to sections. For the purposes of simplification, we are also moving from a three to a four number system. This avoids repetition of old numbers, and creates sequential and more coherent numbering system.

In two Departmental meetings, the graduate program review committee presented their recommendations for a revised MA in Religions and Cultures degree. On December 8, 2017, the Department voted to approve the modified MA in Religions and Cultures, as follows:

Guided Research Project (GRP) Option

1. One 3-Credit Methods and Theories Course (Graded)
2. Five 3-Credit Elective Courses (no more than 6 credits can be taken outside the Department, and only with permission of the Graduate Program Director) (Graded)
3. One 3-credit Guided Research Project Proposal (Pass/Fail)
4. Guided Research Project of 24 credits (Pass/Fail)

Following one of two forms:

- Substantial Academic Research Paper OR
- Artistic Production or A Technical Project

Thesis Option

1. One 3-Credit Methods and Theories Course (Graded)
2. Three 3-Credit Elective Courses (3 credits can be taken outside the Department, and only with permission of the Graduate Program Director) (Graded)
3. One 3-credit Thesis Proposal (Pass/Fail)
4. Thesis of 30 credits (Pass/Fail)

On December 14, 2017, the Department voted to approve the modified MA in Judaic Studies, as follows:

Guided Research Project (GRP) Option

1. One 3-Credit Methods and Theories Course (Graded)
2. Five 3-Credit Elective Courses (no more than 6 credits can be taken outside the Department, and only with permission of the Graduate Program Director) (Graded)
3. One 3-credit Guided Research Project Proposal (Pass/Fail)
4. Guided Research Project of 24 credits (Pass/Fail)

Following one of two forms:

- Research Paper OR
- Artistic Production or A Technical Project

Thesis Option

1. One 3-Credit Methods and Theories Course (Graded)
2. Three 3-Credit Elective Courses (3 credits can be taken outside the Department, and only with permission of the Graduate Program Director) (Graded)
3. One 3-credit Thesis Proposal (Pass/Fail)
4. Thesis of 30 credits (Pass/Fail)

Brief Summary of Changes:

These new program structures entail changing the names of Option A (currently the Thesis Option) and B (currently the “Guided Research Paper”), as well as shifting “Guided Research Paper” to “Guided Research Project” (GRP throughout). As we elaborate below, this name change signals our commitment to research production that can include academic papers as well as creative and technical projects. In addition, we have merged the two methods courses, RELI 609 and 610, into a single course, RELI 6001 “Method and Theory in the Study of Religion” (on course numbers, please see the appendix). It is our experience that two separate courses entailed some redundancy. A tightly organized and streamlined course can better deliver to students a survey of the main approaches used in Religious Studies. This approach will help students discern which approaches most suit the research and/or career objectives that they have. Moreover, introducing students to the major approaches to the study of Religion in one course, and (normally) in the fall term of their first semester, students are better equipped to apply the methodologies toward their own research projects in the course of the program itself (notably the GRP).

We have also reduced the number of elective courses from seven electives plus two core courses in our current Option B to five electives plus one core course in the new GRP Option. We have reduced the electives by two courses and one core course in the new Thesis Option. This represents only a subtle change, and its rationale is to reduce time to completion based on our experience that thesis-writing is demanding and time-consuming, and that students are better served starting on this major project earnestly in their second term. Lastly, we have added an optional Practicum to the GRP Option.

Rationale and Student Population:

We wanted to re-design our two MA programs in order to draw in students with programs that are streamlined, flexible, and provide appropriate and timely professional training. The new MA in Religions and Cultures is designed to equip students with cultural and religious literacy that prepares them for various careers in a globalized world (including teaching at the high school or college level, public service sector, government, NGOs, or pursuit of a doctoral degree). In our experience, candidates for this MA program are potentially quite expansive. Our aim is to continue recent efforts of recruiting students with various related academic backgrounds, not only degrees in Religious studies (such as history, anthropology/sociology, political science, and gender and sexuality studies), who demand training in religious and cultural histories in order to work with diverse populations, or to prepare for an academic career of research and teaching in this area.

The MA in Judaic Studies is a more targeted program. This degree offers the MA candidate an in-depth or detailed knowledge in the history, practice, and literature

of Jews and Judaism. But there is one field unique to Concordia's MA in Judaic Studies: the experience and expression of Canadian Jewish existence. (A particular asset to us because Montreal hosts a major Jewish population outside of Israel). The history and social involvement of Canada's Jews is only taught in our department and this differs from typical Jewish Studies. The MA in Judaic Studies is fully attached to the MA in Religions and Cultures. And yet it is fundamentally important to maintain it as distinct. There are two reasons for this. First, Jewish Studies as a field continues to thrive, and there continue to be many job postings in this area. Those hoping to get a job in this field must have one of their degrees specifically in Jewish Studies. Hence, for job prospects, it is important to maintain this distinctive title. The second reason is that there remains potential for more financial support for Judaic Studies at Concordia, as we have access to a number of Jewish Studies fellowships through the Canadian Institute for Jewish Studies and the Azrieli Institute for Israel Studies. In addition, the MA degree demonstrates the continued importance of the study of Judaism at Concordia, and provides opportunities for community members to engage with that study.

Structure of the Programs:

In both MA programs, students will enter the program in the MA GRP Option, and only move to the MA Thesis Option at the end of their first term, pending approval of the GPD and their thesis proposal. Students will be transferred to the Thesis Option once they have completed nine credits (two elective seminars and the required course, RELI 6001). This decision will be based on the needs of the student as well as their academic standing and the suitability of their proposed research program. The majority of students will be encouraged to remain in the GRP Option, as this program is designed for optimal flexibility and can appeal to the diverse needs of our student population. Students in the new Thesis Option are those who require a thesis as part of their career goals or consider the writing of a thesis the major goal of their graduate work. Once students prove their potential for writing a thesis, they are allowed to take fewer elective courses so that they can perform the more extensive research and writing necessary for a thesis. This high-impact experience also demonstrates their ability to produce original research and writing and their promise in the field.

By the end of the MA in Religions and Cultures, a student will acquire religious and cultural literacy so that he or she can understand and represent the diverse concerns, interests, and perspectives of religious communities. Students in the MA Judaic Studies will gain particular fluency in Jewish history, literature, and cultures, and may choose to focus on Canadian Jewish Studies. Both programs will instill in students a broad knowledge about the theories and methodologies for studying religions and cultures; about the range of cultures and ways of approaching the basic elements of human experience; and appreciation of similarities and differences and what makes each group unique and dynamic both in the past and present. Our redesigned programs are stream-lined (including a reduction in the number of required courses) in order to deliver these outcomes and to enable our

students to fashion their independent research projects, whether the GRP or Thesis, to their career goals and professional needs.

Coursework:

MA Religions and Cultures

Normally MA candidates in Religions and Cultures will take a core “Method and Theory in the Study of Religion” course (RELI 6001) in the fall of their first semester. (Students who enter in the Winter term will take the course in their first fall semester). This course will prepare students to apply the various, interdisciplinary approaches to the study of religious communities and traditions.

RELI 6001 “Method and Theory in the Study of Religion”

This course provides MA students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as contemporary methodologies and the ways in which they colour, control, and reflect the representation of religious experience and expression. The aim of this course is to instill in students a critical, theoretical orientation to their research and a familiarity with the skills that they will apply in their coursework and final project.

Elective Courses:

The five (GRP Option) or three (Thesis Option) elective courses taken concurrently and in the subsequent semester(s) will offer more specific treatments of particular regions, traditions, or cultures of a particular area in the world, or a particular aspect of culture. Electives in the MA Religions and Cultures fall into six areas, organized according to two criteria: 1) the methodology and theory employed in the course, 2) topics and materials under study. Courses have been determined to ensure breadth in students’ training so that they are acquainted with approaches and sources regularly utilized in the study of religions and cultures. The particular focus of a course will vary year to year, depending on faculty expertise and student needs. Candidates for the MA in Religions and Cultures may select courses from the Judaic Studies categories (following section below) as well as courses specifically designated for Religions and Cultures.

The course numbering system for both MA programs has been redesigned, as follows: 1) We are moving from a three to a four number system to ensure that we do not re-use any numbers that would create administrative issues for the registrar, such as students repeating courses. We also want to be sure that course content can be easily evaluated in terms of the new CAFF system; 2) The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our

recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated and inapplicable to current faculty members’ teaching or research expertise.

This curriculum revision uses course titles that accurately reflect what we have been and will continue to teach in both MA programs. It was determined by a careful examination of all graduate seminars offered over the past five years, and with a view to course offerings in future years. New course titles, thus, reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated above, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. In this way, the course numbering system is easier for us to use, while also establishing for our current and prospective students the specific expertise they will obtain in our graduate programs.

In addition, we have incorporated a 3-credit experiential learning course, RELI 6008 entitled “Community Engagement.” This provides a directed, hands-on learning experience for MA students. The course entails working with local communities and organizations (including but not restricted to religious ones) and/or addressing issues related to promoting religious tolerance and diversity as well as social justice. Examples include, working on programming with Concordia’s Multi-Faith and Spirituality Centre; working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots efforts related to ethics and social justice, such as sustainability, racism and Islamophobia, disability, LGBTQ, or Indigenous rights. Students will be expected to make connections with organizations and communities themselves, and to get the approval from their faculty mentor and the GPD for the work that they propose. The MA GPD will retain a list of possible sites as well as organizations, and direct students as appropriate to them. (At present, we have students partaking in a pilot project of this course, and thus, we have begun generating such a list). This course will require permission of the GPD and agreement from the faculty mentor, before the student can register. (In fact, this is not an issue as we do in person advising with our MA students twice yearly, and all courses are normally approved by the GPD).

RELI 6008 will be run by the student’s assigned faculty mentor (see below under “Guided Research Paper Proposal”) who will coordinate with an on-site supervisor. The faculty member will determine the student’s final grade. The grade will be based upon the community supervisor’s evaluation (see appendix for evaluation form) of the student’s contribution. The student will also be asked to write a short

report (2500-4000 words) of the tasks that they undertook and how these contributed to their academic goals. This elective is designed to appeal and attract students who want and need such professional experience, in light of their career goals or in preparation for their Guided Research Project or Thesis. This course is worth three-credits (or 135 hours, based on the formula of 45 hours=1 credit, that approved by the Conseil des Universités du Québec for implementation in all the universities of the Province of Québec). Our experience with piloted courses of this type over the last three years, at the Jewish Archives, Multi-Faith and Spirituality Centre (Concordia) as well as the Museum of Fine Arts, revealed that a small scale practicum of this sort can be easily overseen by a faculty member in consultation with an on-site direct supervisor. Moreover, limiting the scope to 135 hours ensures that students get outside experience but retain the critical opportunity to reflect on and develop what they have learned in seminars, and in a final major research production, which can take the form of either a Guided Research Project or Thesis. In consultation with the Graduate Program Director, students can take up to 6 credits (GRP Option) or 3 credits (Thesis Option) in other departments/universities. For instance, if a student is interested in Religion and Media, Religion and Politics, or Religion and the Arts, they may elect to take courses in Communication Studies, Political Science, or Fine Arts. In short, we want students to gain, where relevant, interdisciplinary expertise. In addition, these courses may include the required language courses for the completion of the Guided Research Project or Thesis.

RELI 6002 “Texts, Literature, and Interpretation”

This course analyzes literature or sacred writings in their historical context. It addresses contemporary literature and popular written media, or alternatively, focuses on foundational corpora of a community. Emphasis will be placed on familiarizing students with literary and textual critical approaches to the materials under study.

RELI 6003 “Ethnography and Lived Traditions”

This course familiarizes students with theoretical approaches drawn from anthropology and ethnography to the study of religions and cultures. It focuses primarily on contemporary forms of lived religion, and examines topics such as mission and conversion, ritual practice, sacred space and pilgrimage, constructions of public and private, and conceptions of the secular.

RELI 6004 “Ethics, Philosophy, and Worldviews”

This course examines ethical, philosophical, and natural scientific approaches to religious studies. Topics may include religious ethics, constructions of the sacred, the self and the body, cosmology and metaphysics, religion and the natural world as well as the evolutionary and cognitive study of religion.

RELI 6005 “Material and Popular Culture”

This course explores how the history of religions can be understood through material and popular culture. Topics include, the production and use of objects, images, ornament, iconography, epigraphy, and sacred space, art, film, and music. It considers how attention to material and/or popular culture can enhance the study of religious and cultural concepts and practices.

RELI 6006 “Women, Gender, and Sexuality”

This course familiarizes students with perspectives on gender and sexuality within particular cultural contexts and/or religious traditions. This course also introduces students to theoretical approaches drawn from feminist, gender, and/or queer studies.

RELI 6007 “Regional and Intercultural Studies”

This course focuses on a particular historical and cultural region, for instance, Tibet/ East Asia, South Asia, the Middle East, or North America. Its goal is to give students a nuanced and deeper understanding of an area of the world. Courses emphasize the coexistence and interdependence of traditions and communities over time, migration and immigration, responses to and conceptions of difference, and responses to changing social and political circumstances.

RELI 6008 “Community Engagement”

*Note: This course requires Department Permission before students can register.

In this course, a student will work in a local community organization or institution in order to apply their training in religions and cultures to address real-world problems solving around religious tolerance, diversity, or issues of social justice. Examples include, working on programming with Concordia’s Multi-Faith and Spirituality Centre; working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots efforts related to ethics and social justice, such as sustainability, racism and Islamophobia, disability, LGBTQ, or Indigenous rights.

MA Judaic Studies

As with Religions and Cultures students, MA candidates in Judaic Studies will normally take a core “Method and Theory in the Study of Religion” course (RELI 6001) in the fall of their first semester. (Students who enter in the Winter term will take the course in their first fall semester). This course will prepare students to apply the various, interdisciplinary approaches to the study of religious communities and traditions.

RELI 6001 “Method and Theory in the Study of Religion”

This course provides MA students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as contemporary methodologies and the ways in which they colour, control, and reflect the representation of religious experience and expression. The aim of this course is to instill in students a critical theoretical orientation to their research and a familiarity with the skills that they will apply in their coursework and final project.

Elective Courses:

The five (GRP Option) or three (Thesis Option) elective courses taken concurrently and in the subsequent semester(s) will offer more specific treatments of aspects of Jewish culture and history. Signature features of our MA Judaic studies include Canadian Jewish studies and the study of Jewish texts, but extend into broader areas of religious and cultural study, maintaining critical thematic overlap with courses in the Religions and Cultures degree. Candidates for the MA in Judaic Studies may select courses from the Religions and Cultures categories as well as courses specifically designated Judaic Studies. Courses are selected in consultation with the MA GPD and with the supervisor.

In addition, we have incorporated a 3-credit experiential learning course, RELI 6018 entitled “Jewish Community Engagement.” The structure of this course is the same as Reli 6008, above. What differentiates these two electives, however, is that RELI 6018 fits with the MA Judaic Studies more targeted focus on the Jewish community. As we note above, Montreal offers some of the richest possible opportunities for students interested in working with and in Jewish communities. We see this course as growing and enhancing our already rich networks in these local contexts.

In consultation with the Graduate Program Director, students can take up to 6 credits (GRP Option) or 3 credits (Thesis Option) in other departments. For instance, if a student is interested in Religion and Media, Religion and Politics, or Religion and the Arts, they may elect to take courses in Communication Studies, Political Science, or Fine Arts. In short, we want students to gain, where relevant, interdisciplinary expertise. In addition, these courses may include the required language courses for the completion of the GRP or Thesis.

RELI 6012 “Jewish Texts and Literature: Interpretation and Reception”

This course analyzes the sacred texts of Judaism and its interpretation through the ages. It will enable the students to comprehend the historical contexts and transitions of text as shifts and adjustments prevail. Topics can also include contemporary literature and popular transmissions of foundational texts into the present.

RELI 6013 “Canadian Jewish Studies”

This course covers the history, literature and ethnography of Canada’s Jews. Exploring both the experiences and expressions of Canadian Jewry the course examines lived religion and scarcely explored communal documents. The students will be exposed to a variety of methodological approaches, such as literary criticism, ethnography and historiography.

RELI 6014 “Jewish Philosophy and Ethics”

The course examines Jewish philosophy in various historical periods. Topics can include ethics, metaphysics, cosmology, Jewish thought post-Holocaust, and reflections on the State of Israel. The course may focus on select Jewish thinkers or particular philosophical corpora.

RELI 6015 “Material and Popular Culture in Judaism”

This course explores the study of Jewish history and communities through material and popular culture. Topics include, the production and use of objects, images, ornament, iconography, epigraphy, and sacred space, art, film, and music. It considers how attention to material and popular culture allows for a nuanced understanding of the complexity and variety of Jewish cultures.

RELI 6017 “Jewish Communities in Historical and Regional Contexts”

This course examines Jewish communities in particular historical and cultural regions, notably the Middle East and Israel, North America, and Eastern Europe. It emphasizes how Jewish communities have interacted with outsiders, constructed inter-communal boundaries, responded to patterns of migration and immigration, and been shaped by changing social and political circumstances in these particular locations.

RELI 6018 “Jewish Community Engagement”

*Note: This course requires Department Permission before students can register.

In this course, a student will work in a local Jewish community organization or institution in order to apply their training in religions and cultures to address real-world problems solving around religious tolerance, diversity, or issues of social justice. Examples include, working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots of Jewish communities, or organizations working with these, in regards social issues, such as sustainability, racism and Islamophobia, anti-Judaism, disability, LGBTQ, or Indigenous rights.

Guided Research Project Proposal

After completing their coursework, all MA students will write a proposal. Every student in an MA program will be assigned in his or her first term to a faculty mentor who will also (in most cases) serve as their GRP or Thesis supervisor. The student will work with the faculty supervisor and Graduate Program Director of the MA to develop a proposal that will outline their GRP or Thesis project. Once approved, the student will spend one to three semesters completing their projects. It will, therefore, be possible for full-time students to finish an MA degree in 18-24 months. Our goal is to reduce time to completion to be more on par with competing programs. In Ontario, for instance, MA programs range from 12-24 months to completion for full-time students (i.e., University of Toronto, MA in Religious Studies; Queens MA in Religious Studies; Wilfrid Laurier, MA in Religion, Culture and Global Justice; McMaster MA in Religious Studies).

The proposal, for both the GRP and Thesis, will be 2500-3000 words in length. A thesis proposal will outline the student's proposed research project, locate their research in relation to existing scholarship, clarify their methodology and research questions, and include a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the student will use. The Graduate Committee and faculty supervisor will be responsible for approving the proposal. It is pass/fail.

The GRP proposal will outline the nature of the student's project, whether a research paper, artistic production, or a technical project. It will justify the choice of project by explaining how it builds on and enhances a student's MA coursework; how it is connected to their career or academic goals; what they hope to gain from undertaking it; the timeframe in which they will complete the project. The MA GPD and faculty supervisor will be responsible for approving the proposal. It is pass/fail.

Guided Research Project

The GRP can take one of two forms. It can either be an academic research paper (a) or (b) an Artistic Production or a Technical Project.

a) Research Paper

This option entails a research paper written under and evaluated by one faculty supervisor. The MA GPD normally identifies a potential supervisor/mentor when the student enters the program. The faculty member will be confirmed as a GRP supervisor once the student's GRP proposal has been approved (See above).

The GRP is usually undertaken in a student's third or fourth semester (after the completion of coursework). It will be 11,000-12,500 words (about 40-50 pages) in length, exclusive of footnotes and bibliography. This research paper will develop themes or subjects with which the student engaged in his or her coursework.

Students in the MA in Judaic Studies will write on an aspect of Jewish history or culture. In distinction from the thesis, the GRP need not entail original research.

The Guided Research Paper evidences the student's ability to do the research and effectively communicate the results in a sophisticated manner. The GRP provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students will also demonstrate facility with one or two methodological approaches studied in the course of their program, and illustrate their capacity to fruitfully apply them to a particular problem or issue in religious studies.

Evaluation: The GRP will be evaluated solely by the faculty supervisor who will provide the student and the MA GPD with a written assessment once the GRP has been submitted (see attached form, "GRP Research Paper Evaluation"). For professional MA students, this milestone provides a capstone experience testifying to their expertise as it relates to their career aspirations, even if they choose not to continue to the PhD. Students will be encouraged to develop a selection from this larger paper for publication in a graduate student journal.

OR

b) *Artistic Production or A Technical Project*

The GRP is usually undertaken in a student's third or fourth semester (after the completion of coursework). This GRP option entails producing an artistic work, or enhancing a technical research skill. Projects of this kind will be connected to a student's coursework and targeted to their career aspirations and needs. The GPD and faculty supervisor will ensure that the student develops a project that is suited to his or her skills, interests, and capabilities. Additionally, projects will necessarily depend on faculty expertise, particularly in the case of technical projects.

Evaluation: These projects will be evaluated solely by the faculty supervisor who will provide the student and the MA GPD with a written assessment once they have evaluated the project (see attached "GRP Evaluation"). They are pass/fail. In both cases, evaluation is based on the sophistication of the final product and whether in this project the student has demonstrated the integration and application of expertise and knowledge gained in their coursework. The faculty supervisor will also take into consideration the student's own reflections on their project (see below).

An Artistic Production. These projects entail creating art or an artistic performance that reflects fluency with the rituals, practices, and cultures of particular communities that the student has studied. Projects can address and respond to issues facing these communities. Students undertaking artistic works will normally come into the MA program with some of the requisite skills needed to complete their artistic project, or will have

acquired them in MA coursework. After completing the project, students will provide a report of 3500-4000 words in which they analyze their work, reflect on what they learned as well as its broader importance or contribution. The purpose of this exercise is mainly to benefit the student; it is a chance for them to articulate for themselves what they tried to do in this project, and whether or not they succeeded.

A Technical Project. Projects in this area will be focused on the acquisition and demonstration of technical skills related to the study of religions and cultures. We are focused on advancing skills with which our faculty has critical expertise, such as manuscript and textual studies, oral history, epigraphy, digital humanities, or archival research. Only a handful of students will undertake these projects at any one time, as they will necessarily demand more engagement from faculty supervisors. Normally such projects will be connected to a faculty member's research program; they may serve as a way for the department to recruit and fund top students. There are no resource implications as such opportunities will be tied directly to faculty funding and depend on existing university resources. Moreover, as we note above, this will be a highly targeted program, incorporating perhaps one or two MA students at any given time.

Students working on a technical project will be coordinated with a faculty supervisor to design a project that illustrates a depth of specialized knowledge, and provides the student the opportunity to apply and refine their technical research skills. Examples of projects include translating inscriptions or primary texts, recording oral histories, analyzing archives, and gaining familiarity in digital resources, such as the creation of maps or interactive websites. After completing their project, students will provide a report of 3500-4000 words in which they outline the skills that they acquired in the project, the tasks that they completed, and the broader importance of the technical proficiency that they have gained (either for their own research and career goals or for society). The purpose of this exercise is mainly to benefit the student; it is a chance for them to articulate for themselves what they tried to do in this project, and whether or not they succeeded.

Thesis

The thesis is 18,000-24,000 words (about 60-80 pages) in length, exclusive of footnotes and bibliography. It differs from the GRP both in terms of length and in terms of expectations for the sophistication and originality of the research undertaken.

The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. (Students in the MA in Judaic Studies will write on an aspect of Jewish history or culture). Students will also demonstrate facility

with one or two methodological approaches studied in the course of their program, and illustrate their capacity to fruitfully apply them to a particular problem or issue in religious studies. Thesis projects should be primary research projects that demand longer periods of research and writing than is required by the shorter GRP paper. Thesis writers will have the requisite language skills to undertake this more rigorous type of research, for instance, Sanskrit, Yiddish, Hebrew, Arabic, or Greek.

Prepared under the supervision of a faculty member, the thesis will be defended orally before a committee chaired by the MA GPD and comprised of the thesis supervisor and one additional member of the Religions and Cultures faculty.

Resource Implications

The proposed MA revisions do not have any additional resource implications. We want to note that having two MA programs does not entail additional administrative costs. There is one program director for both MAs. Faculty in Jewish Studies assist in recruiting and advising students in the Judaic Studies MA. The two programs support one another nicely, and give students a richer array of course selections than they might have in a department that only hosts one graduate MA program.

PROGRAM CHANGE: MA in Judaic Studies requirements

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Judaic Studies MA</p> <p>Admission Requirements</p> <p>An undergraduate degree in Judaic Studies or its equivalent, including courses corresponding to RELI 301 (The Hebrew Bible), RELI 326 (Ancient Judaism), RELI 327 (Medieval Jewish Thought and Institutions), RELI 328 (Modern Jewish Thought and Institutions). Qualified applicants requiring prerequisite courses may be required to take up to 12 undergraduate credits in addition to and as a part of the regular graduate program.</p> <p>Applicants with deficiencies in their undergraduate preparation may be required to take a qualifying program. Qualifying program students in the Department of Religions and Cultures must complete their program with a minimum GPA of 3.50 with no courses graded lower than a “B+” to be considered for admission to the graduate program.</p> <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.</p> <p>Transfer Credits. See Transfer Credits in Graduate Admissions section.</p>	<p>Judaic Studies MA</p> <p>Students apply to the guided research project (GRP) option. Once admitted to the program, students have the opportunity to transfer to the thesis option. To enter the thesis option students must complete 9 credits and normally achieve a minimum GPA of 3.7.</p> <p>Admission Requirements</p> <p>The normal minimum requirement for admission to the MA program in Judaic Studies is a BA or equivalent with high standing in Judaic Studies, Religious Studies, or a discipline in the Social Sciences, Humanities, or Fine Arts.</p> <p>Applicants with deficiencies in their undergraduate preparation may be required to take a qualifying program. Qualifying program students in the Department of Religions and Cultures must complete their program with a minimum GPA of 3.50 with no courses graded lower than a “B+” to be considered for admission to the graduate program.</p> <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.</p> <p>Transfer Credits. See Transfer Credits in Graduate Admissions section.</p>

Requirements for the Degree

1. **Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits.
2. **Program Options.** All students enter in ~~course option B (course intensive, without thesis)~~, and later have the ~~opportunity~~ to apply for option ~~A~~ (with thesis).

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 residence requirement is 3 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 satisfied all degree requirements and have a cumulative GPA of at least 2.70.

Master of/Magisteriate in Arts (Judaic Studies) with ~~Thesis (Option A)~~

1. **Core Courses.** ~~RELI 609: Theories of Religion (3 credits) and RELI 610: Methodological Problems~~ in the Study of Religion (3 credits).

Requirements for the Degree

1. **Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits.
2. **Program Options.** All students enter in the [guided research project](#) option, and later have the opportunity to apply for [the thesis option](#).
3. **Language Requirement.** [Normally, students acquire knowledge of Hebrew or another Jewish language either before or during the program. In addition, if the candidates' research necessitates knowledge of another classical or modern language, the Graduate Studies Committee may require proficiency in that language. Specific requirements are established in consultation with the Graduate Program Director. Students who intend to pursue graduate studies at the PhD level are especially encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.](#)

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 residence requirement is 3 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 satisfied all degree requirements and have a cumulative GPA of at least 2.70.

Master of/Magisteriate in Arts (Judaic Studies) with [Guided Research Project](#) Option

1. **Core Course.** RELI [6001 Method and Theory](#) in the Study of Religion (3 credits).

2. **Elective Courses.** ~~Four other~~ 3-credit courses, ~~which may include one course in another religious tradition~~ (12 credits).
3. **Thesis Proposal.** RELI ~~655~~ (3 credits). Students must submit a ~~thesis proposal~~ on a topic chosen in consultation with the ~~thesis~~ supervisor and the proposal must be approved by the ~~Department's~~ Graduate ~~Studies Committee~~.
4. **Thesis.** RELI ~~695~~ (24 credits). ~~Students who wish to transfer to the thesis option should have a 3.50 GPA or higher. Once the Thesis Proposal is approved the students are transferred from option B without thesis to option A with thesis. Each thesis shall be read and evaluated by the students' thesis supervisor and by two other scholars, one of whom may be an outside examiner.~~
5. **Language Requirement.** ~~Students are expected to acquire knowledge of Hebrew or other Jewish language either before or during the program. In addition, if the candidates' research necessitates knowledge of another classical or modern language, the Graduate Studies Committee may require proficiency in that language. Specific requirements are established in consultation with the Graduate Program Director. Students who intend to pursue graduate studies at the PhD level are especially encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.~~

Master of/Magisteriate in Arts (Judaic Studies) with ~~Guided Research Paper~~ (Option B)

1. **Core Course:** ~~RELI 609: Theories of Religion (3 credits) and RELI 610: Methodological Problems~~ in the Study of Religion (3 credits).
2. **Elective Courses.** ~~Seven other~~ 3-credit courses, ~~including at least one course in another religious tradition~~ (24 credits).
3. **Guided Research Paper Proposal.** RELI ~~604~~ (3 credits): Students must ~~prepare a GRP (Guided Research Paper) proposal in consultation with the GRP supervisor.~~
4. **Guided Research Paper:** ~~RELI 680 (15 credits) consists of writing a substantial research paper.~~
5. **Language Requirement.** ~~Students are expected to acquire knowledge of Hebrew or other Jewish language either before or during the program. In addition, if the candidates' research necessitates knowledge of another classical or modern language, the Graduate Studies Committee may require proficiency~~

2. **Elective Courses.** Five 3-credit courses (15 credits). Courses are grouped into RELI 6012-6018 (Topics in Judaic Studies) and RELI 6002-6008 (Topics in Religions and Cultures) and selected in consultation with the Graduate Program Director. Normally students may not take more than two 3-credit courses outside the Department. With the permission of the Graduate Program Director, up to six credits may be taken from courses offered by other departments or other universities.
3. **Guided Research Project Proposal.** RELI 6040 (3 credits). Students must submit a guided research project proposal on a topic chosen in consultation with the GRP supervisor and the proposal must be approved by the Graduate Program Director.
4. **Guided Research Project.** RELI 6041 (24 credits).

This may take one of three forms:

- (i) Substantial Academic Research Paper. Students complete a major research paper (normally in their third or fourth term) under the supervision of a faculty member, in which they develop themes or subjects engaged in coursework.
- (ii) An Artistic Production. These projects entail creating art or an artistic performance that reflects fluency with the rituals, practices, and cultures of particular communities that the student has studied. Projects can address and respond to issues facing these communities.
- (iii) A Technical Project. Projects in this area focus on the acquisition and demonstration of technical skills related to the study of religions and cultures.

Master of/Magisteriate in Arts (Judaic Studies) with Thesis Option

1. **Core Course.** RELI 6001 Method and Theory in the Study of Religion (3 credits).
2. **Elective Courses.** Three 3-credit courses (9 credits). Courses are grouped into RELI 6012-6018 (Topics in Judaic Studies) and RELI 6002-6008 (Topics in Religions and Cultures) and selected in consultation with the Graduate Program Director. Normally students may not take more than one 3-credit course outside the Department. With the permission of the Graduate Program Director, up to three credits may be taken from courses offered by other departments or other universities.
3. **Thesis Proposal.** RELI 6050 (3 credits). Students must submit a thesis proposal on a topic chosen in consultation with the thesis supervisor and the proposal must be approved by the Department's Graduate Studies committee.
4. **Thesis.** RELI 6051 (30 credits) The thesis is a work of primary research that normally runs to 18,000-24,000 words (about 60-80 pages), exclusive of footnotes and bibliography. Students are expected to have the requisite

~~in that language. Specific requirements are established in consultation with the Graduate Program Director. Students who intend to pursue graduate studies at the PhD level are especially encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.~~

language skills to undertake their proposed research. Prepared under the supervision of a faculty member, the thesis is defended orally before a committee comprised of the Graduate Program Director, the faculty supervisor, and one additional member of the Religions and Cultures faculty.

Rationale:

The change in admission requirements reflects recent and successful practices of admitting students with degrees outside of Religious Studies. It also increases our applicant pool.

The changes to the program will help reduce time to completion and create a streamlined MA with the potential to attract top students and thereby increasing the future viability of the MA programs. Making the Guided Research Project option and Thesis option is also administratively easier. Most students enter and remain in the Guided Research Project (GRP) track, so it makes sense that this option appears first in the calendar.

GRP option: Students will now take one required seminar, RELI 6001. This new seminar will be a more streamlined version of what was previously two separate seminars. In this course, students will be familiarized with the major theories of religion (what is "religion", as such? How is it related to other historical phenomena? How have scholars developed and understood this area of inquiry?). In addition, the majority of the courses will consider the major methodologies used in the study of religious and cultural phenomena (such as, ethnographic, sociological and psychological, historical, and literary). Students will then be able to apply these approaches in their seminars and notably, in their final projects. The number of elective courses has also been reduced by two in order to deliver a more efficient degree program (with shorter times to completion), and one that will allow students to work earlier on their own projects.

Thesis option: As with the GRP option, students will now take one required seminar, RELI 6001 (see above). The number of elective seminars has been reduced by one course in order to facilitate students' progress on thesis writing and research. We would like to increase the required GPA from 3.50 to 3.70 for the thesis option as our experience indicates that students with a higher GPA perform and complete their thesis faster.

Resource Implications:

The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.

PROGRAM CHANGE: Courses for the MA (Judaic Studies)

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Courses</p> <p>Candidates for the Master of Arts in Judaic Studies may select courses from the general course categories listed below, as well as those offered by the Master of Arts program in Religions and Cultures, which are listed in the previous section. Courses are selected in consultation with the Graduate Program Director.</p> <p>Normally, graduate students may not take more than two 3-credit courses or one 6-credit course from those offered outside the Department. Permission to substitute outside courses must be granted by both the Graduate Program Director in the Judaic Studies program and by the other Department involved.</p> <p>All of the general course categories listed below are for one-term, 3-credit courses unless otherwise indicated. A list designating which specific courses are to be offered in any given year, with description of content is available from the Graduate Program Assistant, and on the Department website</p> <p>Note: For those courses where the subject matter varies from term to term and from year to year, students may reregister for these courses, providing that the course content has changed. Changes in content are indicated by the course subtitle.</p>	<p>Courses</p> <p>All students must take RELI 6001 Method and Theory in the Study of Religion (3 credits)</p> <p>RELI 6001 Method and Theory in the Study of Religion This course provides students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as contemporary methodologies and the ways in which they colour, control, and reflect the representation of religious experience and expression. Students develop a critical theoretical orientation for their research and a familiarity with the skills that they apply in their coursework and final project.</p> <p>Electives Candidates for the Master of Arts in Judaic Studies may select courses from those listed below as well as those offered by the Master of Arts program in Religions and Cultures. Courses are selected in consultation with the Graduate Program Director. Students in the guided research project option select five (5) elective courses and students in the thesis option select three (3) elective courses.</p> <p>RELI 6012 Jewish Texts and Literature: Interpretation and Reception This course analyzes the sacred texts of Judaism and its interpretation through the ages. It enables students to comprehend the historical contexts and transitions of text as shifts and adjustments prevail. Topics may also include contemporary literature and popular transmissions of foundational texts into the present.</p> <p>RELI 6013 Canadian Jewish Studies This course covers the history, literature and ethnography of Canada's Jews. Exploring both the experiences and expressions of Canadian Jewry, the course examines lived religion and scarcely explored communal documents. Students are exposed to a variety of methodological approaches, such as literary criticism, ethnography and historiography.</p> <p>RELI 6014 Jewish Philosophy and Ethics</p>

Graduate courses offered by the Judaic Studies program fall into the following categories:

RELI 650-659 Topics in Hebrew Bible and Ancient Near Eastern Studies

RELI 660-669 Topics in Rabbinic Judaism

RELI 670-679 Judaism in Late Antiquity

RELI 680-689 Topics in Medieval Judaism

RELI 690-699 Topics in Modern Judaism

Topics in Hebrew Bible and Ancient Near Eastern Studies

Courses offered in recent years include: The Hebrew Bible; The Dead Sea Scrolls; Women in the Hebrew Bible; Ancient Jewish Biblical Interpretation.

RELI 650 Hebrew Bible

The content of this course may vary from year to year within the context of specific issues with respect to the Hebrew Bible. Examples of topics treated in the past are *women and the Hebrew Bible*, and *development of the text and ancient translations of the Hebrew Bible*.

Note: Students who have received credit for a topic covered under RELI 651 may not take the same topic under RELI 650 for credit.

RELI 656 Ancient Near Eastern Studies

While the content of this course varies from year to year, it treats specific issues with respect to ancient Near Eastern studies. Examples of topics in this area are *Mesopotamian Mythologies* and *The Epic of Gilgamesh*.

RELI 659 Reading Course in Ancient Near Eastern Studies

The content of this course may vary from year to year. This course treats specific issues with respect to ancient Near Eastern studies. Examples of possible topics are *women in the Bible*; *religions of the ancient Mediterranean*; and *death and dying in the ancient Mediterranean world*.

Topics in Rabbinic Judaism

Courses offered in recent years include: Judaic Law-Gender Issues and Early Rabbinic Texts.

RELI 664 Tannaitic Literature

This course treats specific issues with respect to ancient Rabbinic literature. Examples of topics in this area include *Mishna and Tosefta* and *early Rabbinic texts*.

RELI 665 Midrash

This course treats specific issues with respect to ancient Rabbinic Midrash. Examples of topics in this area are *Halakhic Midrashim* and *in Midrash Rabba*.

RELI 666 Talmud

This course treats specific issues with respect to the Talmud such as Judaic law and gender issues.

RELI 669 Reading Course in Rabbinic Judaism

This course treats specific issues with respect to Rabbinic Judaism. Examples of topics in this area are *studies in Jewish law* and *Jewish liturgy*.

This course examines Jewish philosophy in various historical periods. Topics may include ethics, metaphysics, cosmology, Jewish thought post-Holocaust, and reflections on the State of Israel. The course may focus on select Jewish thinkers or particular philosophical corpora.

RELI 6015 Material and Popular Culture in Judaism

This course explores the study of Jewish history and communities through material and popular culture. Topics may include the production and use of objects, images, ornament, iconography, epigraphy, and sacred space, art, film, and music. It considers how attention to material and popular culture allows for a nuanced understanding of the complexity and variety of Jewish cultures.

RELI 6017 Jewish Communities in Historical and Regional Contexts

This course examines Jewish communities in particular historical and cultural regions, notably the Middle East and Israel, North America, and Eastern Europe. It emphasizes how Jewish communities have interacted with outsiders, constructed intercommunal boundaries, responded to patterns of migration and immigration, and been shaped by changing social and political circumstances in these particular locations.

RELI 6018 Jewish Community Engagement

Prerequisite: Permission of the Graduate Program Director.

In this course, students work in a local Jewish community organization or institution in order to apply their training in religions and cultures to address real-world problem solving around religious tolerance, diversity, or issues of social justice. Examples include, working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots of Jewish communities, or organizations working with these, in regards to social issues, such as sustainability, racism and Islamophobia, anti-Judaism, disability, LGBTQ, or Indigenous rights.

Topics in Judaism in Late Antiquity

Courses offered in recent years include: Midrash and Talmudic Mysticism.

RELI 670 Judaism in Late Antiquity

This course treats specific issues with respect to the Talmud. Examples of topics in this area are *the Dead Sea Scrolls*; *Talmudic mysticism and Merkava literature*; and *Apochrypha and Judaism in late antiquity*.

RELI 677 Hellenistic Literature

This course treats specific issues with respect to ancient Jewish Hellenistic writings. Examples of topics in this area are *the books of Maccabees* and *studies in Josephus*.

Topics in Ancient and Medieval Judaism

Courses offered in recent years include: Talmud; Jewish Ritual and Liturgy; Issues of Faith and Reason in Medieval Judaism, Christianity, and Islam.

RELI 680 Medieval Jewish History

Topics under this number treat specific issues with respect to medieval Judaism. Examples of topics in this area are *Jews and Christians in the Middle Ages* and *medieval Jewish law and ethics*.

Note: Students who have received credit for a topic under RELI 685 may not take the same topic under RELI 680 for credit.

RELI 686 Medieval Jewish Thought

This course treats specific issues with respect to Medieval Jewish Thought. Examples of topics in this area are *studies in Saadiah Gaon* and *studies in Maimonides*.

Note: Students who have received credit for a topic under RELI 687 may not take the same topic under RELI 686 for credit.

RELI 688 Jewish Mysticism

This course deals with the historical development of mysticism in Judaism from its ancient beginnings to contemporary times, including especially the Judaic intellectual movement known as Kabbala. Examples of topics in this area are *Zohar*, *Safedian Kabbala*, and *Medieval Ashkenazic Hasidism*.

RELI 689 Reading Course in Medieval Judaism

This course examines topics in the history of Judaism in the medieval period. Subjects include topics in the social, religious, and intellectual history of medieval Jews. Examples of such topics include *Medieval Judaic and Christian Apocalypticism*, *Medieval Jewish Rationalistic Philosophy*, and *Liturgical Poetry in Medieval Ashkenaz*.

Topics in Modern Judaism

Courses offered in recent years include: Judaism in Canada; Hebrew Bible and Contemporary Literature; Autobiography and Jewish Identity; Women in Modern Jewish History; Food, Sex, and Death in Judaism.

RELI 694 Modern Jewish Thought

This course explores areas in the intellectual history of Modern Judaism. Topics offered include *the notion of the other in Judaism* and *Religious Pluralism in Modern Jewish Thought*.

Note: Students who have received credit for a topic under RELI 695 or RELI 696 may not take the same topic under RELI 694 for credit.

RELI 697 Modern Jewish History

This course covers topics in the history of Jews and Judaism in the modern period. Examples of topics in this area are *women in Modern Jewish history*, *history of Zionism in North America*, *Hasidism at its 1815 Turning Point*, and *Canadian Jewish Studies*.

Note: Students who have received credit for a topic under RELI 698 may not take the same topic under RELI 697 for credit.

RELI 699 Reading Course in Modern Judaism

The content of this course may vary from year to year focusing on specific issues with respect to modern Judaism. Examples of topics in this area are *Sephardic responses to modernity*, *Hasidism*, and *Canadian Jewish ritual art*.

Thesis, Research Paper, Thesis Proposal, Methodology

RELI 604 Guided Research Paper Proposal (3 credits)

RELI 609 Theories of Religion (3 credits)

RELI 610 Methodological Problems in the Study of Religion (3 credits)

RELI 655 Master's Thesis Proposal (3 credits)

RELI 680 Guided Research Paper (15 credits)

RELI 695 Master's Thesis (Judaic Studies) (24 credits)

Guided Research Project Option

RELI 6040 Guided Research Project Proposal (Judaic Studies) (3 credits)

The proposal for the guided research project (GRP) is 2,500-3,000 words in length. The GRP proposal outlines the nature of the student's project, whether a research paper, artistic or technical project. It outlines how the project is connected to a student's coursework, career or academic goals and the timeframe in which they complete the project. It includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6041 Guided Research Project (Judaic Studies) (24 credits)

The guided research project (GRP) is 11,000-12,500 words (about 40-50 pages) in length, exclusive of footnotes and bibliography. The GRP is usually undertaken in a student's third or fourth semester (after the completion of coursework). This research paper develops themes or subjects with which the student engaged in his or her coursework. Students in the MA in Judaic Studies write on an aspect of Jewish history or culture.

Thesis Option

RELI 6050 Thesis Proposal (Judaic Studies) (3 credits)

The proposal for the thesis is 2,500-3,000 words in length. A thesis proposal outlines the student's proposed research project, locates their research in relation to existing scholarship, clarifies their methodology and research questions, and includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6051 Thesis (Judaic Studies) (30 credits)

The thesis is 18,000-24,000 words (about 60-80 pages) in length, exclusive of footnotes and bibliography. The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students in the MA in Judaic Studies write on an aspect of Jewish history or culture. Students also demonstrate facility with one or two methodological approaches studied in the course of their program and illustrate their capacity to apply the approaches to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for instance, Yiddish or Hebrew.

Rationale:

The course numbering system for both MA programs has been redesigned, as follows: 1) We are moving from a three to a four number system to ensure that we do not re-use any numbers that would create administrative issues for the registrar, such as students repeating courses. We also want to be sure that course content can be easily evaluated in terms of the new CAFF system; 2) The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphases like "comparative religion and ethics," which appear throughout the current calendar are dated and inapplicable to current faculty members' teaching or research expertise.

We have merged RELI 609 Theories of Religion and RELI 610 Methodological Problems in the Study of Religion, into a single course RELI 6001 Method and Theory in the Study of Religion. It is our experience that two separate courses entailed some redundancy. A tightly organized and streamlined course can better deliver to students a survey of the main approaches used in Religious Studies. This approach will help students discern which approaches most suit the research and/or career objectives that they have. Moreover, introducing students to the major approaches to the study of Religion in one course, and (normally) in the fall term of their first semester, students are better equipped to apply the methodologies toward their own research projects in the course of the program itself (notably the GRP).

Resource Implications:

The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.

PROGRAM CHANGE: MA (Religions and Cultures)

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Religions and Cultures MA</p> <p>Admission Requirements</p> <p>An undergraduate degree in religious studies or Judaic studies, or its equivalent. Qualified applicants requiring prerequisite courses may be required to take up to 12 undergraduate credits in addition to and as a part of the regular graduate program. Applicants with deficiencies in their undergraduate preparation may be required to take a qualifying program. Qualifying program students in the Department of Religions and Cultures must complete their program with a minimum GPA of 3.50 with no courses graded lower than a “B+” to be considered for admission to the graduate program. Qualifying students must reapply to the MA program on completion of their qualifying program.</p> <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.</p> <p>Transfer Credits. See Transfer Credits in Graduate Admissions section.</p>	<p>Religions and Cultures MA</p> <p>Students apply to the guided research project (GRP) option. Once admitted to the program, students have the opportunity to transfer to the thesis option. To enter the thesis option students must complete 9 credits and normally achieve a minimum GPA of 3.70.</p> <p>Admission Requirements</p> <p>The normal minimum requirement for admission to the MA program in Religions and Cultures is a BA or equivalent with high standing in Religious Studies, Judaic Studies or a discipline in the Social Sciences, Humanities, or Fine Arts.</p> <p>Applicants with deficiencies in their undergraduate preparation may be required to take a qualifying program. Qualifying program students in the Department of Religions and Cultures must complete their program with a minimum GPA of 3.50 with no courses graded lower than a “B+” to be considered for admission to the graduate program. Qualifying students must reapply to the MA program on completion of their qualifying program.</p> <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.</p> <p>Transfer Credits. See Transfer Credits in Graduate Admissions section.</p>

Requirements for the Degree

1. **Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits.
2. **Program Options.** All students enter in option ~~B (course-intensive~~, with Guided Research ~~Paper~~) and later have the opportunity to apply for ~~option A (with thesis)~~.

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 residence requirement is one year (3 terms) of full-time graduate 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 satisfied all degree requirements and have a cumulative GPA of 2.70.

Master of/Magisteriate in Arts (Religions and Cultures) ~~with Thesis (Option A)~~

Candidates are required to take the following:

1. **Core Courses.** ~~RELI 609: Theories of Religion (3 credits); and RELI 610: Methodological Problems in the Study of Religion (3 credits).~~

Requirements for the Degree

1. **Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits.
2. **Program Options.** All students enter in the Guided Research [Project option](#) and later have the [opportunity](#) to apply for [the Thesis option](#).
3. **Language Requirement.** [Normally, students acquire knowledge of the classical and/or modern languages appropriate to their area of specialization. Specific requirements are established in consultation with the Graduate Program Director. Students who intend to pursue graduate studies at the PhD level are also encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.](#)

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 residence requirement is one year (3 terms) of full-time graduate 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 satisfied all degree requirements and have a cumulative GPA of 2.70.

Master of/Magisteriate in Arts (Religions and Cultures) with [Guided Research Project](#) Option

Candidates are required to take the following:

1. **Core Course.** [RELI 6001 Method and Theory in the Study of Religion \(3 credits\).](#)

2. **Elective Courses.** ~~Four other 3-credit courses (12 credits), normally including two courses in the primary area and two in a secondary area.~~
3. **Thesis Proposal.** ~~RELI 655: (3 credits). Students must submit a thesis proposal on a topic chosen in consultation with the thesis supervisor and the proposal must be approved by the Department's Graduate Studies Committee.~~
4. **Thesis.** ~~RELI 690: (24 credits). Students who wish to transfer to the thesis option should have a 3.50 GPA or higher. Once the Thesis Proposal (RELI 655) is approved the student is transferred from option B – guided research paper to option A – with thesis. Each thesis shall be read and evaluated by the student's thesis supervisor and by two other scholars, one of whom may be an outside examinee.~~
5. **Language Requirement.** ~~Students are expected to acquire knowledge of the classical and/or modern languages appropriate to their area of specialization. Specific requirements are established in consultation with the Graduate Program Director. Students who intend to pursue graduate studies at the PhD level are also encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.~~

Master of/Magisteriate in Arts (Religions and Cultures) with ~~Guided Research Paper (Option B)~~

Candidates are required to take the following:

1. **Core Course.** ~~RELI 609: Theories of Religion (3 credits); and RELI 610: Methodological Problems in the Study of Religion (3 credits).~~
2. **Elective Courses.** ~~Seven other 3-credit courses (21 credits), normally including four courses in another religious tradition.~~
3. **Guided Research Paper Proposal.** ~~RELI 604 (3 credits): Students must prepare a GRP (Guided Research Paper) proposal in consultation with the GRP supervisor.~~
4. **Guided Research Paper.** ~~RELI 680 (15 credits) consists of writing a substantial research paper.~~

2. **Elective Courses.** Five 3-credit courses (15 credits). Courses are grouped into RELI 6012-6018 (Topics in Judaic Studies) and RELI 6002-6008 (Topics in Religions and Cultures) and selected in consultation with the Graduate Program Director. Normally students may not take more than two 3-credit courses outside the Department. With the permission of the Graduate Program Director, up to six credits may be taken from courses offered by other departments or other universities.
3. **Guided Research Project Proposal.** RELI 6020 (3 credits). Students must submit a guided research project (GRP) proposal on a topic chosen in consultation with the GRP supervisor and the proposal must be approved by the Graduate Program Director.
4. **Guided Research Project.** RELI 6021 (24 credits).

This may take one of three forms:

- (i) Substantial Academic Research Paper. Students complete a major research paper (normally in their third or fourth term) under the supervision of a faculty member, in which they develop themes or subjects engaged in coursework.
- (ii) An Artistic Production. These projects entail creating art or an artistic performance that reflects fluency with the rituals, practices, and cultures of particular communities that the student has studied. Projects can address and respond to issues facing these communities.
- (iii) A Technical Project. Projects in this area focus on the acquisition and demonstration of technical skills related to the study of religions and cultures.

Master of/Magisteriate in Arts (Religions and Cultures) with Thesis Option

Candidates are required to take the following:

1. **Core Course.** RELI 6001 Method and Theory in the Study of Religion (3 credits).
2. **Elective Courses.** Three 3-credit courses (9 credits). Courses are grouped into RELI 6012-6018 (Topics in Judaic Studies) and RELI 6002-6008 (Topics in Religions and Cultures) and selected in consultation with the Graduate Program Director. Normally students may not take more than one 3-credit course outside the Department. With the permission of the Graduate Program Director, up to three credits may be taken from courses offered by other departments or other universities.
3. **Thesis Proposal.** RELI 6030 (3 credits). Students must submit a thesis proposal on a topic chosen in consultation with the thesis supervisor and the proposal must be approved by the Department's Graduate Studies committee.
4. **Thesis.** RELI 6031 (30 credits). The thesis is a work of primary research that

5. ~~Language Requirement. Students are expected to acquire knowledge of the classical and/or modern languages appropriate to their area of specialization. Specific requirements are established in consultation with the Graduate Program Director. Students who intend to pursue graduate studies at the PhD level are also encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.~~

normally runs to 18,000-24,000 words (about 60-80 pages), exclusive of footnotes and bibliography. Students are expected to have the requisite language skills to undertake their proposed research. Prepared under the supervision of a faculty member, the thesis is defended orally before a committee comprised of the Graduate Program Director, the faculty supervisor, and one additional member of the Religions and Cultures faculty.

Rationale:

The change in admission requirements reflects recent and successful practices of admitting students with degrees outside of Religious Studies. It also increases our applicant pool.

The changes to the program will help reduce time to completion and create a streamlined MA with the potential to attract top students and thereby increasing the future viability of the MA programs. Making the Guided Research Project option and thesis option is also administratively easier. Most students enter and remain in the Guided Research Project (GRP) track, so it makes sense that this option appears first in the calendar.

GRP Option: Students will now take one required seminar, RELI 6001. This new seminar will be a more streamlined version of what was previously two separate seminars. In this course, students will be familiarized with the major theories of religion (what is "religion," as such? How is it related to other historical phenomena? How have scholars developed and understood this area of inquiry?). In addition, the majority of the courses will consider the major methodologies used in the study of religious and cultural phenomena (such as, ethnographic, sociological and psychological, historical, and literary). Students will then be able to apply these approaches in their seminars and notably, in their final projects. The number of elective courses has also been reduced by two in order to deliver a more efficient degree program (with shorter times to completion), and one that will allow students to work earlier on their own projects.

Thesis Option: As with the GRP option students will now take one required seminar, RELI 6001 (see above). The number of elective seminars has been reduced by one course in order to facilitate students' progress on thesis writing and research. We would like to increase the required GPA from 3.50 to 3.70 for the thesis option as our experience indicates that students with a higher GPA perform and complete their thesis faster.

Resource Implications:

The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.

PROGRAM CHANGE: Courses (Religions and Cultures)

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Courses</p> <p>Candidates for the Master of Arts in Religions and Cultures may select courses from the course category listings below, as well as those offered by the Master of Arts program in Judaic Studies, which are listed in the next section. Courses are selected in consultation with the Graduate Program Director.</p> <p>Normally students may not take more than two 3-credit courses or one 6-credit course outside the Department. Permission to substitute outside courses must be granted before taking the course by both the Graduate Program Director in Religions and Cultures program and by the other Department involved.</p> <p>All of the general course categories listed below are for one-term, 3-credit courses unless otherwise indicated. A list designating which specific courses are to be offered in any given year, with description of content is available from the Graduate Program Assistant, and on the Department website</p> <p>Note: For those courses where the subject matter varies from term to term and from year to year, students may register for these courses, provided that the course content has changed. Changes in content are indicated by the course subtitle.</p>	<p>Courses</p> <p><u>Required course:</u> <u>All students must take RELI 6001 Method and Theory in the Study of Religion (3 credits).</u></p> <p><u>RELI 6001 Method and Theory in the Study of Religion</u> <u>This course provides students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as contemporary methodologies and the ways in which they colour, control, and reflect the representation of religious experience and expression. Students develop a critical theoretical orientation for their research and a familiarity with the skills that they apply in their coursework and final project.</u></p> <p><u>Electives</u> <u>Candidates for the Master of Arts in Religions and Cultures may select courses from the courses listed below, as well as those offered by the Master of Arts program in Judaic Studies. Courses are selected in consultation with the Graduate Program Director. Students in the guided research project option select five (5) elective courses and students in the thesis option select three (3) elective courses.</u></p> <p><u>RELI 6002 Texts, Literature, and Interpretation</u> <u>This course analyzes literature or sacred writings in their historical context. It addresses contemporary literature and popular written media, or alternatively, focuses on foundational corpora of a community. Emphasis is placed on familiarizing students with literary and textual critical approaches to the materials under study.</u></p> <p><u>RELI 6003 Ethnography and Lived Traditions</u> <u>This course familiarizes students with theoretical approaches drawn from anthropology and ethnography to the study of religions and cultures. It focuses primarily on contemporary forms of lived religion, and examines topics such as mission and conversion, ritual practice, sacred space and pilgrimage, constructions of public and private, and conceptions of the secular.</u></p>

Topics in World Religions

Courses offered in recent years include: Issues in Islamic Law; Islam and the Other; The Systems of Yoga; Social History of Indian Religions; Women and Buddhism; Hindu Myth and Myth Theory; Buddhist Cosmologies; Power and the Body in Hindu and Buddhist Tantra; Tibetan Religions; Religions of Ancient Iran; and Religions of the Silk Road.

RELI 608 Studies in the History of Religions

This course takes a historical approach and can deal with one or more religious traditions such as Manichaeism.

RELI 612 History of Islamic Thought and Institutions

This course focuses on the areas of Islamic thought and institutions principally in the classical period. Examples of topics offered in the past are *Islamic mysticism*, *survey of Islamic religious literature*, and *medieval Islamic iconography*.

RELI 613 Modern Islamic Thought and Institutions

This course treats areas of Islamic thought and institutions principally in the modern period. Examples of topics offered in the past are *Islamic law*, *Islam and the other*, and *Islam in North America*.

RELI 614 History of Hindu Thought and Institutions

This course treats areas of Hindu thought and institutions principally in the classical and medieval periods. Examples of topics offered in the past are *Advaita Vedanta*, *Tantra in South Asia*, and *devotional traditions of Medieval India*.

RELI 615 Modern Hindu Thought and Institutions

This course treats areas of Hindu thought and institutions in the modern period. Examples of topics offered in the past are *religious movements in modern India* and *a comparative perspective on Dharma*.

RELI 616 History of Buddhist Thought and Institutions

This course treats areas of Buddhist thought and institutions, often in tandem with other religions with which Buddhism has coexisted. Examples of topics offered in the past are *Buddhist cosmologies*, *social history of Indian religions*, and *religions of Tibet*.

RELI 617 Modern Buddhist Thought and Institutions

This course treats areas of Buddhist thought and institutions principally in the modern period such as Tibetan religions: texts and traditions, engaged Buddhism, contemporary women and Buddhism and esoteric Buddhism in China and Tibet. The content of this course may vary from year to year.

RELI 618 Studies in World Religions and Problems in Modernization in the Middle East and Asia

This course focuses on the modern and contemporary periods and may deal with one or

RELI 6004 Ethics, Philosophy, and Worldviews

This course examines ethical, philosophical, and natural scientific approaches to religious studies. Topics may include religious ethics, constructions of the sacred, the self and the body, cosmology and metaphysics, religion and the natural world as well as the evolutionary and cognitive study of religion.

RELI 6005 Material and Popular Culture

This course explores how the history of religions can be understood through material and popular culture. Topics may include the production and use of objects, images, ornament, iconography, epigraphy, and sacred space, art, film, and music. It considers how attention to material and/or popular culture can enhance the study of religious and cultural concepts and practices.

RELI 6006 Women, Gender, and Sexuality

This course familiarizes students with perspectives on gender and sexuality within particular cultural contexts and/or religious traditions. It also introduces students to theoretical approaches drawn from feminist, gender, and/or queer studies.

RELI 6007 Regional and Intercultural Studies

This course focuses on a particular historical and cultural region, for instance, Tibet/East Asia, South Asia, the Middle East, or North America. Its goal is to give students a nuanced and deeper understanding of an area of the world. Courses emphasize the coexistence and interdependence of traditions and communities over time, migration and immigration, responses to and conceptions of difference, and responses to changing social and political circumstances.

RELI 6008 Community Engagement

Prerequisite: Permission of the Graduate Program Director.

In this course, students work in a local community organization or institution in order to apply their training in religions and cultures to address real-world problems solving around religious tolerance, diversity, or issues of social justice. Examples include working on programming with Concordia's Multi-faith and Spirituality Centre; working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots efforts related to ethics and social justice, such as sustainability, racism and Islamophobia, disability, LGBTQ, or Indigenous rights.

more religious traditions such as Islam in modern South Asia and colonialism in India.

RELI 619 Reading Course in World Religions

The content of this course may vary according to the interests of students. Examples of topics offered in the past are *popular Hinduism*, *Chinese history and religion*, and *pre-Islamic Iranian religions*.

RELI 620 Studies in Iranian Religions

This course may treat a range of religious traditions, including Zoroastrianism, Manichaeism, and the Baha'i Faith, as well as other religions such as Judaism, Buddhism, Christianity and Islam in their Iranian context.

Topics in Religious and Philosophical Thought

Courses offered in recent years include Buddhist Philosophies; Religion and Postmodernism; Religion and Ethics; Jewish and Christian Responses to the Holocaust; Faith and Reason in Medieval Judaism, Islam, and Christianity; and Theories of Sacrifice.

RELI 621 Selected Readings in Modern Religious Thought

This course considers various areas and issues of modern religious thought. Examples of topics offered in the past are *women's religious lives* and *Schleiermacher, Comte and J.S. Mill*.

RELI 623 Selected Readings in Contemporary Religious Thought

The content of this course varies from year to year. This course treats various areas and issues of contemporary religious thought. Examples of topics offered in the past are *Jewish and Christian responses to the Holocaust* and *the psychology of religion*.

RELI 626 Religious Language

This course provides students with opportunities to explore in-depth issues of religious language, scripture and texts. Examples of topics covered in the past are *readings in New Testament Greek* and *readings in Christian Latin*.

RELI 627 Mysticism

This course focuses on specific topics with respect to the phenomenon of mysticism.

RELI 628 Faith and Reason in Religion

This course treats various perspectives on the relationship between faith and reason in religion. Examples of topics offered in the past are *faith and reason in Medieval Judaism, Islam, and Christianity*, and *the problem of the 'Thou' in Kierkegaard and Buber*.

RELI 629 Reading Course in Religious and Philosophical Thought

The content of this course may vary from year to year. Examples of topics offered in the past are *religion and postmodernism* and *Buddhist ethics*.

Topics in Religion and Society

Courses offered in recent years include: *Ethics and Religion in a Secular Culture*; *Religion and Literature*; *Religion and Film*; *Anthropology of Religion*; *Religion in the Public Square*; *Religion and Violence*.

RELI 630 Theoretical Problems in Religion and Culture

This course is concerned with the intersection between religion and culture. Examples of topics offered in the past are *anthropology of religion, masculinities and religion, the Abrahamic traditions, and science fiction, fantasy and the religious imagination.*

RELI 632 Comparative Ethics

This course focuses on the various areas and issues in comparative ethics. Examples of topics offered in the past are *justice and Jewish marriage and divorce.*

Note: Students who have received credit for a topic under RELI 633 may not take the same topic under RELI 632 for credit.

RELI 636 Religion and the Arts in Contemporary Cultures

This course treats the intersections of religion and the arts. Examples of topics offered in the past are *religion and literature, religion and art in India, and 19th-century North American art.*

RELI 637 Christianity and Society: Ancient and Medieval Periods

This course looks at the intersections of Christianity, culture and society in the ancient and medieval periods. Examples of topics covered in the past are *asceticism, gnosticism, and iconography.*

RELI 638 Christianity and Society: Reformation and Modern Periods

This course looks at modern reform movements within Christianity. Examples of topics offered in the past are *the Christian reformations and mystics, heretics and reformers.*

RELI 639 Reading Course in Religion and Society

This course treats religions in interaction with particular historical or contemporary communities and social issues. Examples of topics offered in the past are *medieval Jewish communities, millennial thinking, and religion and politics in Iran.*

Topics in Christian Studies

Courses offered in recent years include: North American Christianity; Reading Sex in the Bible; Ancient Christian Asceticism; Queer Christianity; Modern Evangelicalism; The Christian Bible; Anthropology of Christianity.

RELI 640 Biblical Studies

This course looks at issues and questions emerging from the Hebrew and Christian scriptures. Examples of topics covered in the past are *ancient apocalypticism and Christian origins.*

RELI 641 History of Christian Thought

This course looks at ideas, movements and personages within the broad history of Christian thought. Examples of topics covered in the past are *history of Church and family; diversity in early Christianity, 400-1700; the reluctant Goddess: Mary and Christian traditions; and Christian Saints.*

RELI 643 Contemporary Catholic Thought

The content of this course may vary from year to year within the context of the social teachings of the Roman Catholic Church.

RELI 644 Protestantism

While the content of this course varies from year to year, it examines ideas, movements and personages within the broad history of Protestant or Reform Christianity.

RELI 646 Christian Ethics

Topics covered in this course provide an examination of issues, questions and debates within central ethical issues.

RELI 647 Orthodox Christianity

While the content of this course varies from year to year, it considers ideas, movements and personages within the broad history of the Orthodox Christian traditions.

RELI 649 Reading Course in Christianity

The content of this course varies according to the interests of students. Examples of topics offered in the past include *same-sex relations, mysticism, asceticism, and saints*.

Topics in Judaic Studies

See listings for Master of/Magisteriate in Arts (Judaic Studies) below.

Thesis, Research Paper, Thesis Proposal, Methodology

RELI 604 Guided Research Paper-Proposal (3 credits)

RELI 680 Guided Research Paper (15 credits)

RELI 690 Master's Thesis (Religions and Cultures) (24 credits)

RELI 609 Theories of Religion (3 credits)

The purpose of this course is to introduce, examine critically, and compare a selection of contemporary theories of religion including the phenomenological, the theological, the historical, the anthropological, the cognitive, the critical, and the social scientific.

RELI 610 Methodological Problems in the Study of Religion (3 credits)

This required course examines some of the methodological issues and challenges in the social scientific and comparative study of religion. It looks at both the classical and contemporary perspective.

RELI 655 Master's Thesis Proposal (3 credits)**Guided Research Project Option****RELI 6020 Guided Research Project Proposal (Religions and Cultures)** (3 credits)

The proposal for the guided research project (GRP) is 2,500-3,000 words in length. The GRP proposal outlines the nature of the student's project, whether a research paper, artistic or technical project. It outlines how the project is connected to a student's coursework, career or academic goals and the timeframe in which they complete the project. It includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6021 Guided Research Project (Religions and Cultures) (24 credits)

The guided research project (GRP) is 11,000-12,500 words (about 40-50 pages) in length, exclusive of footnotes and bibliography. The GRP is usually undertaken in a student's third or fourth semester (after the completion of coursework). This research paper develops themes or subjects with which a student engaged in his or her course work.

Thesis Option**RELI 6030 Thesis Proposal (Religions and Cultures)** (3 credits)

The proposal for the thesis is 2,500-3,000 words in length. A thesis proposal outlines the student's proposed research project, locates their research in relation to existing scholarship, clarifies their methodology and research questions, and includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6031 Thesis (Religions and Cultures) (30 credits)

The thesis is 18,000-24,000 words (about 60-80 pages) in length, exclusive of footnotes and bibliography. The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students also demonstrate facility with one or two methodological approaches studied in the course of their program, and illustrate their capacity to apply them to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for

[instance, Sanskrit, Yiddish, Hebrew, Arabic, or Greek.](#)

Rationale:

The course numbering system for both MA programs has been redesigned, as follows: 1) We are moving from a three to a four number system to ensure that we do not re-use any numbers that would create administrative issues for the registrar, such as students repeating courses. We also want to be sure that course content can be easily evaluated in terms of the new CAFF system; 2) The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated and inapplicable to current faculty members' teaching or research expertise.

RELI 609 and 610 have been merged into a single course RELI 6001 "Method and Theory in the Study of Religion". Two separate courses entailed some redundancy. A tightly organized and streamlined course can better deliver to students a survey of the main approaches used in Religious Studies. Introducing students to the major approaches to the study of Religion in one course, and (normally) in the fall term of their first semester, students are better equipped to apply the methodologies toward their own research projects in the course of the program itself (notably the GRP). As modifications to the program and title of both the thesis and GRP are more demanding higher credit value has been assigned to both.

Resource Implications:

The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.

COURSE CHANGE: RELI 6001 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures, Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6001 Method and Theory in the Study of Religion This course provides students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as contemporary methodologies and the ways in which they colour, control, and reflect the representation of religious experience and expression. In this course, students develop a critical theoretical orientation for their research and a familiarity with the skills that they apply in their coursework and final project. Note: Students who have received credit for RELI 609 or 610 may not take this course for credit.</p>
<p>Rationale: Students will now take one required seminar, RELI 6001. This new seminar will be a more streamlined version of what was previously two separate seminars (RELI 609 Theories of Religion and RELI 610 Methodological Problems in the Study of Religion). The number of elective courses has also been reduced by two in order to deliver a more efficient degree program (with shorter times to completion), and one that will allow students to work earlier on their own projects.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6002 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6002 Texts, Literature, and Interpretation This course analyzes literature or sacred writings in their historical context. It addresses contemporary literature and popular written media, or alternatively, focuses on foundational corpora of a community. Emphasis is placed on familiarizing students with literary and textual critical approaches to the materials under study.</p>
<p>Rationale: This curriculum revision uses course titles that accurately reflect what we have been and will continue to teach in both MA programs. It was determined by a careful examination of all graduate seminars offered over the past five years, and with a view to course offerings in future years. New course titles, thus, reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated above, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. In this way, the course numbering system is easier for us to use, while also establishing for our current and prospective students the specific expertise they will obtain in our graduate programs. The course numbering system for both MA programs has been redesigned, as follows: 1) We are moving from a three to a four number system to ensure that we do not re-use any numbers that would create administrative issues for the registrar, such as students repeating courses. We also want to be sure that course content can be easily evaluated in terms of the new CAFF system; 2) The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. This course deals importantly with sacred texts, and other critical literature. It provides students with critical awareness of interpretative methods and literary analysis.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6003 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6003 Ethnography and Lived Traditions This course familiarizes students with theoretical approaches drawn from anthropology and ethnography to the study of religions and cultures. It focuses primarily on contemporary forms of lived religion, and examines topics such as mission and conversion, ritual practice, sacred space and pilgrimage, constructions of public and private, and conceptions of the secular.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course emphasizes living communities, and provides students with the background necessary to do any kind of ethnographic analyzes or the study of contemporary societies.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6004 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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| <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>RELI 6004 Ethics, Philosophy, and Worldviews This course examines the ethical, philosophical, and natural scientific approaches to religious studies. Topics may include religious ethics, constructions of the sacred, the self and the body, cosmology and metaphysics, religion and the natural world as well as the evolutionary and cognitive study of religion.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course focuses on philosophical and ethical discourses, and emphasizes the study of particular systems or schools of thought, which can include interdisciplinary approaches in religious studies, such as evolutionary and cognitive approaches.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6005 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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| <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>RELI 6005 Material and Popular Culture This course explores how the history of religions can be understood through material and popular culture. Topics may include the production and use of objects, images, ornament, iconography, epigraphy, and sacred space, art, film, and music. It considers how attention to material and/or popular culture can enhance the study of religious and cultural concepts and practices.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course examines material cultural artifacts and approaches to these drawn from art historical, anthropological, and culture studies.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6006 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6006 Women, Gender, and Sexuality This course familiarizes students with perspectives on gender and sexuality within particular cultural contexts and/or religious traditions. It also introduces students to theoretical approaches drawn from feminist, gender, and/or queer studies.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course takes women, gender and sexuality subjects of analysis. It introduces students to and builds upon feminist, gender and queer theory as it pertains to the study of religion.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6007 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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| <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>RELI 6007 Regional and Intercultural Studies This course focuses on a particular historical and cultural region, for instance. Tibet/East Asia, South Asia, the Middle East, or North America. Its goal is to give students a nuanced and deeper understanding of an area of the world. Courses emphasize the coexistence and interdependence of traditions and communities over time, migration and immigration, responses to and conceptions of difference, and responses to changing social and political circumstances.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course focuses on a particular region, or time-period, so that students gain an understanding of how communities interact with other groups. It reflects critiques of the earlier comparative method in religious studies, and illustrates how communities are shaped by particular social, political and cultural conditions.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6008 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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| <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>RELI 6008 Community Engagement <i>Prerequisite:</i> Permission of the Graduate Program Director. In this course, students work in a local community organization or institution in order to apply their training in religions and cultures to address real-world problems, solving around religious tolerance, diversity, or issues of social justice. Examples include working on programming with Concordia's Multi-faith and Spirituality Centre; working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots efforts related to ethics and social justice, such as sustainability, racism and Islamophobia, disability, LGBTQ, or Indigenous rights.</p>
<p>Rationale: This course is distinguished from the others because it is designed for students who are particularly focused on working in communities, normally around questions of social justice and religious tolerance. Students will be directed by a faculty member and coordinate with a local organization or institution.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6012 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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|---|---|--|---------------------------------------|
| <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>RELI 6012 Jewish Texts and Literature: Interpretation and Reception This course analyzes the sacred texts of Judaism and its interpretation through the ages. It enables students to comprehend the historical contexts and transitions of text as shifts and adjustments prevail. Topics may also include contemporary literature and popular transmissions of foundational texts into the present.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course deals importantly with Jewish sacred texts, and other critical literature. It provides students with critical awareness of interpretative methods and literary analysis.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6013 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6013 Canadian Jewish Studies This course covers the history, literature and ethnography of Canada's Jews. Exploring both the experiences and expressions of Canadian Jewry the course examines lived religion and scarcely explored communal documents. The students are exposed to a variety of methodological approaches, such as literary criticism, ethnography and historiography.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course highlights our department's unique expertise about Canada's Jewish community and its heritage. Approaches to this material will be historical, literary, and/or ethnographic, reflecting the expertise of the instructor.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6014 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6014 Jewish Philosophy and Ethics The course examines Jewish philosophy in various historical periods. Topics may include ethics, metaphysics, cosmology, Jewish thought post-Holocaust, and reflections on the State of Israel. The course may focus on select Jewish thinkers or particular philosophical corpora.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale for 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course focuses on philosophical, ethical, or political discourses in Jewish contexts, reflecting the expertise of the instructor.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6015 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6015 Material and Popular Culture in Judaism This course explores the study of Jewish history and communities through material and popular culture. Topics may include the production and use of objects, images, ornament, iconography, epigraphy, and sacred space, art, film, and music. It considers how attention to material and popular culture allows for a nuanced understanding of the complexity and variety of Jewish cultures.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course examines Jewish material cultural artifacts and approaches to these drawn from art historical, anthropological, and culture studies.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6017 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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|---|---|--|---------------------------------------|
| <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>RELI 6017 Jewish Communities in Historical and Regional Contexts This course examines Jewish communities in particular historical and cultural regions, notably the Middle East and Israel, North America, and Eastern Europe. It emphasizes how Jewish communities have interacted with outsiders, constructed inter-communal boundaries, responded to patterns of migration and immigration, and been shaped by changing social and political circumstances in these particular locations.</p>
<p>Rationale: New course titles reflect the distinctive approach of our graduate programs: the intersection of religion and culture, attentiveness to broad source materials (literary, artistic, archaeological), and interdisciplinary methodologies. As indicated in the rationale to RELI 6002, all courses are organized in view of the methodologies or theoretical approaches employed in them, and the topic or source material under investigation. This course focuses on a particular region, or time-period, so that students gain an understanding of how Jewish communities interact with other local communities. It reflects critiques of the earlier comparative method in religious studies, and illustrates how communities are shaped by particular social, political and cultural conditions.</p>	
<p>Resource Implications: There are no resource implications as we are only restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: MA Religions and Cultures.</p>	

COURSE CHANGE: RELI 6018 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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|---|---|--|---------------------------------------|
| <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>RELI 6018 Jewish Community Engagement <i>Prerequisite:</i> Permission of the Graduate Program Director In this course, students work in a local Jewish community organization or institution in order to apply their training in religions and cultures to address real-world problem solving around religious tolerance, diversity, or issues of social justice. Examples include, working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots of Jewish communities, or organizations working with these, in regards to social issues, such as sustainability, racism and Islamophobia, anti-Judaism, disability, LGBTQ, or Indigenous rights</p>
<p>Rationale: This course is distinguished from the others because it is designed for students who are particularly focused on working in Jewish communities, normally around questions of social justice and religious tolerance. Students will be directed by a faculty member and coordinate with a local organization or institution.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6020 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6020 Guided Research Project Proposal (Religions and Cultures)(3 credits) The proposal for the Guided Research Project (GRP) is 2,500-3,000 words in length. The GRP proposal outlines the nature of the student's project, whether a research paper, artistic or technical project. It outlines how the project is connected to a student's coursework, career or academic goals and the timeframe in which they complete the project. It includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.</p>
<p>Rationale: The RELI 604 Guided Research Paper Proposal, used under both the MA in Judaic Studies and MA in Religions and Cultures, is now offered under two separate numbers RELI 6020 Guided Research Project Proposal (Religions and Cultures) and RELI 6040 Guided Research Project Proposal (Judaic Studies). The title Guided Research Project Proposal title modification is consistent with the revised program. The requirements are now more specific.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6021 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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|---|---|--|---------------------------------------|
| <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>RELI 6021 Guided Research Project (Religions and Cultures) (24 credits) The guided research project (GRP) is 11,000-12,500 words (about 40-50 pages) in length, exclusive of footnotes and bibliography. The GRP is usually undertaken in a student's third or fourth semester (after the completion of coursework). This research paper develops themes or subjects with which a student engaged in his or her course work.</p>
<p>Rationale: The Guided Research Paper (RELI 680) was a common component to both the MA Religions and Cultures and the MA in Judaic Studies. As a part of the major restructuring of these MA programs, they have been given individual course numbers and titles reflecting their specific areas, RELI 6021 Guided Research Project (Religions and Cultures) and RELI 6041 Guided Research Project (Judaic Studies). As a part of the restructuring of the program the requirements for these courses have changed and this is reflected in the change in name to Guided Research Project rather than Guided Research Paper and the higher credit value (24 credits rather than 15) for the Guided Research Project. Finally, to be consistent with the new structure, we have implemented a four-digit numbering system.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6030 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6030 Thesis Proposal (Religions and Cultures) (3 credits) The proposal for the thesis is 2,500-3,000 words in length. A thesis proposal outlines the student's proposed research project, locates their research in relation to existing scholarship, clarifies their methodology and research questions, and includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.</p>
<p>Rationale: The requirement for the thesis proposal is more defined and specific.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 604 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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
RELI 604 Guided Research Paper Proposal (3 credits)	
Rationale: Guided Research Project Proposal title modification is consistent with the revised program. The requirements are now more specific.	
Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.	
Other Programs within which course is listed: None.	

COURSE CHANGE: RELI 6040 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6040 Guided Research Project Proposal (Judaic Studies) (3 credits) The proposal for the Guided Research Project (GRP) is 2,500-3,000 words in length. The GRP proposal outlines the nature of the student's project, whether a research paper, artistic or technical project. It outlines how the project is connected to a student's coursework, career or academic goals and the timeframe in which they complete the project. It includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.</p>
<p>Rationale: The RELI 604 Guided Research Paper Proposal, used under both the MA in Judaic Studies and MA in Religions and Cultures, is now offered under two separate numbers RELI 6020 Guided Research Project Proposal (Religions and Cultures) and RELI 6040 Guided Research Project Proposal (Judaic Studies). The title Guided Research Project Proposal title modification is consistent with the revised program. The requirements are now more specific.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6041 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

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|---|---|--|---------------------------------------|
| <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>RELI 6041 Guided Research Project (Judaic Studies) (24 credits) The guided research project (GRP) is 11,000-12,500 words (about 40-50 pages) in length, exclusive of footnotes and bibliography. The GRP is usually undertaken in a student's third or fourth semester (after the completion of coursework). This research paper develops themes or subjects with which the student engaged in his or her coursework. Students in the MA in Judaic Studies write on an aspect of Jewish history or culture.</p>
<p>Rationale: The Guided Research Paper (RELI 680) was a common component to both the MA Religions and Cultures and the MA in Judaic Studies. As a part of the major restructuring of these MA programs, they have been given individual course numbers and titles reflecting their specific areas, RELI 6021 Guided Research Project (Religions and Cultures) and RELI 6041 Guided Research Project (Judaic Studies). As a part of the restructuring of the program the requirements for these courses have changed and this is reflected in the change in name to Guided Research Project rather than Guided Research Paper and the higher credit value (24 credits rather than 15) for the Guided Research Project. Finally, to be consistent with the new structure, we have implemented a four-digit numbering system.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 6050 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 6050 Thesis Proposal (Judaic Studies) (3 credits) The proposal for the thesis is 2,500-3,000 words in length. A thesis proposal outlines the student's proposed research project, locates their research in relation to existing scholarship, clarifies their methodology and research questions, and includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.</p>
<p>Rationale: The requirements for the thesis proposal are more defined and specific.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 608 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>Topics in World Religions Courses offered in recent years include: Issues in Islamic Law; Islam and the Other; The Systems of Yoga; Social History of Indian Religions; Women and Buddhism; Hindu Myth and Myth Theory; Buddhist Cosmologies; Power and the Body in Hindu and Buddhist Tantra; Tibetan Religions; Religions of Ancient Iran; and Religions of the Silk Road.</p> <p>RELI 608 Studies in the History of Religions This course takes a historical approach and can deal with one or more religious traditions such as Manichaeism.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphases like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: RELI 609 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 609 Theories of Religion (3 credits) The purpose of this course is to introduce, examine critically, and compare a selection of contemporary theories of religion including the phenomenological, the theological, the historical, the anthropological, the cognitive, the critical, and the social scientific.</p>	
<p>Rationale: RELI 609 and RELI 610 are being merged into a single course. Two separate courses entailed redundancy. A tightly organized and streamlined course can better deliver to students a survey of the main approaches used in Religious Studies.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: MA Judaic Studies.</p>	

COURSE CHANGE: RELI 610 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 610 Methodological Problems in the Study of Religion (3 credits) This required course examines some of the methodological issues and challenges in the social scientific and comparative study of religion. It looks at both the classical and contemporary perspective.</p>	
<p>Rationale: RELI 609 and RELI 610 are being merged into a single course, RELI 6001 Method and Theory in the Study of Religion. Two separate courses entailed redundancy. A tightly organized and streamlined course can better deliver to students a survey of the main approaches used in Religious Studies.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: MA Judaic Studies.</p>	

COURSE CHANGE: RELI 612 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 612 History of Islamic Thought and Institutions This course focuses on the areas of Islamic thought and institutions principally in the classical period. Examples of topics offered in the past are Islamic mysticism, survey of Islamic religious literature, and medieval Islamic iconography</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: None. The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 613 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 613 Modern Islamic Thought and Institutions This course treats areas of Islamic thought and institutions principally in the modern period. Examples of topics offered in the past are Islamic law, Islam and the other, and Islam in North America.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 614 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 614 – History of Hindu Thought and Institutions This course treats areas of Hindu thought and institutions principally in the classical and medieval periods. Examples of topics offered in the past are Advaita Vedanta, Tantra in South Asia, and devotional traditions of Medieval India</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 615 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-615 – Modern Hindu Thought and Institutions This course treats areas of Hindu thought and institutions in the modern period. Examples of topics offered in the past are religious movements in modern India and a comparative perspective on Dharma.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 616 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 616 History of Buddhist Thought and Institutions- This course treats areas of Buddhist thought and institutions, often in tandem with other religions with which Buddhism has coexisted. Examples of topics offered in the past are Buddhist cosmologies, social history of Indian religions, and religions of Tibet.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 617 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-617 Modern Buddhist Thought and Institutions This course treats areas of Buddhist thought and institutions principally in the modern period such as Tibetan religions: texts and traditions, engaged Buddhism, contemporary women and Buddhism and esoteric Buddhism in China and Tibet. The content of this course may vary from year to year.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religion is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 618 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-618 Studies in World Religions and Problems in Modernization in the Middle East and Asia This course focuses on the modern and contemporary periods and may deal with one or more religious traditions such as Islam in modern South Asia and colonialism in India</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 619 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 619 Reading Course in World Religions The content of this course may vary according to the interests of students. Examples of topics offered in the past are popular Hinduism, Chinese history and religion, and pre-Islamic Iranian religions.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 620 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 620 Studies in Iranian Religions This course may treat a range of religious traditions, including Zoroastrianism, Manichaeism, and the Baha'i Faith, as well as other religions such as Judaism, Buddhism, Christianity and Islam in their Iranian context.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **RELI-43** VERSION: 7

COURSE CHANGE: RELI 621 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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

Present Text (from 2018/2019) calendar	Proposed Text
<p>Topics in Religious and Philosophical Thought Courses offered in recent years include: Buddhist Philosophies; Religion and Postmodernism; Religion and Ethics; Jewish and Christian Responses to the Holocaust; Faith and Reason in Medieval Judaism, Islam, and Christianity; and Theories of Sacrifice</p> <p>RELI 621 Selected Readings in Modern Religious Thought This course considers various areas and issues of modern religious thought. Examples of topics offered in the past are women's religious lives and Schleiermacher, Comte and J.S. Mill</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasizes like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

COURSE CHANGE: RELI 623 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 623 – Selected Readings in Contemporary Religious Thought The content of this course varies from year to year. This course treats various areas and issues of contemporary religious thought. Examples of topics offered in the past are Jewish and Christian responses to the Holocaust and the psychology of religion.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 626 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 626—Religious Language This course provides students with opportunities to explore in-depth issues of religious language, scripture and texts. Examples of topics covered in the past are readings in New Testament Greek and readings in Christian Latin.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 627 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 627 Mysticism This course focuses on specific topics with respect to the phenomenon of mysticism.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religion and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 628 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 628—Faith and Reason in Religion This course treats various perspectives on the relationship between faith and reason in religion. Examples of topics offered in the past are faith and reason in Medieval Judaism, Islam, and Christianity, and the problem of the 'Thou' in Kierkegaard and Buber.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 629 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 629 Reading Course in Religious and Philosophical Thought The content of this course may vary from year to year. Examples of topics offered in the past are religion and postmodernism and Buddhist ethics.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 630 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>Topics in Religion and Society Courses offered in recent years include: Ethics and Religion in a Secular Culture; Religion and Literature; Religion and Film; Anthropology of Religion; Religion in the Public Square; Religion and Violence. RELI 630 Theoretical Problems in Religion and Culture</p> <p>This course is concerned with the intersection between religion and culture. Examples of topics offered in the past are anthropology of religion, masculinities and religion, the Abrahamic traditions, and science fiction, fantasy and the religious imagination</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphases like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 632 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-632-Comparative-Ethics This course focuses on the various areas and issues in comparative ethics. Examples of topics offered in the past are justice and Jewish marriage and divorce. Note: Students who have received credit for a topic under RELI 633 may not take the same topic under RELI 632 for credit.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religion and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 636 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 636 Religion and the Arts in Contemporary Cultures This course treats the intersections of religion and the arts. Examples of topics offered in the past are religion and literature, religion and art in India, and 19th century North American art.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 637 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-637 Christianity and Society: Ancient and Medieval Periods This course looks at the intersections of Christianity, culture and society in the ancient and medieval periods. Examples of topics covered in the past are asceticism, gnosticism, and iconography.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 638 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-638 Christianity and Society: Reformation and Modern Periods This course looks at modern reform movements within Christianity. Examples of topics offered in the past are the Christian reformations and mystics, heretics and reformers.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 639 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 639 Reading Course in Religion and Society This course treats religions in interaction with particular historical or contemporary communities and social issues. Examples of topics offered in the past are medieval Jewish communities, millennial thinking, and religion and politics in Iran.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 640 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>Topics in Christian Studies Courses offered in recent years include: North American Christianity; Reading Sex in the Bible; Ancient Christian Asceticism; Queer Christianity; Modern Evangelicalism; The Christian Bible; Anthropology of Christianity.</p> <p>RELI 640 Biblical Studies This course looks at issues and questions emerging from the Hebrew and Christian scriptures. Examples of topics covered in the past are ancient apocalypticism and Christian origins.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 641 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-641 History of Christian Thought This course looks at ideas, movements and personages within the broad history of Christian thought. Examples of topics covered in the past are history of Church and family; diversity in early Christianity, 400-1700; the reluctant Goddess: Mary and Christian traditions; and Christian Saints.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religion is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphases like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 643 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 643—Contemporary Catholic Thought The content of this course may vary from year to year within the context of the social teachings of the Roman Catholic Church.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 644 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 644—Protestantism While the content of this course varies from year to year, it examines ideas, movements and personages within the broad history of Protestant or Reform Christianity.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 646 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-646-Christian-Ethics Topics covered in this course provide an examination of issues, questions and debates within central ethical issues.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 647 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 647 Orthodox Christianity While the content of this course varies from year to year, it considers ideas, movements and personages within the broad history of the Orthodox Christian traditions.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 649 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 649 Reading Course in Christianity The content of this course varies according to the interests of students. Examples of topics offered in the past include same-sex relations, mysticism, asceticism, and saints.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 650 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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 style="color: red;">Topics in Hebrew Bible and Ancient Near Eastern Studies Courses offered in recent years include: The Hebrew Bible; The Dead Sea Scrolls; Women in the Hebrew Bible; Ancient Jewish Biblical Interpretation.</p> <p>RELI 650 Hebrew Bible The content of this course may vary from year to year within the context of specific issues with respect to the Hebrew Bible. Examples of topics treated in the past are women and the Hebrew Bible, and development of the text and ancient translations of the Hebrew Bible. Note: Students who have received credit for a topic covered under RELI 651 may not take the same topic under RELI 650 for credit.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphases like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 655 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies, Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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
RELI 655 Master's Thesis Proposal (3 credits)	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 656 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 656 – Ancient Near Eastern Studies While the content of this course varies from year to year, it treats specific issues with respect to ancient Near Eastern studies. Examples of topics in this area are Mesopotamian Mythologies and The Epic of Gilgamesh.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 659 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 659—Reading Course in Ancient Near Eastern Studies The content of this course may vary from year to year. This course treats specific issues with respect to ancient Near Eastern studies. Examples of possible topics are women in the Bible; religions of the ancient Mediterranean; and death and dying in the ancient Mediterranean world.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religion is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 664 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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 2018/2019) calendar	Proposed Text
<p>Topics in Rabbinic Judaism Courses offered in recent years include: Judaic Law Gender Issues and Early Rabbinic Texts. RELI 664 Tannaitic Literature This course treats specific issues with respect to ancient Rabbinic literature. Examples of topics in this area include Mishna and Tosefta and early Rabbinic texts.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religion is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 665 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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 2018/2019) calendar	Proposed Text
<p>RELI 665—Midrash This course treats specific issues with respect to ancient Rabbinic Midrash. Examples of topics in this area are Halakhic Midrashim and in Midrash Rabba.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 666 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI-666-Talmud This course treats specific issues with respect to the Talmud such as Judaic law and gender issues.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 669 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 669 – Reading Course in Rabbinic Judaism This course treats specific issues with respect to Rabbinic Judaism. Examples of topics in this area are studies in Jewish law and Jewish liturgy.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 670 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>Topics in Judaism in Late Antiquity Courses offered in recent years include: Midrash and Talmudic Mysticism.</p> <p>RELI 670 Judaism in Late Antiquity This course treats specific issues with respect to the Talmud. Examples of topics in this area are the Dead Sea Scrolls; Talmudic mysticism and Merkava literature; and Apochrypha and Judaism in late antiquity.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religion and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

COURSE CHANGE: RELI 677 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>RELI 677— Hellenistic Literature This course treats specific issues with respect to ancient Jewish Hellenistic writings. Examples of topics in this area are the books of Maccabees and studies in Josephus.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 680 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures/Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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
RELI 680 Guided Research Paper (15 credits)	
<p>Rationale: As modifications are more demanding higher credit value is attributed. The MA in Religions and Cultures and the MA in Judaic Studies now have separate numbers for the Guided Research Project.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 686 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>Topics in Ancient and Medieval Judaism Courses offered in recent years include: Talmud; Jewish Ritual and Liturgy; Issues of Faith and Reason in Medieval Judaism, Christianity, and Islam.</p> <p>RELI 686—Medieval Jewish Thought This course treats specific issues with respect to Medieval Jewish Thought. Examples of topics in this area are studies in Saadiah Gaon and studies in Maimonides. Note: Students who have received credit for a topic under RELI 687 may not take the same topic under RELI 686 for credit.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphases like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 688 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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 2018/2019) calendar	Proposed Text
<p>RELI 688—Jewish Mysticism This course deals with the historical development of mysticism in Judaism from its ancient beginnings to contemporary times, including especially the Judaic intellectual movement known as Kabbala. Examples of topics in this area are Zohar, Safedian Kabbala, and Medieval Ashkenazic Hasidism.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religion to "Religions and Cultures" is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 689 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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 2018/2019) calendar	Proposed Text
<p>RELI 689—Reading Course in Medieval Judaism This course examines topics in the history of Judaism in the medieval period. Subjects include topics in the social, religious, and intellectual history of medieval Jews. Examples of such topics include Medieval Judaic and Christian Apocalypticism, Medieval Jewish Rationalistic Philosophy, and Liturgical Poetry in Medieval Ashkenaz.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religion is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 690 New Course Number: RELI 6031

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

- | | | | |
|--|--|--|---------------------------------------|
| <input checked="" type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input checked="" 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>RELI 690 Master's Thesis (Religions and Cultures) (24 credits)</p>	<p>RELI <u>6031</u> Thesis (Religions and Cultures) (30 credits) The thesis is 18,000-24,000 words (about 60-80 pages) in length, exclusive of footnotes and bibliography. The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students also demonstrate facility with one or two methodological approaches studied in the course of their program and illustrate their capacity to apply them to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for instance, Sanskrit, Yiddish, Hebrew, Arabic, or Greek.</p>
<p>Rationale: RELI 690 and RELI 695 were previously the - theses in the MA Religions and Cultures and the MA in Judaic Studies, respectively. As a part of the major restructuring of these MA programs, the thesis contributions to the programs are now more demanding and rigorous. As a result of this, the thesis reflects a higher credit value (30 credits rather than 24), two separate four digit course numbers for the thesis: RELI 6031 Thesis (Judaic Studies) and RELI 6051 Thesis (Religions and Cultures) were implemented and- program indicators have been added to the titles to synchronize the new course numberings and to allow for more consistency in each program.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 694 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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>Topics in Modern Judaism Courses offered in recent years include: Judaism in Canada; Hebrew Bible and Contemporary Literature; Autobiography and Jewish Identity; Women in Modern Jewish History; Food, Sex, and Death in Judaism.</p> <p>RELI 694—Modern Jewish Thought This course explores areas in the intellectual history of Modern Judaism. Topics offered include the notion of the other in Judaism and Religious Pluralism in Modern Jewish Thought. Note: Students who have received credit for a topic under RELI 695 or RELI 696 may not take the same topic under RELI 694 for credit.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 695 New Course Number: RELI 6051

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

Type of Change:

- | | | | |
|--|--|--|---------------------------------------|
| <input checked="" type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input checked="" 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>RELI 695 Master's Thesis (Judaic Studies) (24 credits)</p>	<p>RELI 6051 Thesis (Judaic Studies) (30 credits) The thesis is 18,000-24,000 words (about 60-80 pages) in length, exclusive of footnotes and bibliography. The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students in the MA in Judaic Studies write on an aspect of Jewish history or culture. Students also demonstrate facility with one or two methodological approaches studied in the course of their program and illustrate their capacity to apply the approaches to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for instance, Yiddish or Hebrew.</p>
<p>Rationale: RELI 690 and RELI 695 were previously the theses in the MA Religions and Cultures and the MA in Judaic Studies, respectively. As a part of the major restructuring of these MA programs, the thesis contributions to the programs are now more demanding and rigorous. As a result of this, the thesis reflects a higher credit value (30 credits rather than 24), two separate four digit course numbers for the thesis: RELI 6031 Thesis (Judaic Studies) and RELI 6051 Thesis (Religions and Cultures) were implemented and program indicators have been added to the titles to synchronize the new course numberings and to allow for more consistency in each program.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 697 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter 2019

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 2018/2019) calendar	Proposed Text
<p>RELI 697— Modern Jewish History This course covers topics in the history of Jews and Judaism in the modern period. Examples of topics in this area are women in Modern Jewish history, history of Zionism in North America, Hasidism at its 1815 Turning Point, and Canadian Jewish Studies. Note: Students who have received credit for a topic under RELI 698 may not take the same topic under RELI 697 for credit.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student's needs. Moreover, as befitting our recent name change, from "Religion" to "Religions and Cultures" the MA in Religions and Cultures is no longer organized by "religious traditions" (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus "East Asia/Tibet," "South Asia," or "North America," as opposed to "Buddhism," "Hinduism," or "Christianity." Additionally, emphasises like "comparative religion and ethics," which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 699 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Winter

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>RELI 699—Reading Course in Modern Judaism The content of this course may vary from year to year focusing on specific issues with respect to modern Judaism. Examples of topics in this area are Sephardic responses to modernity, Hasidism, and Canadian Jewish ritual art.</p>	
<p>Rationale: The divisions and sub-divisions of courses currently in the calendar are ineffective, either being too specialized or outmoded to meet our student’s needs. Moreover, as befitting our recent name change, from “Religion” to “Religions and Cultures” the MA in Religions and Cultures is no longer organized by “religious traditions” (which is how the courses are presently structured). Rather, seminars in both MA programs treat religions traditions as part of broader cultural systems, and incorporate regional perspectives, thus “East Asia/Tibet,” “South Asia,” or “North America,” as opposed to “Buddhism,” “Hinduism,” or “Christianity.” Additionally, emphasises like “comparative religion and ethics,” which appear throughout the current calendar are dated.</p>	
<p>Resource Implications: The changes we are requesting do not require any additional funding or space as we are merely restructuring and streamlining the program.</p>	
<p>Other Programs within which course is listed: None.</p>	

Courses for MA in Religions and Cultures
and MA in Judaic Studies

RELI 6001 Method and Theory in the Study of Religion

MA in Religions and Cultures

RELI 6002 Texts, Literature, and Interpretation

RELI 6003 Ethnography and Lived Traditions

RELI 6004 Ethics, Philosophy, and Worldviews

RELI 6005 Material and Popular Culture

RELI 6006 Women, Gender, and Sexuality

RELI 6007 Regional and Intercultural Studies

RELI 6008 Community Engagement

GRP Option

RELI 6020 GRP Proposal

RELI 6021 GRP Project

Thesis Option

RELI 6030 Thesis Proposal

RELI 6031 Thesis

Judaic Studies

RELI 6012 Jewish Texts and Literature: Interpretation and Reception

RELI 6013 Canadian Jewish Studies

RELI 6014 Jewish Philosophy and Ethics

RELI 6015 Material and Popular Culture in Judaism

RELI 6017 Jewish Communities in Historical and Regional Contexts

RELI 6018 Jewish Community Engagement

GRP Option

RELI 6040 GRP Proposal

RELI 6041 GRP Project

Thesis Option

RELI 6050 Thesis Proposal

RELI 6051 Thesis

GRP Evaluation

Student's Name:

Type of Project: Artistic or Technical

Supervisor:

PASS/FAIL (Please circle one)

Please comment on the following points (you are encouraged to attach pages to this form). Before providing your comments, please also consult the student's final report and Guided Research Project Proposal.

Overall Evaluation of the Project (E.g. Please comment on the quality of the final product in terms of its complexity and depth. Does it demonstrate student's fluency in a particular media, or technical skill? To what degree does the student meet his/her own expectations? Comment on areas of strengths and possible areas of improvement).

Demonstration of Knowledge (E.g. To what degree does the student's work show evidence of knowledge acquired in their course of study? How does the project showcase the student's fluency with religions and cultures and methodological approaches he or she encountered in coursework? Are there possibilities for richer or more sustained engagement that the student might have addressed?)

Suggestions for Publication, Future Research, or Next Steps? (Comment on the future directions that the student might undertake. Should the student continue to develop this project, if so, how? Should he or she consider dissemination of their work either inside or outside of the academic context? If they have already made such connections or undertaken future steps, please comment on these.)

GRP Evaluation

Student's Name:
Title of the Paper:
Supervisor:

PASS/FAIL (Please circle one)

Please comment on the following points (you may wish to attach pages to this form).

Quality of the Argument. (E.g.: Is the argument of the paper clearly stated? Does the paper develop a coherent argument? Are the conclusions substantiated? Does the argument illustrate complexity and nuance?)

Engagement with Sources. (E.g.: Does the student demonstrate familiarity with relevant scholarship in his or her area of research? Does the student engage closely with sources, both primary and secondary? Does the student incorporate a sufficient number of sources to justify his or her conclusions? Are sources properly cited?)

Methodological Approach. (E.g.: Does the student outline the methods he or she uses in the paper? Are methodological approaches applied consistently and appropriately?)

Quality of the Writing. (E.g.: Is the paper well written, organized, and copy-edited?)

Suggestions for Editing the Paper for Publication?

Concordia University Department of Religions and Cultures
Site Supervisor's Final Evaluation of Student Performance for RELI 6008 or RELI 6018

Student Name: _____

Site Supervisor: _____

Site: _____

I have evaluated the student's performance in the following areas:

EVALUATION CRITERIA	Excellent	Very Good	Good	Needs Improvement	Unsatisfactory	Not applicable
Completion of goals to date						
Progress toward completion of project(s)						
Participation in professional activities						
Quality of work						
Acquisition/learning of professional skills						
Interaction with supervisor						
Interaction with other staff						
Communication skills						
* Other						

* Please add any other category(ies) specific to your site or the student's project.

In your assessment, has the student successfully performed the requisite tasks? Please outline specific areas where the student improved or demonstrated competency over the term. We encourage you to discuss this evaluation with the student, and remind you that the faculty supervisor will also discuss it with him or her.

Site Supervisor's signature: _____

Date: _____

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: October 29, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (CINE-25) and (ARTG-6)
(CALENDAR – 2019/2020)
MEL HOPPENHEIM SCHOOL OF CINEMA
FACULTY OF FINE ARTS**

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

The Fine Arts Faculty Council is proposing an administrative re-location of the MFA in Film Production to the Mel Hoppenheim School of Cinema, re-named MFA Cinematics Arts. The proposal includes restructuring from a 60-credit course-based program to a 45-credit thesis program.

At the September 17, 2018 meeting the GCC recommended that the department revise the proposal. The dossier was presented again on October 22, 2018 with the requested changes.

The GCC approved the revised curriculum changes with the inclusion of an appendix item that details the 'Student Transition Options and Tuition Costing'. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: E. C. Paterson, Associate Dean, Academic Affairs, Faculty of Fine Arts
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,
Academic Affairs



FACULTY OF FINE ARTS

INTERNAL MEMORANDUM

TO: Dr. Bradley Nelson, Chair, Graduate Curriculum Committee

FROM: Dr. Rebecca Duclos, Dean, Faculty of Fine Arts

CC: Frédérica Martin, Manager, Academic Programs and Development
Dr. Mark Sussman, Associate Dean, Academic Affairs, Faculty of Fine Arts

DATE: November 19, 2018

RE: Curriculum Dossier for the Department of Cinema, CINE-25; and the Department of Studio Arts, ARTG-6

A handwritten signature in cursive script, reading "Rebecca Duclos".

As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in CINE-25 and ARTG-6. The CINE-25 dossier was reviewed and approved by the Fine Arts Faculty Council at its meeting on April 20, 2018.

Following recommendations from the School of Graduate Studies to remove references to the Film Production MFA from the Studio Arts calendar for the 2019 academic year, the ARTG-6 curriculum changes were approved by the Fine Arts Faculty Council at its meeting on November 16, 2018.

The relocation will be self-funded as the Faculty of Fine Arts and the Department of Cinema have identified capacity to cover all costs, therefore no resources will be required from the Office of the Provost.

Rebecca Duclos
Dean, Faculty of Fine Arts
Rebecca.Duclos@concordia.ca
848-2424 ext. 4602



FACULTY OF FINE ARTS

Internal Memorandum

To: Rebecca Duclos, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic
Date: November 9, 2018
Re: Curriculum dossier, Department of Studio Arts, ARTG-6

The Faculty of Fine Arts Curriculum Committee has reviewed and approved the ARTG-6 curriculum dossier from the Department of Studio Arts. We hereby submit this dossier for review at Faculty Council on November 16, 2018.

This document proposes to remove references to the MFA in Film Production to accommodate the re-location of the MFA Film Production Concentration from the Department of Studio Arts to the Mel Hoppenheim School of Cinema.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "Elaine Paterson".

Elaine Paterson, PhD
Associate Dean, Academic
Faculty of Fine Arts
elaine.paterson@concordia.ca



FACULTY OF FINE ARTS

Internal Memorandum

To: Rebecca Duclos, Dean, Faculty of Fine Arts
From: Mark Sussman, Associate Dean, Academic Affairs
Date: April 13, 2018
Re: Curriculum dossier, Department of Cinema, CINE-25

The Faculty of Fine Arts Curriculum Committee has reviewed and unanimously approved the CINE-25 curriculum dossier from the Department of Cinema. We hereby submit this dossier for review at Faculty Council on April 20, 2018.

This document proposes an administrative relocation of the MFA Film Production Concentration from the Department of Studio Arts to the Mel Hoppenheim School of Cinema, as well as a restructuring from a 60-credit course-based program to a 45-credit thesis program. The name of the program has been updated to "MFA in Cinematic Arts," to more fittingly encompass contemporary moving image practices, as outlined in the attached proposal.

With the shift of 18 credits from the credit envelope of Studio Arts to the School of Cinema, the proposed MFA in Cinematic Arts does not require any increase of teaching credits for its implementation. The relocation of the program to the School of Cinema will be self-funded, as the Faculty of Fine Arts and the School of Cinema have identified capacity within its current resources to cover costs of teaching, technical facilities, and administrative needs. Therefore, no additional resources will be required from the Office of the Provost.

With thanks for your consideration.

A handwritten signature in black ink, appearing to read "Mark Sussman".

Mark Sussman, PhD
Associate Dean, Academic Affairs
Faculty of Fine Arts
mark.sussman@concordia.ca

INTERNAL MEMORANDUM

To: Elaine Paterson, Associate Dean, Academic, Faculty of Fine Arts

From: Leila Sujir ,Chair, and Kelly Thompson, Graduate Program Director, Studio Arts

Date: November 5, 2018

Re: ARTG-6: MFA Studio Arts (Film Production option) transition to the Mel Hoppenheim School of Cinema, under the new name of MFA Cinematic Arts

At the Studio Arts Department Council held on November 2, 2018 after discussion, unanimously passed the following recommendation.

Studio Arts MFA Curriculum committee and Studio Arts Department Council approves changes removing references to Film Production in the MFA Studio Arts calendar and guidelines.

Leila Sujir

LETTER OF SUPPORT

To: Mark Sussman, Associate Dean Academic Affairs, Faculty of Fine Arts

From: Leila Sujir, Chair, Department of Studio Arts, Kelly Thompson, Graduate Program Director, Studio Arts

Date: April 17, 2018

Re: ARTG-6/CINE-25 Relocation of the MFA Studio Arts (Film Production Concentration), to the Cinema Department

Following consultations with the Dean's office and faculty within the Departments of Cinema and Studio Arts, I am presenting this letter of support for the proposed relocation of the Film Production concentration of the MFA Studio Arts to the Mel Hoppenheim School of Cinema (MHSoc), under the new name of "MFA Cinematic Arts".

We understand from our consultations with the Fine Arts Office of the Dean that 18 teaching credits in total will be transferred from the Department of Studio Arts to the MHSoc. This includes the 12 credits currently allocated to teach FMPR 610, 611, 612, 613 and 6 credits required to run the Film Production student proportion of the Interdisciplinary ASEM courses in the MFA Studio Arts program. The Cinematic Art degree conversion outline includes the option for students to continue to take one ASEM course offered in Studio Arts, which we are pleased to support.

The decrease of 6 teaching credits in Studio Arts will have an impact on the total number of theoretical seminar (ASEM) options that MFA students from the six other concentrations (Fibres and Material Practices, Intermedia, Painting and Drawing, Photography, Print Media, Sculpture and Ceramics) can register in annually. However, given that a cohort of approximately 16 students will shift from Studio Arts to Cinema, the ASEM courses will have ample capacity, so there will be no added risk that Studio Arts students will not be able to find seats in the ASEM as a result of these changes.

The ASEM courses have also offered a wide range of theoretical and conceptual topics, some of which have been taught by Cinema or Screen specialists. The reduction of 6 ASEM teaching credits from the Studio Arts envelope will therefore have some impact on the diversity of people teaching each cohort and the interdisciplinary mixing of the students. However, we recognize the options that the relocation and restructuring of the Film Production concentration from course-based to a thesis program will have for Cinema

FACULTY OF FINE ARTS

students, and therefore we support the desire of MHSoc to concentrate their offerings, while also raising awareness of the benefits to students of interdepartmental courses.

An internal memorandum of understanding between the Dean's Office and Studio Arts will be required in terms of outlining important details such as student funding and a transition plan for students who will need to complete their existing program after the MFA in Cinematic Arts is opened.

Sincerely,



Leila Sujir, Chair, Department of Studio Arts



Kelly Thompson, Graduate Program Director, Studio Arts



FACULTY OF FINE ARTS

INTERNAL MEMORANDUM

To: Elaine Paterson, Associate Dean Academic Affairs, Faculty of Fine Arts
FROM: Jean-Claude Bustros, Chair, Mel Hoppenheim School of Cinema
Cc: Dr. Marielle Nitoslawska, Professor, Mel Hoppenheim School of Cinema
DATE: October 15, 2018
RE: Curriculum Dossier for the MHSoc and the Department of Studio Arts (CINE-25 and ARTG-6)

As Chair of the Mel Hoppenheim School of Cinema, I am very pleased to submit the attached proposal and curriculum change documents as a request to migrate the Studio Arts MFA (Film Production Option) to the School of Cinema under the new name of "Cinematic Arts." The migration would enable the Faculty to develop a stand-alone Film Production graduate program within the context of the Cinema Department, where it would be integrated into the research community of Film Studies MA and PhD programs, as well as our strong BFA programs in Film Production, Animation, and Studies. An MFA in Cinematic Arts housed in the MHSoc will benefit from the national and international reputation of the department, and in turn, be an important complement to the existing programs.

The administrative relocation was specifically recommended in the Departmental Appraisal of 2017 Implementation plan, as a means of consolidating our expertise and innovation in cinematic arts. The MFA program will remain similar in many ways to the Film Production Option in Studio Arts, which has successfully run for over 30 years. The relocated program is designed as a 45-credit program with a thesis component, which we believe is the most appropriate curricular structure for cinematic practice. The proposed migration was approved by the Department Curriculum Committee on January 31, 2018 and by the School Council on Feb 2, 2018.

Highlights of Academic Changes include:

1. Restructuring of the 60-credit course-based program to a 45-credit thesis program. This will be accomplished by:
 - a) Replacing the requirement for 21 credits of Seminar (ASEM) courses with a requirement for 6 credits of elective courses
 - b) Adding two new Film Production elective courses, FMPR 630 Special Topics

- in Creative Nonfiction (3 credits), and FMPR 640 Special Topics in Fictional Practices (3 credits), with courses to be offered in alternating years
- c) Condensing Film Production courses (Film Production I, II III and IV) from 6 credits to 3 credits.
 - d) Replacing the requirement for DISP 615 Directed Studio Practice (3 credits) with the requirement for FMPR 625 Graduate Symposium (3 credits)
 - e) Replacing the requirement for PROJ 691 Studio Project (9 credits) and PROJ 692 Exhibition or Film Project (3 credits) with the requirement for FMPR Research-Creation Thesis (24 credits)
2. An updated name for the program, “MFA in Cinematic Arts,” to more fittingly encompass varied single-screen genres and idioms alongside contemporary expanded moving image practices (multiscreen projection, installations and performative cinematic actions).
 3. Addition of descriptions to Film Production studio courses where none existed previously, articulating the research-creation process that has informed the pedagogical approach within the Film Production program for many years.

Resource Implications

The proposed program will not require any additional faculty, and will be supported by the equipment depot and inventory in the Concordia Digital Arts (CDA) facility. Following consultations with staff and administrators, we have confirmed that CDA staff currently have the capacity to support the needs of the relocated program and that additional resources will not be required. The Mel Hoppenheim School of Cinema is prepared to purchase any required new equipment to support the thesis requirement through our own funds, to be housed at the CDA.

With the shift of 18 credits from the credit envelope of Studio Arts to the School of Cinema, the proposed MFA in Cinematic Arts does not require any increase of teaching credits for its implementation. The proposed migration of the program from Studio Arts will require that funds allocated towards graduate funding, are transferred proportionally from Studio Arts to Cinema.

Attached Documents

Please find attached to this letter the following components of the proposal:

1. A narrative summary and justification for the migration and transition to thesis program
2. An appendix comparing the curriculum of the Film Production Option in Studio Arts with the MFA in Cinematic Arts
3. Complete Provotrack documents for Cinema calendar changes, labeled CINE-25
4. Complete Provotrack documents for Studio Arts calendar changes, labeled ARTG-6

1. Introduction

This proposal delineates the curriculum changes concurrent to the proposed administrative relocation of the graduate Film Production Option from the MFA in the Department of Studio Arts, where it presently resides, to the Mel Hoppenheim School of Cinema (MHSoC). Alongside the relocation, the proposal includes a shift from a 60-credit course-based program to a 45-credit thesis program. An updated name for the program is proposed, “MFA in Cinematic Arts,” and course descriptions will be added where none existed previously.

2. Administrative Relocation

The proposal for the administrative relocation recognizes the valuable contributions that the Department of Studio Arts has made in administering the program since its inception in the 1980s. However, as the MHSoC’s national and international reputation as a center for cinematic arts innovation has grown over the years, it is clear that it is now the most appropriate fit for meeting the learning needs and interests of graduate level students pursuing studies in Film Production. We therefore welcome the Dean’s recommendation included in the Implementation Plan of June 2017, at the conclusion of the most recent Academic Program Appraisal process, which states, “The department should consider moving the MFA in Film Production from the Department of Studio Arts to the School of Cinema.”

The specific circumstances that determined the administrative location of the graduate program in Film Production as an MFA Option within Studio Arts, in the mid-1980s, have long ceased to exist. When the program was first implemented, there were only two tenured professors in Film Production, and neither held an MFA degree. Today, there are ten tenured faculty members in the studio areas at the School of Cinema, and one probationary member; of these, eight faculty members hold an MFA, the terminal degree in the field. The outstanding research and teaching dossiers of remaining members amply fulfill equivalency expectations of an MFA in Film. All of these cinema artist-researchers are award-winning faculty possessing extensive research-creation expertise developed in their wide-ranging practices as directors of fiction, nonfiction, animation, experimental and expanded forms of cinematic creation. Their accomplishments encompass a wide range of idioms in a diversity of methodologies and technologies, both digital and analogue, from single cinema screen exhibition to gallery installations and interactive platforms. The expertise for advising and thesis supervision of the cohort of MFA Film Production students is now well within the capacity of the School of Cinema.

The anticipated relocation will enrich and in turn be enriched by the dynamic graduate research community of the MA in Film Studies and the PhD in Film and Moving Image Studies housed at the MHSoC. This proposal has been considered holistically in consultation and with the support of the MHSoC’s faculty members in all three areas: Film Animation, Film Production and Film Studies, the MHSoC administrators and staff, and the Dean’s Office.

3. Summary of Proposed Academic Changes

1. Restructuring of the 60-credit course-based program to a 45-credit thesis program. This will be accomplished by:

- a) Replacing the requirement for 21 credits of Seminar (ASEM) courses with a requirement for 6 credits of elective courses
 - b) Adding two new Film Production elective courses, FMPR 630 Special Topics in Creative Nonfiction (3 credits), and FMPR 640 Special Topics in Fictional Practices (3 credits), with courses to be offered in alternating years
 - c) Condensing Film Production courses (Film Production I, II III and IV) from 6 credits to 3 credits.
 - d) Replacing the requirement for DISP 615 Directed Studio Practice (3 credits) with the requirement for FMPR 625 Graduate Symposium (3 credits)
 - e) Replacing the requirement for PROJ 691 Studio Project (9 credits) and PROJ 692 Exhibition or Film Project (3 credits) with the requirement for FMPR Research-Creation Thesis (24 credits)
2. An updated name for the program, “MFA in Cinematic Arts,” to more fittingly encompass varied single-screen genres and idioms alongside contemporary expanded moving image practices (multiscreen projection, installation and cinematic performance)
 3. Addition of descriptions to Film Production studio courses where none existed previously, articulating the research-creation process that has informed the pedagogical approach within the Film Production program for many years.

Comparative Table: Required Courses*

Current Program	Credits	Proposed Program	Credits
FMPR 610: Film Production I	6	FMPR 620 Film Production I	3
FMPR 611 Film Production II	6	FMPR 621 Film Production II	3
FMPR 612 Film Production III	6	FMPR 622 Film Production III	3
FMPR 613 Film Production IV	6	FMPR 623 Film Production IV	3
DISP 615 Directed Studio Practice	3	FMPR 625 Graduate Symposium	3
Chosen from Seminar courses ASEM 620, 641, 642, 643, 644, 645, 646, 651, 652, 653, 654, INTP 660, 661, 662, INDS 670, 671, 672;	21	Two elective courses (3 credits of which must be chosen from FMPR courses)	6
PROJ 691: Studio Project	9	FMPR 691 Research-Creation Thesis	24
PROJ 692: Exhibition or Film Project	3		
Total	60	Total	45

**Please see Appendix 1 for a detailed program comparison chart including course descriptions*

4. Learning Objectives

The 45-credit thesis program will provide students with a greater opportunity to pursue a dialectical relationship between theory and practice in their own research/creation so as to contribute to the knowledge production of both, and will better equip students for potential Ph.D. studies. The program will continue to uphold the learning outcomes that have informed the pedagogical approach within the Film Production program for many years. By the time students have completed their courses and research-creation thesis in the program, students will be able to:

- Articulate an understanding of the relationship between theory and practice: its intersections; its limitations; and its place in their own work.

- Apply specialized skills in cinematic production, in selected research areas in a wide range of genres.
- Position their practice within a wide understanding of art and film history; film and cultural theory; and cinematic discourses.
- Demonstrate an ability to communicate to different audiences the relevant themes, strategies of representation, and contexts that their practice embodies.
- Apply ethical approaches to processes of artistic experimentation, and critically assess divisions of labour in traditional production structures.
- Apply professional skills relevant to a broad range of careers, from the cinema and creative industries, to the independent cultural sector, to academia.

5. Rationale for Thesis Program

The restructuring of the 60-credit course-based program to a 45-credit thesis program will significantly improve our graduate students' academic experience and learning outcomes by offering recognition of the significant research component that they are already undertaking. Since the mid-1980s, graduate Film Production students have produced a major creative project, and have referred to this as their "thesis project." The major creative project has required well over 1000 hours of work spread over two years, in addition to a written component. By increasing the credit value of graduate research from the current 12 credits to the proposed 24 credits, the MFA in Cinematic Arts will recognize the extensive research required to complete a significant written component alongside a major creative project within the structure of a thesis program, while further strengthening the rigorous academic and artistic standards that have been present throughout the program's existence within the Department of Studio Arts.

Under the structure of the thesis program, the School of Cinema will provide our graduate students the necessary pedagogical structures to support specifically cinematic research-creation through core courses that combine interdisciplinary theory and practice, and through a fuller integration in the School of Cinema's stimulating research environment. Furthermore, in the proposed MFA in Cinematic Arts, students will have greater freedom to choose elective courses in disciplines that relate directly to their research-creation. Within the current curricular structure, students are required to take the 21 credits of ASEM Seminars in Contemporary Art that do not always concur with our students' research foci. Under the thesis structure, students will no longer be required to take 21 credits of Seminar courses and will instead be required to take 6 credits of elective courses, 3 credits of which must be taken from Film Production (FMPP) courses and three of which may be chosen from areas such as film studies, anthropology, history, or in studio arts, to name a few appropriate options. These elective options will better serve as discursive structures upon which interdisciplinary aesthetic research and knowledge may be built and expanded.

5.1 Student Interest in the Thesis Program

The national and international reputation of the MHSoc represents a golden opportunity for graduate recruitment. Based on current applications and enrolments, we are confident in our ability to attract a greater number and a higher quality of applicants by adding significant visibility to the program within the School of Cinema, and by making the program more

competitive with the principal 45-credit, thesis-based graduate film production programs in Quebec and Canada, such as UQAM, Université de Montréal, York University, and Ryerson. Since the MHSoc is often the first choice among these universities for undergraduate Film Production applicants, we expect that the same could apply to the MFA in Cinematic Arts. We would thus be able to significantly improve the recruitment of Canadian and Quebec students that is now disproportionately low.

Over the years, a significant majority of our film students enrolling in the MFA in Studio Arts have told us that they would have preferred to pursue a more specialized MFA degree, and that they feel the need for additional time to focus on their research-creation projects. Furthermore, few of Concordia's undergraduate film production students apply to the current MFA. Presently, only one of our 16 students in residence comes from our undergraduate Film Production program. We therefore anticipate that the relocation of the MFA in Film Production to the School of Cinema will increase the visibility and attractiveness of the program for undergraduate students interested in continuing with graduate-level studies, and that the graduate student experience will likewise be greatly improved by restructuring the MFA Film Production Option as a thesis program.

Recent growth in the number of MFA programs in film production being offered across the globe also suggests there is a strong need, demand, and competition for this graduate level of study to follow foundational undergraduate education pursuits. At the School of Cinema we have learned that our eminently high application numbers in undergraduate film production result directly from word of mouth (and social media) communication. With around 500 yearly applicants to Concordia's undergraduate program in Film Production for 60 admissions, the MHSoc is a preferred choice for cinema education amongst both Anglophone and Francophone students within Quebec.

By implementing a rigorous and focused connection to the students' graduate research within the context of a thesis program, the MFA in Cinematic Arts will further equip students to develop strategies and paradigms for thinking and making as well as the ability to critically reflect on the entangled nature of moving-image culture and their own place in it. To this end, we continue our commitment to attract and admit students from a wide variety of educational backgrounds—students whose research interests include the visual and the performing arts as well as the humanities—if we believe their objectives are consistent with those of the program and they have skills and knowledge that will enrich our community. In limited cases where accepted students do not have sufficient background in technical knowledge, they may be required to take some remedial courses in undergraduate Film Production in their first year of residence. As such cases will be very limited, there will be places available in the required undergraduate Film Production (FMPP) courses, with access to equipment, in order to accommodate those graduate students.

5.2 Future employment opportunities

The MFA in Cinematic Arts will continue to equip graduates to deal with the challenges of today's cinema arts workforce. By offering a thesis-based MFA in Film Production that emphasizes research-creation, the program provides students the opportunity to develop critical

and professional skills that will prepare them for a broad range of career prospects in both for-profit and not-for-profit creative industries, in the independent film and commercial sectors, and in academia. Accordingly, they will be well positioned to respond and contribute to innovative strategies in the growing demand for screen-based media content both intellectually and practically.

6. Program procedures

6.1 Proposed Course Timeline

Year 1

Fall (9 credits of courses)

FMPR 620 Film Production I (3 credits)
FMPR 621 Film Production II (3 credits)
ELECTIVE To be taken outside the Program (3 credits)

Winter (9 credits of courses)

FMPR 622 Film Production III (3 credits)
FMPR 623 Film Production IV (3 credits)
ELECTIVE to be taken from a small pool of graduate FMPR elective courses offered

Year 2 (3 credits of courses)

Fall/Winter

FMPR 625 Graduate Symposium (3 credits)
FMPR 691 Research-creation Thesis (24 credits)

6.2 Proposed Research and Thesis Timeline

The program's thesis path dates, including thesis proposal, acceptance, examination, and submission, are as follows:

Year 1

Fall: Thesis proposal development begins.

Winter: By the end of January, students must have selected their thesis supervisors

Mid-March: Students submit their thesis proposals to Supervisor and GPD.

End of March: Thesis proposal acceptance.

April: Students must schedule equipment for summer shoots (see resources).

Summer: Principal filming of thesis projects.

Year 2

Fall/Winter: Post-production of thesis projects, and research and thesis progress presentations at Graduate Symposium (FMPR 665)

Summer: Completion and submission of thesis by August 4

6.3 Graduate Program Director (GPD) Responsibilities

The Graduate Program Director (GPD) will be responsible for:

- Selecting course offerings on a yearly basis (based on faculty course proposals), and ensuring that courses reflect a balance of the different areas of instruction and expertise.
- Supervising the process for admissions and withdrawals.
- Overseeing program evaluations and revisions.
- Overseeing internal grants and fellowships directed at MFA students.
- Recommending admission policies and requirements.
- Overseeing FMPR summer thesis equipment bookings at the CDA.
- Monitoring the academic progress of FMPR graduate students.

6.4 Academic Standing

The academic progress of students is monitored on a periodic basis. To be permitted to continue in the program, students must obtain a cumulative grade point average (GPA) of 2.70 based on a minimum of 9 credits. Students whose GPA falls below 2.70 after 6 credits will be considered to be on academic probation during the following review period. Students whose GPA falls below 2.70 for two consecutive review periods will be withdrawn from the program.

Progress Reports

Each student's progress will be evaluated by the student's thesis supervisor at the end of each semester. The evaluation will be based on the performance of the student in the program courses as well as their progress with their thesis research. The progress report will be submitted to the GPD.

7. Contingencies for Students Transitioning into the New Program

In the year of implementation of the relocated program (2019-20), students entering into their second year of study will have the option to either transition to the 45-credit thesis program or remain in the 60-credit course-based program. They will have already completed 18 credits of their required courses including 6 credits of Seminar (ASEM) courses and 12 credits in their studio concentration, FMPR 610 Film Production I (6 credits) and FMPR 611 Film Production II (6 credits).

Students who transition to the thesis program will be required to enroll in FMPR 622 Film Production III (3 credits), FMPR 623 Film Production IV (3 credits) and FMPR 625 Graduate Symposium (3 credits) in their second year of study (2019-20), as well as FMPR 691 Research Creation Thesis (24 credits) in their third year (2020-21). Students who transition to the thesis program in their second year will therefore exceptionally complete a total of 51 credits by the end of their degree. As all students are permitted an additional three credits free-of-charge within a Master's level program, the total cost to students who pursue this option will be 48 credits.

Students entering their second year of study in the 2019-20 academic year who choose to remain in the 60-credit course-based program will continue to be able to access the required Seminar

(ASEM) courses, as well as the final project courses, PROJ 691 (9 credits) and PROJ 692 (3 credits) offered by the Department of Studio Arts. Students will also be able to access the Film Production courses required to complete the required 24 credits in their studio concentration as specified in the 2018-19 academic calendar. To fulfill their remaining 12 credits of courses in Film Production, students may enroll in FMPR 622 (3 credits) and FMPR 623 (3 credits), and may take 6 additional credits of Film Production Independent Study (FMPR 671).

8. Resource Implications

The relocation of the program to the School of Cinema will be self-funded, as the Faculty of Fine Arts and the School of Cinema have identified capacity within its current resources to cover costs of teaching, technical facilities, and administrative needs. Therefore, no additional resources will be required from the Office of the Provost.

8.1 Faculty Presently Available and Teaching Credits

The number of Film Production enrolments in the proposed program represents a small increase of present enrolments, as we plan to increase Film Production enrolment from 8 in the first year to 10 by the third year. The current faculty complement in Film Production and Film Animation can accommodate this growth; therefore no new faculty hires are immediately envisaged for the proposed migration of Film Production to the School of Cinema.

In total, 18 teaching credits are required annually to fulfill degree requirements for the MFA in Cinematic Arts. With the shift of 18 credits from the credit envelope of Studio Arts to the School of Cinema, the proposed MA in Cinematic Arts does not require any increase of teaching credits for its implementation. The shift of 18 credits will impact Studio Arts minimally, as Studio Arts will no longer be required to offer FMPR 610, 611, 612, and 613. These courses have always been worth 6 credits each, to be completed within one term (Fall or Winter), however only 3 teaching credits per course have been assigned to faculty. The reason for this is that these courses have involved a significant number of hours of required off-site production work on behalf of the students over and above what would normally be required in a 3-credit course, while contact hours for the faculty teaching the course was equivalent to the workload of a 3-credit course. With the shift to a thesis structure, students' out-of-class work will instead be recognized through the 24-credit thesis project. A 3-credit structure is therefore adequate for all of the revised Film Production courses, as this serves to accommodate the shift from a 60-credit course-based program to a 45-credit thesis program. This therefore accounts for a total reduction of 12 teaching credits from Studio Arts. Additionally, the credit envelope for Studio Arts Seminar (ASEM) courses will be reduced by 6 credits, **for a grand total reduction of 18 teaching credits (12 credits for FMPR 610, 611, 612, and 613, and 6 credits of ASEM courses)**. This leaves ample capacity in the remaining Seminar (ASEM) courses for Studio Arts, given that a cohort of approximately 24 Film Production students will relocate to the Department of Cinema. Following consultations, this transfer of credits has been agreed upon by the Fine Arts Office of the Dean, MHSOC and Department of Studio Arts, as highlighted in their attached letter of support.

The proposed degree requirements consist of five core courses with a 3-credit value, plus two elective courses. One 3-credit elective course must be outside the program, and does not require

any additional resources. The other 3-credit elective will be selected from a small pool of FMPR elective courses that will replace the required Seminar (ASEM) courses previously offered through the Department of Studio Arts. While two new FMPR elective courses are being added to the curriculum, these courses will alternate annually so that only one elective course will be offered in a given year, in order for the program to be offered within the 18-credit allocation. Students may choose to enroll in FMPR 671 Independent Study or FMPR 661 Professional Internship in place of their out-of-program elective. The Internship and Independent Study courses will continue to be offered as non-workload bearing courses, as has historically been the practice in Studio Arts and Cinema.

Credits Required for Annual Course Offerings

Course code and title	Teaching credits
FMPR 620 Film Production I	3
FMPR 621 Film Production II	3
FMPR 622 Film Production III	3
FMPR 623 Film Production IV	3
FMPR 625 Graduate Symposium	3
FMPR 630 Special Topics in Creative Nonfiction <u>OR</u> FMPR 640 Special Topics in Fictional Practices (courses will alternate each year)	3
Out-of-program elective	0 (<i>credits offered out of program</i>)
FMPR 661 Professional Internship	0 (<i>non-workload bearing</i>)
FMPR 671 Independent Study	0 (<i>non-workload bearing</i>)
FMPR 691 Research-Creation Thesis	0 (<i>see section 8.2 below</i>)
Total teaching credits required annually	18

8.2 Thesis Supervision

MFA Cinematic Arts students will take 24 credits of thesis research-creation. All faculty members in Film Production and Film Animation have extensive experience in supervising graduate students at the MFA level in the Studio Arts configuration. In addition, several faculty members have supervised doctoral students in the Special Individualized Program (SIP) and in the PhD in Humanities Program. The shift to a thesis-based program may require a slight increase in remission credits awarded to faculty members for graduate supervision, the cost of which will be absorbed by the Faculty of Fine Arts. If students are spread equally among full-time faculty supervisors in Film Production, it is possible that no additional remission credits will be required, however it is possible that an additional 1.5 credits of remission may be awarded over the normal annual allotment of remission credits, which would not have a significant impact on workload.

8.3 Guest Speakers

The graduate program in Film Production has traditionally collaborated with invited speakers,

artist-practitioners drawn from the local community and beyond to augment student learning by added contributions of professional expertise and experience. Current Cinema operating budgets comprise an MFA allotment for course expenses, which includes invited guests and course materials, and no additional resources are required.

8.3 Production Equipment for Course Assignments & Thesis Research

During the Fall and Winter terms of Year 1 (Terms 1 & 2: September-April), MFA Cinematic Arts students will be required to submit studio course assignments, for which they will need camera equipment specifically purchased for the exclusive usage of students in the proposed program, in combination with other equipment already housed in the Centre for Digital Arts (CDA), notably for sound production. During the first summer of their residency (Term 3: May-August), they will be required to complete the principal filming of their thesis projects, using the same camera and sound equipment as for their course assignments. Where required, selected grip equipment from the MHSoc equipment depot will be used during the summer months for thesis research. To meet the above needs, the MHSoc has a budget in place to purchase the required equipment and no additional resources are required.

8.4 Post-production Equipment for Course Assignments & Thesis Research

During the Fall and Winter terms of Year 1 (Terms 1 & 2: September-April), MFA Film students will be required to submit studio course assignments, for which they will need access to post-production equipment. The post-production needs for these assignments will be supported by the existing CDA facilities, as is currently the case, therefore no new resources are requested. Students will begin their thesis project post-production after their principal filming period in Term 3 of the Program (May-August). The existing CDA facilities are well equipped for editing of thesis projects, which will continue through the Fall and Winter terms of the students' 2nd Year of residency. Therefore no new post-production equipment resources are requested.

Sound mixing of thesis projects will begin in late spring of the students' 2nd year of residence and be completed by the end of the summer. Each project will require 3 days of sound mix for a total of 30 days once the program is at full capacity. Students enrolled in the MFA in Cinematic Arts will have access to both the CDA and the MHSoc's sound-mix studios and technical staff, and these facilities fulfill the program's needs. Therefore no new equipment is required for sound mixing.

8.5 Film Production Technical Staff Resources

The proposed relocation will require the continuing services of the CDA, with which graduate Film Production has developed a productive relationship over past years. The CDA has provided our students with excellent staff support and we look forward to close collaboration between the Graduate Program Director (GDP) and the CDA to ensure appropriate rhyming between technology and curriculum. Technical staff resources have been considered in consultation and with the support of CDA's administrators and staff. The CDA confirms that staff currently have the capacity to provide the following services, and that no additional resources are required:

- CDA depot staff to handle pick-ups, drop-offs, and verification of camera and sound production equipment used by graduate Film Production students for their course assignments and thesis projects.
- CDA depot staff to conduct workshops on the specifics of the camera and sound production and post-production equipment used by graduate Film Production students.
- CDA depot staff to schedule and coordinate details of Film Production thesis bookings for the summer months in close collaboration with the GPD
- Accommodate storage of Film Production MFA cameras and sound equipment for student pick-ups, drop-offs and verification by CDA staff.

8.6 Teaching spaces

Teaching spaces are presently adequate for the relocation for the MFA in Cinematic Arts. The graduate Film Production program currently possesses two smart classrooms that can accommodate all the projected Film Production courses. The Black Box will be used periodically for cinematography courses and the mixing studio in the Fine Arts Academic and Research Facilities will be used for graduate sound instruction. While standard updating and refurbishing of computer and projection equipment in these classrooms, as well as in the cinema screening room (FB-401) by IITS is needed, there are no additional costs associated with this proposal.

8.7 Graduate Student Office Space

Our current MFAs share one small office space with a computer, which appears to be sufficient given that other graduate workspaces such as FB-630 are now available to graduate students.

8.8 Studio Spaces

Film Production students typically conduct field research on location and do not require any new studio space. For those students that require it on occasion, several such spaces are available at the School of Cinema and in the Faculty during the summer months.

Appendix 1, Migration Chart

ADMISSION REQUIREMENTS

Master of/Magisteriate in Fine Arts (Studio Arts)	Master of/Magisteriate in Fine Arts in Cinematic Arts
<p>Admission Requirements A Bachelor of Fine Arts or a Bachelor of Arts with a Fine Arts or Fine Arts and Art History major, or an approved equivalent, from a recognized institution and with at least a B average in the major area is required. Applicants to the Film Production concentration are expected to have a Bachelor of Fine Arts or Bachelor of Arts degree in cinema or an approved equivalent with at least a B average in the major area. In all cases the students' undergraduate experience and proficiency must be relevant to the area in which they plan to specialize at the graduate level.</p> <p>Note: Students with a BFA from Concordia University must wait two (2) years before being considered for admission into the MFA program.</p> <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.</p>	<p>Admission Requirements: A Bachelor of Fine Arts or a Bachelor of Arts with a concentration in film production, video, photography, animation, media arts, or equivalent, with a minimum B average (GPA 3.00) in their undergraduate degree. In all cases, the students' undergraduate experience and proficiency must be relevant to the area of cinematic arts. Some applicants who have undergraduate degrees in other programs may also be considered. Qualified applicants lacking prerequisite courses may be required to take up to 12 undergraduate credits in addition to the regular graduate program.</p> <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.</p>

REQUIREMENTS FOR THE DEGREE

Master of/Magisteriate in Fine Arts (Studio Arts)	Master of/Magisteriate in Fine Arts in Cinematic Arts
<p>1. Credits. A fully-qualified candidate is required to complete a minimum of 60 credits.</p> <p>2. Courses. Candidates for the degree are normally required to complete a minimum of 24 credits in their studio concentration and 3 credits of DISP 615 Directed Studio Practice; 21 credits from ASEM 620, 641, 642, 643, 644, 645, 646, 651, 652, 653, 654, INTP 660, 661, 662, INDS 670, 671, 672; 9 credits in PROJ 691 Studio Project and 3 credits in PROJ 692 Exhibition or Film Project.</p> <p>3. Studio Project and Exhibition or Film Project. In the third or fourth year and no less than six (6) months following the successful completion of the second year of course work, students may present their studio project and complete the exhibition or film project. Approval by both the student's advisor and the graduate program director is required prior to the examination. Students are also required to submit documentation of their exhibition or film project to be kept on file in the office of the graduate program director.</p>	<p>1. Credits. A fully qualified candidate is required to complete a minimum of 45 credits.</p> <p>2. Courses. Candidates for the degree are normally required to complete 12 credits in the following core studio courses FMPR 620, FMPR 621, FMPR 622, FMPR 623, and 3 credits of FMPR 625 Graduate Symposium; 6 credits of elective course credits, 3 of which must be selected from FMPR elective courses, and 3 of which must be taken outside the program, to be approved by the Graduate Program Director and with permission of the other area offering the course; 24 credits of FMPR 691 Research-Creation Thesis. The maximum value of supervised internship allowable in the program is 3 credits.</p> <p>3. Thesis. Candidates are required to take 24 credits of a Research-Creation Thesis prepared under the supervision of a full-time professor in Film Production or Film Animation. The thesis encompasses two synthesized components: a creative production component and a written component.</p> <p>4. Thesis Supervisor. In admitting students to the program, the MFA Graduate Program Director ensures that a potential supervisor exists within the faculty for the student's research area. The onus is on the student, however, to secure a member of the faculty to supervise the thesis.</p>



ACADEMIC REGULATIONS

Master of/Magisteriate in Fine Arts (Studio Arts)	Master of/Magisteriate in Fine Arts in Cinematic Arts (Film Production)
<p>1. Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.</p> <p>2. Residence. The minimum residence requirement is 5 terms of full-time study. It should be noted that one of these terms is a summer session. Following the residency, candidates will prepare for their Studio Project and Exhibition or Film Project (see 4 below).</p> <p>3. Time Limit Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.</p> <p>4. Graduation Requirement In order to graduate, students must have a cumulative GPA of at least 3.00.</p>	<p>Academic Regulations</p> <p>1. Academic Standing. Please refer to the Academic Standing section of the Graduate Calendar for a detailed review of the Academic Regulations.</p> <p>2. Residence. The minimum residence requirement is three terms of full-time study.</p> <p>3. Time Limit. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.</p> <p>4. Graduation Requirement. Please refer to the GPA Graduation Requirement section of the Graduate Calendar for GPA requirements.</p>

COURSES (PREAMBLE)

Master of/Magisteriate in Fine Arts (Studio Arts)	Master of/Magisteriate in Fine Arts in Cinematic Arts (Film Production)
<p>Courses</p> <p>Each year the Faculty of Fine Arts offers a selection of courses from the Studio Arts and Cinema departments. A list of those courses, as well as information about the specific content of the seminar offerings is available from the MFA Studio Arts office.</p>	<p>Courses</p> <p>Each year the Mel Hoppenheim School of Cinema offers all the required program courses and a small selection of elective courses.</p>

CURRICULUM

Master of/Magisteriate in Fine Arts (Studio Arts)	Master of/Magisteriate in Fine Arts in Cinematic Arts (Film Production)
<p>STUDIO COURSES: COURSE DESCRIPTIONS ADDED</p> <p>FMPR 610 Film Production I (6 credits)  A studio course providing an opportunity to do advanced work in aesthetic and technical aspects of filmmaking with an emphasis on independent production.</p> <p>FMPR 611 Film Production II (6 credits)  A continuation of FMPR 610.</p>	<p>STUDIO COURSES:</p> <p>FMPR 620 Film Production I (3 credits) <i>Prerequisite:</i> Enrolment in the Cinematic Arts MFA. This research-creation methods course develops theoretical frameworks within cross-disciplinary trajectories for contemporary cinematic practices. Students investigate the reciprocal affiliations between theory and creative process, and the cultural and discursive contexts in which various cinematic idioms reside. Practice-based methodologies reflect the objectives of the program. Through a combination of seminar discussions, studio experiments, screenings, readings, and individual writings, students situate their thesis research creation conceptually and reflect critically on their creative processes. Writing exercises provide the foundation of the research-creation thesis proposal. NOTE: Students who have received credit for FMPR 610 may not take this course for credit.</p> <p>FMPR 621 Film Production II (3 credits) <i>Prerequisite:</i> Enrolment in the Cinematic Arts MFA; or a basic understanding of cinematographic principles such as exposure theory, lighting and camera-to-screen processes and written permission of the Graduate Program Director. Students address moving image aesthetics from a filmmaker-creator's perspective through individual or group exercises and in-depth formal analyses. Moving from concept to screening, topics explored may include the poetics of light, spatialization, script visualization, improvised imaging, experimental optical processes, and analogue praxis. The overall focus of this course is on the relationships between methods, materials, and the formal or stylistic strategies used across diverse cinematic practices. NOTE: Students who have received credit for FMPR 611 may not take this course for credit.</p>

FMPR 612 Film Production III (6 credits)

A continuation of FMPR 611.

FMPR 622 Film Production III (3 credits)

Prerequisite: Enrolment in the Cinematic Arts MFA; or a basic knowledge of sound recording and post-production processes and written permission from the Graduate Program Director. This studio course addresses sound aesthetics and allows students to develop an individualized approach to the audiovisual relationship within cinematic contexts. Studio projects emphasize the composition of sound in combination with film production, animation, and other forms of moving-image media. Workshops in audio production complement screenings and readings. Topics may include auditory perception, sound for animation, documentary and fiction, music for screens, visual music, sound art, and sound re-recording.

NOTE: Students who have received credit for FMPR 612 may not take this course for credit.

FMPR 613 Film Production IV (6 credits)

A continuation of FMPR 612.

FMPR 623 Film Production IV (3 credits)

Prerequisite: FMPR 620. This studio course in methods and processes examines interdisciplinary and collaborative strategies of innovative cinematic processes in a diversity of genres. Through a combination of studio experiments, screenings and writings, the course engages topics such as division of labor and disciplinary specialization; poetics of space and temporality; cinematic technologies and exhibition modalities; creative producing strategies; and assessment of experimental processes and outcomes. The course culminates in a presentation of creative work and the thesis project proposal.

NOTE: Students who have received credit for FMPR 613 may not take this course for credit.

EQUIVALENT

DISP 615 Directed Studio Practice (3 credits)

Under the guidance of an instructor, students will pursue a directed studio practice.

FMPR 625 Graduate Symposium (3 credits)

Prerequisite: FMPR 623. Under the guidance of an instructor, the Graduate Symposium fosters a community of practice and research by exposing students to a diversity of materials, methods and processes, with the aim of expanding their understanding of disciplinary similarities and differences within the cinematic arts. Throughout this symposium series, in-progress thesis research presentations by students are enhanced with presentations by faculty and visiting cine-artists. In addition to oral presentations, students are required to submit a written research report for evaluation.

NOTE: Students who have received credit for DISP 615 may not take this course for credit.

PROJ 691 Studio Project (9 credits)

With the guidance of a faculty advisor, students prepare work leading to an exhibition or film project.

PROJ 692 Exhibition or Film Project (3 credits)

Following the successful completion of the Studio Project, the student prepares a professional-level presentation within a public forum (gallery, screening room, etc.) accompanied by an artist's statement. The candidate meets with an Examination Committee to describe the evolution of the work and to situate it in the context of current practice and theory. The Committee will question the student and determine whether or not to recommend that the student be awarded the MFA degree.

INTERNSHIPS AND INDEPENDENT STUDIES**INTP 661 Professional Internship I (3 credits)**

Prerequisite: 21 credits completed in the MFA Program. Internship proposal must be supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director.

Under the joint supervision of a qualified professional and a full-time faculty member the student will be employed within industry, or by a professional organization or other relevant affiliation.

Assessment is based upon a required paper, contributions to supervisory sessions and the successful completion of the internship (150 hours).

FMPR 691 Research-Creation Thesis (24 credits)

The thesis encompasses two synthesized components: a creative production component and a written component. The creative production constitutes an integral part of the research-creation and may be presented in a variety of cinematic idioms and platforms. Its length is dictated by considerations of genre and technique, and therefore varies accordingly. The written component should demonstrate knowledge of prevailing practices and precedents as they relate to the creative production; critically consider the processes employed; and exhibit a basic knowledge of the literature relevant to the creative production.

NOTE: Students who have received credit for PROJ 691 and PROJ 692 may not register for the Research-Creation Thesis.

INTERNSHIPS AND INDEPENDENT STUDIES**FMPR 661 Professional Internship (3 credits)**

Prerequisite: 9 credits completed in the MFA in Cinematic Arts. An internship proposal must be supported by a full-time faculty member and approved with written permission by the Graduate Program Director (GPD). Under the joint supervision of the faculty member and the film industry supervisor, the student is employed within by a professional organization or other research affiliate relevant to the field of cinematic arts. Upon completion of the 150-hour internship, students are required to submit a learning outcomes report to the industry supervisor for signature, prior to submitting the report to the faculty member for assessment.

NOTE 1: Students who have received credit for INTP 661 may not take this course for credit.

NOTE 2: Students may not take this course to satisfy the Film Production (FMPR) elective requirement. Students may only receive credit for this course in place of the out-of-program elective requirement with written permission from the GPD.

INDS 671 Independent Study I (3 credits)

Prerequisite: 21 credits completed in the MFA Program.

Independent study proposal must be supported by a full-time faculty member and approved with written permission by the MFA Graduate Program Director.

The student explores a specific field or topic relevant to their area of study.

**FMPR 671 Independent Study (3 credits)**

Prerequisite: 9 credits completed in the MFA in Cinematic Arts. The independent study course offers students opportunities to research and write about particular topics in film production that are not covered in the courses offered. The independent study proposal must be supported by a full-time faculty member and approved with written permission by the Graduate Program Director.

NOTE 1: Students who have received credit for INDS 671 may not take this course for credit.

NOTE 2: Students may not take this course to satisfy the Film Production (FMPR) elective requirement. Students may only receive credit for this course in place of the out-of-program elective requirement with written permission from the GPD.

SEMINARS:**ASEM 653 Aspects of Contemporary Cinema (6 credits)**

This seminar examines critical issues in contemporary cinema.

ASEM 654 Aspects of Contemporary Cinema (3 credits)

This seminar examines critical issues in contemporary cinema.

(The other listed seminars in the Studio Arts MFA, though they do not relate specifically to cinematic practice, are taken by Film Production students to fulfill their 21 credit ASEM seminar requirement.) These are:

ASEM 620 Art: Ideas and Practices (3 credits)

This seminar addresses the relationship between theory and studio practice. Professional and practical issues facing the artist will be discussed.

ASEM 641 Seminar in Contemporary Art (6 credits)

This course addresses issues which situate and inform artists and their work.

**ELECTIVE COURSES:****FMPR 630 Special Topics in Creative Nonfiction (3 credits)**

This course examines approaches specific to contemporary nonfiction cinematic production. Through studio assignments, screenings and readings, the course integrates both theory and practice in idea development, production and post-production with a focus on aesthetics and ethics. Topics may include independent documentary approaches, direct cinema, essayistic forms, experimental practices, hybrid forms, interactive documentary, ethnographic research-creation, and expanded screen idioms.

FMPR 640 Special Topics in Fiction Practices (3 credits)

A graduate studio course in contemporary approaches to auteur-driven cinematic fiction directing. Through workshops, readings, screenings and studio experiments, topics explored may include writing as creative practice, dramatic screenwriting and script analysis, innovative development processes, previsualization, work with actors, experimental on-set methodologies, mise-en-scène and diverse directorial approaches to image/sound poetics.

<p>ASEM 642 Seminar in Contemporary Art (3 credits) This course addresses issues which situate and inform artists and their work.</p> <p>ASEM 643 Special Topics in Art and Ideology (6 credits) Special topics will address a variety of issues that are factors in the making, presentation and the situating of art in society.</p> <p>ASEM 644 Special Topics In Art and Ideology (3 credits) Special topics will address a variety of issues that are factors in the making, presentation and the situating of art in society.</p> <p>ASEM 645 Special Topics in Art and Culture (6 credits) Topics are drawn from a variety of discourses to address the construction of identity in contemporary art and society.</p> <p>ASEM 646 Special Topics in Art and Culture (3 credits) Topics are drawn from a variety of discourses to address the construction of identity in contemporary art and society.</p> <p>ASEM 651 Special Topics in Media Arts (6 credits) Topics may address a wide range of critical fields related to media art practices, examining both conventional and non-traditional artworks such as performance, audio, video, and computer art, as well as other media.</p> <p>ASEM 652 Special Topics in Media Arts (3 credits) Topics may address a wide range of critical fields related to media art practices, examining both conventional and non-traditional artworks such as performance, audio, video, and computer art, as well as other media.</p>	<p>ASEM 654 Aspects of Contemporary Cinema (3 credits) This seminar examines critical issues in contemporary cinema.</p> <p>ASEM 620 Art: Ideas and Practices (3 credits) This seminar addresses the relationship between theory and studio practice. Professional and practical issues facing the artist will be discussed.</p> <p>ASEM 642 Seminar in Contemporary Art (3 credits) This course addresses issues which situate and inform artists and their work.</p> <p>ASEM 644 Special Topics In Art and Ideology (3 credits) Special topics will address a variety of issues that are factors in the making, presentation and the situating of art in society.</p> <p>ASEM 646 Special Topics in Art and Culture (3 credits) Topics are drawn from a variety of discourses to address the construction of identity in contemporary art and society.</p> <p>ASEM 652 Special Topics in Media Arts (3 credits) Topics may address a wide range of critical fields related to media art practices, examining both conventional and non-traditional artworks such as performance, audio, video, and computer art, as well as other media.</p>
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APPENDIX 2 – Department of Cinema (CINE-25) Provotrack

DOSSIER TITLE: CINE 25

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA (new section)

Type of Change: (please fill in all the appropriate boxes with an “X”) A separate form is required for each change.

Editorial

Requirements

Regulations

Program Title

New Program

Program Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	Cinematic Arts MFA
<p>Rationale: The new title of the relocated Film Production program, “MFA in Cinematic Arts,” more fittingly encompasses varied single-screen genres and idioms alongside contemporary expanded moving image practices (multiscreen projection, installations and performative cinematic actions) that our students engage in. Please refer to Section 3 of Program Proposal: Summary of Proposed Academic Changes, p 1-2 for more detail. All references to the MFA in Film Production are being deleted in the attached concurrent proposal ARTG-6.</p> <p>Resource Implications: The program relocation is considered cost-neutral. Please refer to Section 5 of Program Proposal: Resource Implications for additional detail.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CS GS)

DOSSIER TITLE: CINE 25

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Requirements (new section)

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

- | | | | |
|--------------------------------------|--|--|--|
| <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> Requirements | <input type="checkbox"/> Regulations | <input type="checkbox"/> Program Title |
| <input type="checkbox"/> New Program | <input type="checkbox"/> Program Deletion | <input checked="" type="checkbox"/> Other: Program Re-location | |

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>Admission Requirements:</u> A Bachelor of Fine Arts or a Bachelor of Arts with a concentration in film production, video, photography, animation, media arts, or equivalent, with a minimum B average (GPA 3.00) in their undergraduate degree. In all cases, the students’ undergraduate experience and proficiency must be relevant to the area of cinematic arts. Some applicants who have undergraduate degrees in other programs may also be considered. Qualified applicants lacking prerequisite courses may be required to take up to 12 undergraduate credits in addition to the regular graduate program.</p> <p><u>Proficiency in English:</u> 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>Rationale: The degree requirements for admission have been updated to reflect current practices in the admissions processes for Film Production students. A concurrent curriculum proposal is included, submitted by the Department of Studio Arts, to add a note to their section of the calendar, indicating that admissions for the MFA Film Production Concentration under Studio Arts is closed, and that all students will now be admitted to the MFA in Cinematic Arts through the MHSoC (see ARTG-6, Admission Requirements, p. 1). Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p>	
<p>The admissions requirements for the MFA in Film Production under the Department of Studio Arts included a note that graduates from a BFA at Concordia must wait for 2 years before applying to the MFA program. However, in practice this requirement has been waived, as the students were found to equally strong whether or not they have been out of school for 2 years. We have also found that a good number of our applicants are mature students who have life experience prior to their undergraduate studies, and are ready to move on to a Master's degree. The requirement to wait 2 years following the completion of the BFA is therefore not included in the admission requirements for the MFA in Cinematic Arts under the Department of Cinema.</p>	
<p>Resource Implications: <u>The program relocation is considered cost-neutral. Please refer to Section 8 of Program Proposal: Resource Implications for more detail.</u></p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE 25

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Requirements (new section)

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

Editorial

Requirements

Regulations

Program Title

New Program

Program Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>Requirements for Degree</u></p> <p><u>1. Credits.</u> A fully qualified candidate is required to complete a minimum of 45 credits.</p> <p><u>2. Courses.</u> Candidates for the degree are normally required to complete 12 credits in the following core studio courses FMPR 620, FMPR 621, FMPR 622, FMPR 623, and 3 credits of FMPR 625 Graduate Symposium; 6 credits of elective course credits, 3 of which must be selected from FMPR elective courses, and 3 of which must be taken outside the program, to be approved by the Graduate Program Director and with permission of the other area offering the course; 24 credits of FMPR 691 Research-Creation Thesis. The maximum value of supervised internship allowable in the program is 3 credits.</p> <p><u>3. Thesis.</u> Candidates are required to take 24 credits of a Research-Creation Thesis prepared under the supervision of a full-time professor in Film Production or Film Animation. The thesis encompasses two synthesized components: a creative production component and a written component.</p> <p><u>4. Thesis Supervisor.</u> In admitting students to the program, the MFA Graduate Program Director ensures that a potential supervisor exists within the faculty for the student’s research area. The onus is on the student, however, to secure a member of the faculty to supervise the thesis.</p>
<p>Rationale: Requirements have been updated to reflect the change in structure from a course-based program to a thesis program. All references to the MFA in Film Production are being deleted in the attached concurrent Studio Arts proposal (see ARTG-6, Requirements for the Degree, p. 2). Please refer to Sections 3-5 of the Program Proposal for more detail.</p> <p>Resource Implications: The program relocation is considered cost-neutral. Please refer to Section 8 of Program Proposal: Resource Implications for more detail.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE 25

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Regulations (new section)

Type of Change: (please fill in all the appropriate boxes with an “X”) A separate form is required for each change.

Editorial

Requirements

Regulations

Program Title

New Program

Program Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>Academic Regulations</u></p> <p><u>1. Academic Standing.</u> Please refer to the <u>Academic Standing section of the Graduate Calendar for a detailed review of the Academic Regulations.</u></p> <p><u>2. Residence.</u> The minimum residence requirement is three terms of full-time study.</p> <p><u>3. Time Limit.</u> Please refer to the <u>Academic Regulation page for further details regarding the Time Limit requirements.</u></p> <p><u>4. Graduation Requirement.</u> Please refer to the <u>GPA Graduation Requirement section of the Graduate Calendar for GPA requirements.</u></p>
<p>Rationale: Regulations have been updated to reflect the change in structure from a course-based program to a thesis program. All references to the MFA in Film Production are being deleted in the Regulations page of the attached concurrent Studio Arts proposal (see ARTG-6, Academic Regulations, p 3).</p> <p>Resource Implications: The program relocation is considered cost-neutral. Please refer to Section 8 of Program Proposal: Resource Implications for more detail.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE-25

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (preamble)

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

Editorial

Requirements

Regulations

Program Title

New Program

Program Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>Courses</p>	<p><u>Courses</u></p> <p><u>Each year the Mel Hoppenheim School of Cinema offers all the required program courses and a small selection of elective courses.</u></p>
<p>Rationale: A preamble to the course descriptions is being added, parallel to the preamble included in the Studio Arts section of the calendar. All references to the MFA in Film Production are being deleted in the attached concurrent Studio Arts proposal (See ARTG-6, Courses, p. 4).</p>	
<p>Resource Implications: The program relocation is considered cost-neutral. Please refer to Section 8 of the attached Cinematic Arts MFA Program Proposal: Resource Implications for more detail.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 620

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each 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"/> Other - Specify: _____	<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Deletion	

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 620 Film Production I (3 credits)</u> <u>Prerequisite: Enrolment in the Cinematic Arts MFA.</u> <u>This research-creation methods course develops theoretical frameworks within cross-disciplinary trajectories for contemporary cinematic practices. Students investigate the reciprocal affiliations between theory and creative process, and the cultural and discursive contexts in which various cinematic idioms reside. Practice-based methodologies reflect the objectives of the program. Through a combination of seminar discussions, studio experiments, screenings, readings, and individual writings, students situate their thesis research creation conceptually and reflect critically on their creative processes. Writing exercises provide the foundation of the research-creation thesis proposal.</u> <u>NOTE: Students who have received credit for FMPR 610 may not take this course for credit.</u></p>
<p>Rationale: The new course is parallel to the FMPR 610 course offered as part of the MFA in Film Production under the current structure within the Department of Studio Arts, however a course description is added where none existed previously. The FMPR 610 course is being deleted in the attached concurrent Studio Arts proposal (see ARTG-6, FMPR 610, p. 5). The course description articulates more concretely the research-creation process that has informed the pedagogical approach within the graduate program in Film Production for many years. The current FMPR 610 course is valued at 6 credits, and the credit value for the new FMPR 620 course is 3 credits. A 6-credit course structure was originally used for all Film Production courses, to allow students to complete significant hours of production work outside the classroom. With the shift to a thesis structure, the out-of-class work will instead be recognized through the 24-credit thesis project. A 3-credit structure is therefore adequate for all of the Film Production courses, as this serves to accommodate the shift from a 60-credit course-based program to a 45-credit thesis program. Please refer to Section 3 of the Program Proposal, and Appendix 1, Comparative Curriculum Change Tables for more detail.</p>	
<p>Resource Implications: None: the teaching credits required to run all MFA in Cinematic Arts courses will be transferred from the Department of Studio Arts to the Department of Cinema with no net increase. Please refer to Section 8 of the attached Cinematic Arts MFA Program Proposal: Resource Implications for more detail.</p>	
<p>Other Programs within which course is listed: None.</p>	

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 621

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - Specify: _____

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 621 Film Production II (3 credits)</u> <u>Prerequisite:</u> Enrolment in the Cinematic Arts MFA; or a basic understanding of cinematographic principles such as exposure theory, lighting and camera-to-screen processes and written permission of the Graduate Program Director. <u>Students address moving image aesthetics from a filmmaker-creator's perspective through individual or group exercises and in-depth formal analyses. Moving from concept to screening, topics explored may include the poetics of light, spatialization, script visualization, improvised imaging, experimental optical processes, and analogue praxis. The overall focus of this course is on the relationships between methods, materials, and the formal or stylistic strategies used across diverse cinematic practices.</u> <u>NOTE: Students who have received credit for FMPR 611 may not take this course for credit.</u></p>
<p>Rationale: The new course is parallel to the FMPR 611 course offered as part of the MFA in Film Production under the current structure within the Department of Studio Arts, however a course description is added where none existed previously. The FMPR 611 course is being deleted in the attached concurrent Studio Arts proposal (see ARTG-6, FMPR 611, p. 6). The course description articulates more concretely the research-creation process that has informed the pedagogical approach within the graduate program in Film Production for many years. The current FMPR 611 course is valued at 6 credits to be completed over one term, and the credit value for the new FMPR 621 course is 3 credits, also to be completed over one term. A 6-credit course structure was originally used for all Film Production courses, to allow students to complete significant hours of production work outside the classroom. With the shift to a thesis structure, the out-of-class work will instead be recognized through the 24-credit thesis project. A 3-credit structure is therefore adequate for all of the Film Production courses, as this serves to accommodate the shift from a 60-credit course-based program to a 45-credit thesis program. Please refer to Section 3 of the Program Proposal, and Appendix 1, Comparative Curriculum Change Tables for more detail.</p> <p>The prerequisite allows this course to be opened up to students who are not in the Cinematic Arts MFA but who have the required experience, because on occasion we wish to give some students from Studio Arts, such as Photography students, permission to enroll. This course is not considered a continuation of FMPR 620 as it covers distinct content, therefore FMPR 620 is not included in the prerequisite.</p> <p>Resource Implications: None: the teaching credits required to run all MFA in Cinematic Arts will be transferred from the Department of Studio Arts to the Department of Cinema with no net increase. Please refer to Section 8 of the attached Cinematic Arts MFA Program Proposal: Resource Implications for more detail.</p> <p>Other Programs within which course is listed: None.</p>	

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 622

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each 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"/> Other - <u>Specify:</u>		<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 622 Film Production III (3 credits)</u> <u>Prerequisite:</u> Enrolment in the Cinematic Arts MFA; or a basic knowledge of sound recording and post-production processes and written permission from the Graduate Program Director. This studio course addresses sound aesthetics and allows students to develop an individualized approach to the audiovisual relationship within cinematic contexts. Studio projects emphasize the composition of sound in combination with film production, animation, and other forms of moving-image media. Workshops in audio production complement screenings and readings. Topics may include auditory perception, sound for animation, documentary and fiction, music for screens, visual music, sound art, and sound re-recording.</p> <p><u>NOTE:</u> Students who have received credit for FMPR 612 may not take this course for credit.</p>
<p>Rationale: The new course is parallel to the FMPR 612 course offered as part of the MFA in Film Production under the current structure within the Department of Studio Arts, however a course description is added where none existed previously. The FMPR 612 course is being deleted in the attached concurrent Studio Arts proposal (see ARTG-6, FMPR 612, p. 7). The course description articulates more concretely the research-creation process that has informed the pedagogical approach within the graduate program in Film Production for many years. The current FMPR 612 course is valued at 6 credits to be completed over one term, and the credit value for the new FMPR 622 course is 3 credits, also to be completed over one term. A 6-credit course structure was originally used for all Film Production courses, to allow students to complete significant hours of production work outside the classroom. With the shift to a thesis structure, the out-of-class work will instead be recognized through the 24-credit thesis project. A 3-credit structure is therefore adequate for all of the Film Production courses, as this serves to accommodate the shift from a 60-credit course-based program to a 45-credit thesis program. Please refer to Section 3 of the Program Proposal, and Appendix 1, Comparative Curriculum Change Tables for more detail.</p> <p>The prerequisite allows this course to be opened up to students who are not in the Cinematic Arts MFA but who have the required experience, because on occasion we wish to give some students from other programs, such as Music, permission to enroll. This course is not considered a continuation of FMPR 620 or 621 as it covers distinct content, therefore FMPR 620 and 621 are not included in the prerequisite.</p> <p>Resource Implications: None: the teaching credits required to run all MFA in Cinematic Arts will be transferred from the Department of Studio Arts to the Department of Cinema with no net increase. Please refer to Section 8 of the attached Cinematic Arts MFA Program Proposal: Resource Implications for more detail.</p> <p>Other Programs within which course is listed: None.</p>	

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 623

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each 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"/> Other - <u>Specify:</u> | <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Course Deletion | |

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 623 Film Production IV (3 credits)</u> <u>Prerequisite: FMPR 620. This studio course in methods and processes examines interdisciplinary and collaborative strategies of innovative cinematic processes in a diversity of genres. Through a combination of studio experiments, screenings and writings, the course engages topics such as division of labor and disciplinary specialization; poetics of space and temporality; cinematic technologies and exhibition modalities; creative producing strategies; and assessment of experimental processes and outcomes. The course culminates in a presentation of creative work and the thesis project proposal.</u> <u>NOTE: Students who have received credit for FMPR 613 may not take this course for credit.</u></p>
<p>Rationale: The new course is parallel to the FMPR 613 course offered as part of the MFA in Film Production under the current structure within the Department of Studio Arts, however a course description is added where none existed previously. The FMPR 613 course is being deleted in the attached concurrent Studio Arts proposal (see ARTG-6, FMPR 613, p. 8). The course description articulates more concretely the research-creation process that has informed the pedagogical approach within the graduate program in Film Production for many years. The current FMPR 613 course is valued at 6 credits, and the credit value for the new FMPR 623 course is 3 credits. A 6-credit course structure was originally used for all Film Production courses, to allow students to complete significant hours of production work outside the classroom. With the shift to a thesis structure, the out-of-class work will instead be recognized through the 24-credit thesis project. A 3-credit structure is therefore adequate for all of the Film Production courses, as this serves to accommodate the shift from a 60-credit course-based program to a 45-credit thesis program. Please refer to Section 3 of the Program Proposal, and Appendix 1, Comparative Curriculum Change Tables for more detail.</p>	
<p>Resource Implications: None: the teaching credits required to run all MFA in Cinematic Arts will be transferred from the Department of Studio Arts to the Department of Cinema with no net increase. Please refer to Section 8 of the attached Cinematic Arts MFA Program Proposal: Resource Implications for more detail.</p>	
<p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 625

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - Specify:

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 625 Graduate Symposium (3 credits)</u> <u>Prerequisite:</u> FMPR 623. Under the guidance of an instructor, the Graduate Symposium fosters a community of practice and research by exposing students to a diversity of materials, methods and processes, with the aim of expanding their understanding of disciplinary similarities and differences within the cinematic arts. Throughout this symposium series, in-progress thesis research presentations by students are enhanced with presentations by faculty and visiting cine-artists. In addition to oral presentations, students are required to submit a written research report for evaluation. <u>NOTE: Students who have received credit for DISP 615 may not take this course for credit.</u></p>
<p>Rationale: This 3-credit core course will be held over both Fall and Winter terms of the 2nd Year of residency, to enable students to present the progress of their thesis research-creation and receive feedback from a community of peers, faculty and guests. Please refer to Section 3 of the Program Proposal, and Appendix 1, Comparative Curriculum Change Tables for more detail.</p>	
<p>Resource Implications: The course does not require any increase of teaching credits for its implementation given the shift of 18 credits from the credit envelope of Studio Arts to the School of Cinema. Please refer to Section 8 of the attached Cinematic Arts MFA Program Proposal: Resource implications for more detail.</p>	
<p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 691

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each 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"/> Other - Specify: _____ | | <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Course Deletion |

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 691 Research-Creation Thesis (24 credits)</u> <u>The thesis encompasses two synthesized components: a creative production component and a written component. The creative production constitutes an integral part of the research-creation and may be presented in a variety of cinematic idioms and platforms. Its length is dictated by considerations of genre and technique, and therefore varies accordingly. The written component should demonstrate knowledge of prevailing practices and precedents as they relate to the creative production; critically consider the processes employed; and exhibit a basic knowledge of the literature relevant to the creative production.</u> <u>NOTE: Students who have received credit for PROJ 691 and PROJ 692 may not register for the Research-Creation Thesis.</u></p>
<p>Rationale: The change from a course-based program with a final project to a thesis program carries a 24-credit value for the thesis. The Research-Creation Thesis therefore replaces the Studio Arts “Exhibition or Film Project” PROJ 692 (3 credits) and “Studio Project” PROJ 691 (6 credits) requirement. References to the film project are being deleted from the Studio Arts Calendar in the attached concurrent proposal (see ARTG 6, PROJ 691, p. 9, and PROJ 692, p. 10). Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p>	
<p>Resource Implications: The change to a thesis-based program is considered cost neutral. Please refer to Section 8 of the Program Proposal: Resource Implications.</p>	
<p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CS GS)

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 661

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - Specify: _____

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 661 Professional Internship (3 credits)</u> <u>Prerequisite: 9 credits completed in the MFA in Cinematic Arts. An internship proposal must be supported by a full-time faculty member and approved with written permission by the Graduate Program Director (GPD). Under the joint supervision of the faculty member and the film industry supervisor, the student is employed within a professional organization or other research affiliate relevant to the field of cinematic arts. Upon completion of the 150-hour internship, students are required to submit a learning outcomes report to the industry supervisor for signature, prior to submitting the report to the faculty member for assessment.</u> <u>NOTE 1: Students who have received credit for INTP 661 may not take this course for credit.</u> <u>NOTE 2: Students may not take this course to satisfy the Film Production (FMPR) elective requirement. Students may only receive credit for this course in place of the out-of-program elective requirement with written permission from the GPD.</u></p>
<p>Rationale: The Professional Internship course offered under Studio Arts includes a prerequisite of 21 credits. The new FMPR 661 course includes a prerequisite of 9 credits, which enables a student to register in a Professional Internship after their first term of residency, given the approval of the Program GDP. No changes are required to the current listing for the Professional Internship Course INTP 661 offered under Studio Arts. Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p>	
<p>Resource Implications: None. The Professional Internship is a non-workload bearing course.</p>	
<p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 671

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - Specify:

New Course

Course Deletion

Present Text (Text from 2018–2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 671 Independent Study (3 credits)</u></p> <p><u>Prerequisite: 9 credits completed in the MFA in Cinematic Arts. The independent study course offers students opportunities to research and write about particular topics in film production that are not covered in the courses offered. The independent study proposal must be supported by a full-time faculty member and approved with written permission by the Graduate Program Director.</u></p> <p><u>NOTE 1: Students who have received credit for INDS 671 may not take this course for credit.</u></p> <p><u>NOTE 2: Students may not take this course to satisfy the Film Production (FMPR) elective requirement. Students may only receive credit for this course in place of the out-of-program elective requirement with written permission from the GPD.</u></p>
<p>Rationale: The Independent Study course offered under Studio Arts includes a prerequisite of 21 credits. The new FMPR 671 course includes a prerequisite of 9 credits, which enables a student to register in an Independent Study after their first term of residency, given the approval of the Program GDP. No changes are required to the current listing for the Independent Study course INDS 671 offered under Studio Arts. Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p>	
<p>Resource Implications: None. The Professional Internship is a non-workload bearing course.</p>	
<p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 630

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - Specify: _____

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 630 Special Topics in Creative Nonfiction (3 credits)</u> <u>This course examines approaches specific to contemporary nonfiction cinematic production. Through studio assignments, screenings and readings, the course integrates both theory and practice in idea development, production and post-production with a focus on aesthetics and ethics. Topics may include independent documentary approaches, direct cinema, essayistic forms, experimental practices, hybrid forms, interactive documentary, ethnographic research-creation, and expanded screen idioms.</u></p>
<p>Rationale: One FMPR elective is required to fulfill degree requirements. The Special Topics courses in film production will enable flexible course content that is specifically adapted to student research areas. (NOTE: students must take six credits of elective courses, three of which must be taken from the FMPR Special Topics courses, and three of which may be taken from the Studio Arts ASEM Seminar courses 654, 620, 642, 644, 646, and 652, from FMPR 661 Professional Internship or 671 Independent Study, or from another relevant area outside the program.) No changes are required to the current course listings under Studio Arts. Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p>	
<p>Resource Implications: At the implementation of the program, only one elective will be offered yearly. The course does not require any increase of teaching credits for its implementation given the shift of 18 credits from the credit envelope of Studio Arts to the School of Cinema. Please refer to Section 8 of the Program Proposal for more detail.</p>	
<p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: CINE 25

COURSE NUMBER:

NEW COURSE NUMBER: FMPR 640

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Cinema

Program: Cinematic Arts

Degree: MFA

Section Title: Cinema, Cinematic Arts MFA, Courses (new section)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each 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"/> Other - <u>Specify:</u>		<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>FMPR 640 Special Topics in Fiction Practices (3 credits)</u> <u>A graduate studio course in contemporary approaches to auteur-driven cinematic fiction directing. Through workshops, readings, screenings and studio experiments, topics explored may include writing as creative practice, dramatic screenwriting and script analysis, innovative development processes, previsualization, work with actors, experimental on-set methodologies, mise-en-scène and diverse directorial approaches to image/sound poetics.</u></p>
<p>Rationale: One FMPR elective is required to fulfill degree requirements. The Special Topics courses in film production will enable flexible course contents that are specifically adapted to student research areas. (NOTE: students must take six credits of elective courses, three of which must be taken from the FMPR Special Topics courses, and three of which may be taken from the Studio Arts ASEM Seminar courses 654, 620, 642, 644, 646, and 652, from FMPR 661 Professional Internship or 671 Independent Study, or from another relevant area outside the program.) No changes are required to the current course listings under Studio Arts. Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p>	
<p>Resource Implications: At the implementation of the program, only one elective will be offered yearly. The course does not require any increase of teaching credits for its implementation given the shift of 18 credits from the credit envelope of Studio Arts to the School of Cinema. Please refer to Section 8 of the Program Proposal for more detail.</p>	
<p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

APPENDIX 3 – Studio Arts (ARTG-6) Provotrack

DOSSIER TITLE: ARTG-6

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed [] Undergraduate or [x] Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Studio Arts MFA, Admission Requirements

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

[] Editorial

[x] Requirements

[] Regulations

[] Program Title

[] New Program

[] Program Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>Admission Requirements. A Bachelor of Fine Arts or a Bachelor of Arts with a Fine Arts or Fine Arts and Art History major, or an approved equivalent, from a recognized institution and with at least a B average in the major area is required. Applicants to the Film Production concentration are expected to have a Bachelor of Fine Arts or Bachelor of Arts degree in cinema or an approved equivalent with at least a B average in the major area. In all cases the students' undergraduate experience and proficiency must be relevant to the area in which they plan to specialize at the graduate level.</p>	<p>Admission Requirements. A Bachelor of Fine Arts or a Bachelor of Arts with a Fine Arts or Fine Arts and Art History major, or an approved equivalent, from a recognized institution and with at least a B average in the major area is required. In all cases the students' undergraduate experience and proficiency must be relevant to the area in which they plan to specialize at the graduate level. Please note that admission to the Film Production concentration through the Department of Studio Arts is closed, and interested applicants should consult the Admissions section for the Cinematic Arts MFA under the Mel Hoppenheim School of Cinema.</p>
<p>Rationale: A note has been added to the Studio Arts calendar to indicate that admissions to the Film Production Concentration under the Department of Studio Arts are now closed, and to redirect applicants to the Department of Cinema. A concurrent curriculum proposal is included to add the Admissions Requirements for the relocated Cinematic Arts MFA to the Cinema section of the calendar (see CINE-25, Admissions Requirements, p. 2).</p>	
<p>Resource Implications: The program relocation is considered cost-neutral. Please refer to Section 5 of the attached Cinematic Arts MFA Program Proposal: Resource implications for more detail.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Studio Arts MFA, Requirements for the Degree

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

Editorial Requirements Regulations Program Title
 New Program Program Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>Requirements for the Degree</p> <p>1. Credits. A fully-qualified candidate is required to complete a minimum of 60 credits.</p> <p>2. Courses. Candidates for the degree are normally required to complete a minimum of 24 credits in their studio concentration and 3 credits of DISP 615 Directed Studio Practice; 21 credits from ASEM 620, 641, 642, 643, 644, 645, 646, 651, 652, 653, 654, INTP 660, 661, 662, INDS 670, 671, 672; 9 credits in PROJ 691 Studio Project and 3 credits in PROJ 692 Exhibition or Film Project.</p> <p>3. Studio Project and Exhibition or Film Project. In the third or fourth year and no less than six (6) months following the successful completion of the second year of course work, students may present their studio project and complete the exhibition or film project. Approval by both the student’s advisor and the graduate program director is required prior to the examination. Students are also required to submit documentation of their exhibition or film project to be kept on file in the office of the graduate program director.</p>	<p>Requirements for the Degree</p> <p>1. Credits. A fully-qualified candidate is required to complete a minimum of 60 credits.</p> <p>2. Courses. Candidates for the degree are normally required to complete a minimum of 24 credits in their studio concentration and 3 credits of DISP 615 Directed Studio Practice; 21 credits from ASEM 620, 641, 642, 643, 644, 645, 646, 651, 652, 653, 654, INTP 660, 661, 662, INDS 670, 671, 672; 9 credits in PROJ 691 Studio Project and 3 credits in PROJ 692 Exhibition.</p> <p>3. Studio Project and Exhibition. In the third or fourth year and no less than six (6) months following the successful completion of the second year of course work, students may present their studio project and complete the exhibition. Approval by both the student’s advisor and the graduate program director is required prior to the examination. Students are also required to submit documentation of their exhibition to be kept on file in the office of the graduate program director.</p>
<p>Rationale: All references to the film project have been removed from the Studio Arts calendar to accommodate the relocation of the program to the Cinema Department. A concurrent curriculum proposal is included to add the Admissions Requirements for the relocated Cinematic Arts MFA to the Cinema section of the calendar (see CINE-25, Requirements for the Degree, p. 3).</p> <p>Resource Implications: The program relocation is considered cost-neutral. Please refer to Section 5 of the attached Cinematic Arts MFA Program Proposal: Resource implications for more detail.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed **Undergraduate** or **Graduate Curriculum Changes**

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Studio Arts MFA, Academic Regulations

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

Editorial Requirements Regulations Program Title
 New Program Program Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>Academic Regulations</p> <p>1. Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.</p> <p>2. Residence. The minimum residence requirement is 5 terms of full-time study. It should be noted that one of these terms is a summer session. Following the residency, candidates will prepare for their Studio Project and Exhibition or Film Project (see 4 below).</p> <p>3. Time Limit. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.</p> <p>4. Graduation Requirement. In order to graduate, students must have a cumulative GPA of at least 3.00.</p>	<p>Academic Regulations</p> <p>1. Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.</p> <p>2. Residence. The minimum residence requirement is 5 terms of full-time study. It should be noted that one of these terms is a summer session. Following the residency, candidates will prepare for their Studio Project and Exhibition (see 4 below).</p> <p>3. Time Limit. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.</p> <p>4. Graduation Requirement. <u>Please refer to the GPA Graduation Requirement section of the Graduate Calendar for GPA requirements.</u></p>
<p>Rationale: All references to the film project have been removed from the Studio Arts calendar to accommodate the relocation of the program to the Cinema Department. A concurrent curriculum proposal is included to add the Admissions Requirements for the relocated Cinematic Arts MFA to the Cinema section of the calendar (see CINE-25, Academic Regulations, p. 4). At the recommendation of GCC, students are now directed to the standard requirements as stated in the GPA Graduation Requirement section of the Graduate Calendar.</p> <p>Resource Implications: The program relocation is considered cost-neutral. Please refer to Section 5 of the attached Cinematic Arts MFA Program Proposal: Resource implications for more detail.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

DESCRIPTION OF CHANGE: Migration of MFA in Film Production from the Department of Studio Arts to the Department of Cinema

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed [] Undergraduate or [x] Graduate Curriculum Changes

Implementation Month/Year: September 2019

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Studio Arts MFA, Courses (preamble)

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

- [] Editorial [] Requirements [] Regulations [] Program Title
[] New Program [] Program Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>Courses</p> <p>Each year the Faculty of Fine Arts offers a selection of courses from the Studio Arts and Cinema departments. A list of those courses, as well as information about the specific content of the seminar offerings is available from the MFA Studio Arts office.</p>	<p>Courses</p> <p>Each year the Faculty of Fine Arts offers a selection of courses from the <u>Department of Studio Arts</u>. A list of those courses, as well as information about the specific content of the seminar offerings is available from the MFA Studio Arts office.</p>
<p>Rationale: The references to the Cinema Department has been removed from the Studio Arts calendar to accommodate the relocation of the program. A concurrent curriculum proposal is included to add a parallel preamble to the course descriptions for the relocated Cinematic Arts MFA to the Cinema section of the calendar (see CINE-25, Courses, p. 5).</p>	
<p>Resource Implications: The program relocation is considered cost-neutral. Please refer to Section 5 of the attached Cinematic Arts MFA Program Proposal: Resource implications for more detail.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

COURSE NUMBER: FMPR 610

NEW COURSE NUMBER: FMPR 620 (see CINE 25)

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Courses, Studio Courses

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other -

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>FMPR 610 Film Production I (6 credits) A studio course providing an opportunity to do advanced work in aesthetic and technical aspects of filmmaking with an emphasis on independent production.</p>	
<p>Rationale: To accommodate the relocation of the MFA Film Production program, the course is being deleted from the Studio Arts calendar and a parallel course FMPR 620 is being added to the Cinema calendar (see FMPR 620, CINE 25, p. 6). Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p> <p>Resource Implications: None. Credits will be shifted from Studio Arts to Cinema.</p> <p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

COURSE NUMBER: FMPR 611

NEW COURSE NUMBER: FMPR 621 (see CINE 25)

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Courses, Studio Courses

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - _____

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
FMPR 611 Film Production II (6 credits) A continuation of FMPR 610.	
Rationale: To accommodate the relocation of the MFA Film Production program, the course is being deleted from the Studio Arts calendar and a parallel course FMPR 621 is being added to the Cinema calendar (see FMPR 621, CINE 25, p. 7). Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison. Resource Implications: None. Credits will be shifted from Studio Arts to Cinema. Other Programs within which course is listed: None	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

COURSE NUMBER: FMPR 612

NEW COURSE NUMBER: FMPR 621 (see CINE 25)

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Courses, Studio Courses

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - _____

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>FMPR 612 Film Production III (6 credits) A continuation of FMPR 611.</p>	
<p>Rationale: To accommodate the relocation of the MFA Film Production program, the course is being deleted from the Studio Arts calendar and a parallel course FMPR 622 is being added to the Cinema calendar (see FMPR 622, CINE 25, p. 8). Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p> <p>Resource Implications: None. Credits will be shifted from Studio Arts to Cinema.</p> <p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

COURSE NUMBER: FMPR 613

NEW COURSE NUMBER: FMPR 621 (see CINE 25)

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Studio Arts

Program: Film Production Concentration

Degree: MFA

Section Title: Courses, Studio Courses

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - Specify: Program Relocation

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>FMPR 613 Film Production IV (6 credits) A continuation of FMPR 612.</p>	
<p>Rationale: To accommodate the relocation of the MFA Film Production program, the course is being deleted from the Studio Arts calendar and a parallel course FMPR 623 is being added to the Cinema calendar (see FMPR 623, CINE 25, p. 9). Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p> <p>Resource Implications: None. Credits will be shifted from Studio Arts to Cinema.</p> <p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

COURSE NUMBER: PROJ 691

NEW COURSE NUMBER: FMPR 621 (see CINE 25)

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: September 2019__

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Courses, Studio Project and Examination

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - _____

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>PROJ 691 Studio Project (9 credits) With the guidance of a faculty advisor, students prepare work leading to an exhibition or film project.</p>	<p>PROJ 691 Studio Project (9 credits) With the guidance of a faculty advisor, students prepare work leading to an exhibition.</p>
<p>Rationale: To accommodate the relocation of the MFA Film Production program, references to the film project are being deleted from the Studio Arts calendar. The film project requirements have been replaced by the Research-Creation Thesis (24 credits) to accommodate the shift to a thesis program (see CINE 25, Research-Creation Thesis, p. 11). Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTG-6

COURSE NUMBER: PROJ 692

NEW COURSE NUMBER: FMPR 621 (see CINE 25)

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2019/2020

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: _____ September _____ 2019__

Faculty: Fine Arts

Department: Studio Arts

Program: Studio Arts MFA

Degree: MFA

Section Title: Courses, Studio Project and Examination

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other _____

New Course

Course Deletion

Present Text (Text from 2018– 2019 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>PROJ 692 Exhibition or Film Project (3 credits) Following the successful completion of the Studio Project, the student prepares a professional-level presentation within a public forum (gallery, screening room, etc.) accompanied by an artist’s statement. The candidate meets with an Examination Committee to describe the evolution of the work and to situate it in the context of current practice and theory. The Committee will question the student and determine whether or not to recommend that the student be awarded the MFA degree.</p>	<p>PROJ 692 Exhibition (3 credits) Following the successful completion of the Studio Project, the student prepares a professional-level presentation within a public forum (gallery, screening room, etc.) accompanied by an artist’s statement. The candidate meets with an Examination Committee to describe the evolution of the work and to situate it in the context of current practice and theory. The Committee will question the student and determine whether or not to recommend that the student be awarded the MFA degree.</p>
<p>Rationale: To accommodate the relocation of the MFA Film Production program, references to the film project are being deleted from the Studio Arts calendar. The film project requirements have been replaced by the Research-Creation Thesis (24 credits) to accommodate the shift to a thesis program (see CINE 25, Research-Creation Thesis, p. 11). Please refer to Appendix I of Program Proposal: Comparative Curriculum Change Tables for a detailed comparison.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

APPENDIX 4 – Internship Form

MFA IN CINEMATIC ARTS
REQUEST for a PROFESSIONAL INTERNSHIP COURSE:
FMPR 661

This form is to be completed by any student wishing to undertake a PROFESSIONAL INTERNSHIP project for credit toward the MFA in Cinematic Arts in the Mel Hoppenheim School of Cinema.

INSTRUCTIONS:

1. Complete this form, attaching a Project Description of your Internship that includes the nature of the duties and activities you will undertake and the educational benefit of the project.
2. Have the form signed by the full-time faculty member who has agreed to supervise your Internship
3. Have the form signed by your Field Supervisor for the Internship
4. Have the form signed by the Graduate Program Director
5. Submit the form to the Cinema Office (FB 319) to be signed by the Chair
6. Await word from the Dept. Assistant as to your permissions having been entered into the SIS, then proceed with your online registration for the course

GUIDELINES:

Each internship must be approved in advance by the MFA GPD and the student must consult with an academic supervisor. The duties will be supervised by a Field Advisor (an individual within the sponsoring organization), in consultation with an academic supervisor, to ensure that the student’s responsibilities are in keeping with the aims of the MFA program. The academic supervisor will evaluate each internship on the basis of the student’s written report, contributions to supervisory sessions and the successful completion of the internship. The written report should demonstrate the student’s understanding of the organization’s cultural role, an analysis of the activities and functioning of the organization, and the learning outcomes of the internship. The 3-credit internship should involve at least 150 hours at the host institution.

I would like to register for Professional Internship Course FMPR 661 (3 credits)

Term (check one): Fall Winter Summer ___Section: _____
Academic Year:

STUDENT (Print Name):

STUDENT (Signature): _____ ID #: _____

STUDENT Email: _____ TEL: _____

COMPANY / ORGANISATION: _____

FIELD SUPERVISOR:

Name _____

Title _____

Tel _____

Email _____

Field Supervisor Signature _____ (y/m/d): ____/____/____

Final date for completion of work (y/m/d): ____/____/____

DEPARTMENT APPROVALS:

Full-time Faculty Supervisor (Print Name): _____

Signature: _____ (y/m/d): ____/____/____

Graduate Program Director (Print Name): _____

Signature: _____ (y/m/d): ____/____/____

Cinema Chair (Print Name): _____

Signature: _____ (y/m/d): ____/____/____

Appendix 5- Student Transition Options and Tuition Costing

Option 1

Second-year students (as of 2019-20 academic year) transition to 45-credit Thesis program (requires dropping ASEM courses in Winter 2019)

Year 1 credits completed

Fall 2018: FMPR 610 (6 credit, satisfies FMPR 620 requirement), ASEM courses (6 credits, satisfies 6 credits of electives requirement)

Winter 2019: FMPR 611 (6 credits, satisfies FMPR 621 requirement)

Total credits completed at end of 2018-19 year: 18

Year 2 credits to complete

Fall 2019: FMPR 622 (3 credits),

Winter 2020: FMPR 623 (3 credits)

Fall or Winter 2019/20: FMPR 625 Graduate Symposium (3 credits)

Total credits completed at end of 2019-20 year: 27 credits

Year 3 credits to complete

Fall/Winter 2020-21: FMPR 691 Research Creation Thesis (24 credits)

Total credits completed at end of program (2020-21): 51

Cost: Students pay the equivalent tuition of 48 credits, as they are granted one free 3-credit course

Option 2

Second year students (as of 2019-20 academic year) remain in 60-credit course-based program

Year 1 credits completed

Fall 2018: FMPR 610 (6 credits), ASEM (6 credits)

Winter 2019: FMPR 611 (6 credits), ASEM (6 credits)

Summer 2019: DISP 615 (3 credits)

Total credits completed at end of 2018-19 year: 27

Year 2 credits to complete

Fall 2019: FMPR 622 (3 credits) plus Independent Reading/Project course (3 credits) = equivalent to FMPR 612 (6 credits)

Winter 2020: FMPR 623 (3 credits), plus Independent Reading/Project course (3 credits) = equivalent to FMPR 612 (6 credits)

Total credits completed at end of 2019-20 year: 48 credits

Year 3 credits to complete

Fall 2020: PROJ 691 (9 credits)

Winter 2021: PROJ 692 (3 credits)

Total credits completed at end of program (2020-21): 60

Cost: Students pay the equivalent tuition of 60 credits

Appendix 6-

Email Confirmation from the Centre for Digital Arts (CDA)

Julie Johnston

From: Julie Johnston
Sent: Friday, January 04, 2019 1:50 PM
To: Pierre Genest
Cc: Ana Cappelluto
Subject: RE: CINE 25 email confirmation from CDA

Wonderful, thank you!

Julie Johnston
Facilitator Academic Affairs, Fine Arts
Concordia University
(514)848-2424 ext 3368

From: Pierre Genest
Sent: Friday, January 04, 2019 11:09 AM
To: Julie Johnston <julie.johnston@concordia.ca>
Subject: Re: CINE 25 email confirmation from CDA

Hi Julie

The Centre for Digital Arts (CDA) confirms that it will provide technical staff resources required for the relocation of the MFA in Cinematic Arts to the Department of Cinema, including the following:

- From our CDA depot provide pick-ups, drop-offs, and verification of camera and sound production equipment used by graduate Film Production students for their course assignments and thesis projects.
- Conducting workshops on the specifics of the camera and sound production and post-production equipment used by graduate Film Production students.
- Scheduling and coordinating details of Film Production thesis bookings for the summer months in close collaboration with the GPD of the program.

Cheers

From: Pierre Genest
Sent: Friday, December 14, 2018 12:09 PM
To: Julie Johnston
Subject: Re: CINE 25 email confirmation from CDA

Hi Julie

We are excited to facilitate the equipment pick up and drop off at our CDA depot.

From: Julie Johnston
Sent: Thursday, December 13, 2018 2:52 PM
To: Pierre Genest
Cc: Ana Cappelluto; Angela Tsafaras
Subject: FW: CINE 25 email confirmation from CDA

Hi Pierre,

I just left a voicemail for you and writing with some background on the shift of the MFA in Film Production from Studio Arts to the Cinema Department. As part of this shift, the Cinema Department has purchased some new equipment to be housed at the CDA.

Following consultations with Ana, Angela and Harry, we drafted the statement below that was included in the attached MOU between the departments and the Dean's office. Ana and Angela followed up with Harry and confirmed that the CDA had the capacity to store the equipment and offer pick-up and drop off services to students enrolled in the MFA in Film Production (newly named MFA in Cinematic Arts) which includes a cohort of about 8 students per year.

The Centre for Digital Arts (CDA) will provide technical staff resources required for the Program Relocation, including pick-up and drop-off of equipment, conducting workshops on equipment use as needed, and scheduling Film Production thesis bookings during the summer months, in collaboration with the MFA in Cinematic Arts Graduate Program Director (GPD).

While we are not required to include the full MOU as part of our curriculum proposal, we have been asked to instead include an email from the CDA confirming this arrangement.

I am wondering if you have had a chance to discuss this with Harry or Ana yet, and if you would be able to send an email to me confirming this agreement?

Please feel free to call me at extension 3368 if you would like to discuss further.

Thanks,

Julie Johnston
Facilitator Academic Affairs, Fine Arts
Concordia University
(514)848-2424 ext 3368

From: Julie Johnston
Sent: Thursday, December 06, 2018 10:48 AM
To: Olivia Ward <olivia.ward@concordia.ca>
Cc: Elaine Cheasley Paterson <Elaine.Paterson@concordia.ca>; Marielle Nitoslawska <marielle.nitoslawska@concordia.ca>
Subject: CINE 25 email confirmation from CDA

Hi Olivia,

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: October 22, 2018

SUBJECT: Undergraduate Calendar Program Proposal
Departments of Geography, Planning and Development, Biology, and
Chemistry and Biochemistry
GEOG-45
Bachelor of / Baccalaureate in Science Specialization/Honours in
Environmental and Sustainability Science

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of October 19, 2018. We request that this proposal be considered at the next meeting of APC.

The **Departments of Geography, Planning and Environment** along with the departments of **Chemistry and Biochemistry**, and **Biology** together are proposing a new BSc Specialization/Honours in Environmental and Sustainability Science. This program, to be housed in three departments, builds on existing programs and expertise and will prepare students to be leaders in the fields of environmental science and sustainability. A multidisciplinary understanding of these areas is becoming more and more crucial “considering the increasing number of challenges including climate change, severe weather events, the loss of biodiversity, pollution and the unsustainable use of the Earth’s resources that we face in the Anthropocene.”

This program will strengthen the links across these three science departments (both in terms of course offerings and research collaboration), provide a better-integrated curriculum in these areas, and enable students to work on multi-disciplinary projects. All students in the program will begin their studies with a common core of courses (33 credits) including courses from Geography, Planning and Environment, Chemistry and Biochemistry and Biology to be taken by all students. Students then can follow one of three streams: 1) Earth Systems and Climate Science (for students registering with Geography, Planning and Environment), 2) Environmental Biology (Biology) and 3) Environmental Chemistry (Chemistry and Biochemistry) to gain deeper

understanding and expertise in an area of specific interest to them. Finally, a new interdisciplinary capstone course will allow students from all streams to work together to apply their in-depth knowledge as part of a common undergraduate research project.

The attached proposal addresses in detail the societal need for the program, its place in the Concordia context, and the distinctiveness of the proposed program. This proposal also responds to the critical questions of potential student interest and demand, direct competitors, and financial implications which have been discussed previously in a Letter of Intent and subsequently confirmed by the Office of the Provost and the Dean.

Reference documents:
FCC 2018.1/U-GEOG-45
ASFC 2018-6M-C

**Department of Geography, Planning and Environment
Department of Biology
Department of Chemistry and Biochemistry**

GEOG-45

Department Memos:

Chair, Department of Geography, Planning and Development

Chair, Department of Biology

Chair, Department of Chemistry and Biochemistry

Proposal

Bachelor of / Baccalaureate in Science Specialization/Honours in Environmental and Sustainability Science

Program change

BSc Honours in Environmental and Sustainability Science (Geography, Planning and Environment)

BSc Specialization in Environmental and Sustainability Science (Geography, Planning and Environment)

New program

BSc Honours in Environmental and Sustainability Science (Biology)

BSc Honours in Environmental and Sustainability Science (Chemistry and Biochemistry)

BSc Specialization in Environmental and Sustainability Science (Biology)

BSc Specialization in Environmental and Sustainability Science (Chemistry and Biochemistry)

New course

BIOL 487 *(also listed as CHEM 487 and GEOG 487)*
Capstone Seminar in Environmental Science

CHEM 283 *Air, Water and Soil Processes*

CHEM 487 *(also listed as BIOL 487 and GEOG 487)*
Capstone Seminar in Environmental Science

GEOG 476 *Indigenous and Environmental History of Americas since 1492*

GEOG 479 *Primate Behaviour, Ecology and Conservation*

GEOG 487 *(also listed as BIOL 487 and GEOG 487)*
Capstone Seminar in Environmental Science

Prerequisite change

BIOL 322 *Biostatistics*

CHEM 450 *Research Project and Thesis (6 credits)*

CHEM 458 *Aquatic Biogeochemistry*

GEOG 371 *Landscape Ecology*

GEOG 374 *Plant Ecology*

GEOG 467 *Environmental Modelling*

Exclusion note change

GEOG 290 *Environment and Society*

INTERNAL MEMORANDUM

TO : Dr. Paul Joyce
Chair of the Faculty Curriculum Committee
Associate Dean, Academic Programs, Faculty of Arts and Science

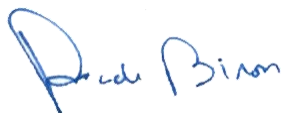
FROM: Pascale Biron, Chair, Department of Geography, Planning and Environment

DATE: September 24, 2018

SUBJECT: BSc in Environmental and Sustainability Science

The attached curriculum proposal was formulated by Geography, Planning and Environment's academic unit, submitted to and vetted by the Departmental Curriculum Committee. The proposal was ratified at the Departmental Assembly of 21 September and is now put forth to the FCC.

The proposed BSc Specialization/Honours in Environmental and Sustainability Science will be housed in three departments: Geography, Planning and Environment (GPE), Biology and Chemistry and Biochemistry. The resources implications of this curriculum proposal are detailed in Section 5. As this program is a modified version of the existing BSc in Environmental Science in GPE, the only resource implication that directly concerns this department is the new course GEOG 487 (Capstone Seminar in Environmental Science), which will also be cross-listed as BIOL 487 and CHEM 487.



INTERNAL MEMORANDUM

TO: Dr. Paul Joyce Chair of the Faculty Curriculum Committee Associate Dean, Academic Programs, Faculty of Arts and Science

FROM: Patrick Gulick, Chair, Biology Department

DATE: October 17, 2018

SUBJECT: BSc in Environmental and Sustainability Science

Biology Department supports the proposed BSc in Environmental and Sustainability Sciences. Members of the Department have actively participated throughout the development of the proposal. The Letter of Intent for the proposed degree was approved at a Biology Faculty Meeting on September 21, 2017. The final version of the proposal approved by the Biology Department Curriculum Committee and was ratified at the Biology Faculty Meeting of October 17, 2018.



INTERNAL MEMORANDUM

TO: Dr. Paul Joyce
Chair of Faculty Curriculum Committee
Associate Dean, Academic Programs, Faculty of Arts and Science

FROM: Christine DeWolf, Chair,
Department of Chemistry and Biochemistry

DATE: October 19, 2018

SUBJECT: BSc in Environmental and Sustainability Science

The Department of Chemistry and Biochemistry met on October 15, 2018 and unanimously voted in favor of the full proposal for the BSc in Environmental and Sustainability Science.

The proposed BSc Specialization/ Honours in Environmental and Sustainability Science will be housed in three departments: Geography, Planning and Environment (GPE), Biology and Chemistry and Biochemistry. The resource implications of this curriculum proposal are detailed in Section 5. Below are the resources implications that are specific to the Environmental Chemistry stream for Chemistry and Biochemistry students.

- One new course section for the Capstone Seminar in Environmental Science (CHEM 487, also cross-listed as BIOL 487 and GEOG 487)
- One additional course section for the core Analytical Chemistry courses (CHEM 212 and/or CHEM 217 and five associated laboratory sections)
- Five new laboratory sections for the courses of Environmental Chemistry that include a lab component (CHEM 221, 222, 235, 241, 271, 312, and 375)
- Additional TA support for 12 laboratory sections (five for CHEM 212/217, seven for the other CHEM courses)

Regards,



Christine DeWolf

Concordia University

Faculty of Arts and Science

Department of Geography, Planning and Environment

Department of Biology

Department of Chemistry and Biochemistry

Bachelor of/Baccalaureate in Science

**Specialization/Honours in Environmental and Sustainability
Science**

September 26, 2018

Table of Contents

Executive Summary	4
Section 1 – Program Identification.....	6
1.1 Program title, degree title and level	6
1.2 Areas of specialization	6
1.3 Administrative location.....	6
Section 2 – Program Objectives.....	7
2.1 Theoretical foundation and general academic objectives	7
2.2 Specific knowledge, expertise, skills that students will acquire.....	8
2.3 Description of how the learning objectives will be assessed.....	8
Section 3 – Rationale for Program Proposal	9
3.1 Socio-economic or cultural relevance.....	9
3.2 Systemic relevance.....	11
3.3 Institutional relevance.....	12
Section 4 – Program Description and Requirements.....	19
4.1 Admission requirements	19
4.2 Residence requirements	19
4.3 Program procedures	19
4.4 Degree requirements	19
4.4.1 <i>Core and elective courses</i>	19
4.4.2 <i>Comprehensive exam</i>	23
4.4.3 <i>Internship and independent studies</i>	23
4.5 Course descriptions.....	24
4.5.1 <i>New courses</i>	24
4.5.2 <i>Existing courses</i>	24
4.6 Links between the research strengths of faculty members, the courses offered and the degree requirements	37
Section 5 – Human and Material Resources.....	39
5.1 Human Resources Required and Available	39
5.1.1 <i>Accreditation</i>	39
5.1.2 <i>Faculty presently available</i>	39
5.1.3 <i>New faculty required, with specialization</i>	39
5.1.4 <i>Additional section allocations</i>	39
5.1.5 <i>Technical staff</i>	40
5.1.6 <i>Requirements for additional support staff</i>	40
5.1.7 <i>Teaching Assistantships</i>	40
5.2 Physical Resources, Required and Available.....	40
5.2.1 <i>Library facilities and holdings</i>	40
5.2.2 <i>Computing facilities</i>	41
5.2.3 <i>Teaching space: Laboratories, classrooms, etc.</i>	41
5.2.4 <i>Studio facilities</i>	41
5.2.5 <i>Equipment: Laboratory equipment, audio-visual equipment, etc.</i>	42

5.2.6	<i>Administrative office space</i>	42
5.3	Itemized Summary of Resource Implications	42
5.4	Implementation Timetable for the Program	42
5.5	Cost/Revenue Projection	43
Appendix 1 Curriculum Mapping for the BSc in Environmental and Sustainability Science		44
Appendix 2 Results from the Survey for the Proposed BSc		49
Appendix 3 Related programs		62
Appendix 4 Comparison between existing and proposed programs		64
Appendix 5 Library Report		65
Appendix 6 Curriculum documents		72
Appendix 7 Curricula vitae of current faculty members		73
A.	CVs Department of Biology	74
B.	CVs Department of Chemistry and Biochemistry.....	190
C.	CVs Department of Geography, Planning and Environment.....	268

Executive Summary

The proposal for a BSc Specialization/Honours in Environmental and Sustainability Science (ESS) to be based in the Departments of Geography, Planning and Environment, Biology, and Chemistry and Biochemistry is sponsored by the Faculty of Arts and Science.

This proposal builds on the existing 69-credit Specialization/Honours in Environmental Science, based in the Department of Geography, Planning and Environment. This program has been successfully offered since 2002, using an interdisciplinary approach including courses in geography, geology, biology, chemistry, computer science and environmental engineering. For the program to stay competitive and successful in the long-term, a more deeply integrated interdisciplinary approach is required to train future leaders in the field of environmental science, but also in sustainability. The latter was implicitly covered in the existing BSc program, but must be addressed more explicitly considering the increasing number of challenges including climate change, severe weather events, the loss of biodiversity, pollution and the unsustainable use of the Earth's resources that we face in the Anthropocene.

To face these challenges, the proposed BSc Specialization/Honours will adopt a novel multi-departmental structure that will lead to an enhancement of the collaboration between the three science departments that are already working together in the existing BSc Environmental Science. Strengthening of links through the new BSc ESS: Geography, Planning and Environment, Biology, and Chemistry and Biochemistry will provide a better-integrated curriculum, allow the development new interdisciplinary courses, and enable students to work on multidisciplinary projects across departments.

The proposed BSc Specialization and Honours in ESS consist of 63 and 69 credits, respectively, organized in a common core of 33 credits, followed by additional training in one of three specialized streams: 1) Earth Systems and Climate Science (for students registering with Geography, Planning and Environment); 2) Environmental Biology (Biology) and 3) Environmental Chemistry (Chemistry and Biochemistry). The common core consists of foundation courses in the three fields, in addition to a social science component (see section 4.4.1), Geographical Information Systems (GIS) and computer programming, as well as a new interdisciplinary capstone seminar course dedicated to the students in ESS, in which students from all streams will apply their in-depth knowledge as part of a common undergraduate research project. Within each stream, the focus is shifted to more advanced concepts in Earth systems and climate science, environmental biology and physico-chemical processes of the environment, with the possibility of completing an Honours thesis in each case, with an additional six credits.

The BSc in ESS will be supported by faculty members in each of the three departments. In addition, as part of the three-year hiring plan of the Faculty, a tenure-track hire in Environmental Chemistry will strengthen the environmental chemistry stream. The Department of Chemistry and Biochemistry is building critical and dedicated expertise to support the planned program and expand its research capacity in Environmental Science.

Graduates of the BSc Specialization/Honours will be ideally prepared for post-graduate studies in each of the three core disciplines (Geography, Biology, Chemistry and Biochemistry), in addition to the interdisciplinary field of Environmental and Sustainability Science. They will also be well trained for work in environmental consulting firms or in governmental departments or agencies where their strong and unique interdisciplinary scientific training will be an added value. Depending on their focus during their studies, students will have acquired the skills to understand the underlying processes relevant to environmental and sustainability sciences, how to acquire and interpret analytical data (Chemistry and Biochemistry), understand physical processes of our planet and interpret data related to climate change and sustainable environmental management (Geography, Planning and Environment) and assess the situation within a given ecosystem (Biology) in an integrated fashion.

Section 1 – Program Identification

1.1 Program title, degree title and level

Bachelor of/Baccalaureate in Science (BSc)
Specialization/Honours in Environmental and Sustainability Science

1.2 Areas of specialization

The program aims to study environmental and sustainability science from a broad, interdisciplinary approach. The program draws on three science departments within the Faculty of Arts and Science, and also includes courses in environmental engineering from the Faculty of Engineering and Computer Science. There are three areas of specialization: 1) Earth Systems and Climate Science; 2) Environmental Biology and 3) Environmental Chemistry.

1.3 Administrative location

Department of Geography, Planning and Environment (GPE)
Department of Biology
Department of Chemistry and Biochemistry
Faculty of Arts and Science, Concordia University
1455, De Maisonneuve Blvd W.
Montreal (QC) H3G 1M8

Section 2 – Program Objectives

2.1 Theoretical foundation and general academic objectives

The Faculty of Arts and Science proposes a 63-credit BSc Specialization and a 69-credit BSc Honours in Environmental and Sustainability Science (ESS). The proposed BSc Specialization/Honours is based on the current 69-credit Specialization/Honours in Environmental Science, initially offered in 2002 and housed in the Department of Geography, Planning and Environment (GPE). With the addition of two new host departments, the proposed program will offer the complementary environmental biology and chemistry streams and provide an integrated approach to training in Environmental Science. It will be the home to science students interested in environmental issues, and will focus on sustainability issues through an interdisciplinary perspective.

The program will adopt a novel structure in which students will be able to join the program from three different departments in the Faculty of Arts and Science and following a common core of courses will pursue a specific stream associated with a particular department: 1) Earth Systems and Climate Science (for GPE students), 2) Environmental Biology (for Biology students) and 3) Environmental Chemistry (for Chemistry students).

The objectives of the proposed BSc in Environmental and Sustainability Science are:

1. To provide solid, interdisciplinary, environmental foundations in sustainability from a science perspective.
2. To prepare students for further studies at the graduate level in either interdisciplinary environmental science or sustainability programs or in more specific fields related to Earth systems, climate science, environmental biology and chemistry.
3. To prepare students for post-baccalaureate employment in the field of environmental and sustainability science in either academia, the private or the government sector.
4. To understand the fundamental physical and biogeochemical principles that govern environmental processes. To know how those processes are represented in mathematical concepts and apply this knowledge through modeling.
5. To provide students with the practical hands-on experience necessary to collect environmental samples and carry out analyses of air, water and soil. Interpret results using their acquired understanding of environmental chemical and physical processes and statistics.
6. To provide students with tools to solve practical problems in the field of environmental science, including programming, geospatial technologies (e.g. Geographical Information Systems (GIS)) and statistics.

7. To provide experiential learning opportunities through a required capstone course in the final year of the program, which will include an integrated project highlighting different aspects that correspond to the objectives of the three streams of the proposed program and provide Chemists, Biologists and Geographers with the common language and knowledge to solve complex environmental problems requiring contributions from many disciplines.

2.2 Specific knowledge, expertise, skills that students will acquire

The specific knowledge and competencies that students in the proposed BSc in ESS will acquire are listed for each course in Appendix 1. As shown via this detailed curriculum map, 200-level core courses in each discipline (Geography/Geology, Biology, Chemistry) will allow the student to be introduced to various knowledge, expertise and skills, whereas 300-level core courses will constitute an opportunity for reinforcement and 400-level core courses will emphasize and apply what has been learned, with integration of concepts for all three underlying disciplines. Optional courses will allow for the reinforcement and emphasis of the various competencies developed through core courses and will allow students to focus on a specific sub-discipline. All courses will be designed to develop, among students, a series of discipline-specific knowledge and competencies, as well as a number of broader and more generic competencies: intellectual, methodological and research-related, communication, critical thinking, personal and social, and citizenship and advocacy.

2.3 Description of how the learning objectives will be assessed

For existing courses, the acquired knowledge, expertise and competencies will be assessed through established methods in the respective departments. In larger 200-level courses, these include objective-type tests, short-answer quizzes, (computational) exercises and assignments, group problem-solving, and multiple-choice examinations. For 300-level courses, assessments will include a combination of methods such as individual or group assignments, case studies, laboratory reports, applied tasks, applied problems, quizzes and exams, and oral presentations. At the 400 level, courses will assess learning outcomes via project designs, research reports, reflective papers, article reviews, term papers, undergraduate theses and oral presentations.

Section 3 – Rationale for Program Proposal

3.1 Socio-economic or cultural relevance

In fostering scientific understanding of the complexity of environmental and sustainability problems, the BSc in ESS will provide students a unique interdisciplinary training which is urgently needed to address the many pressing issues of the Anthropocene. Climate change, extreme weather events and air and water pollution that affect billions of people across the globe are just a few examples that require in-depth understanding and expert knowledge to predict and understand the changes to our environment that lie ahead.

Because environmental science is, by its very nature, interdisciplinary involving aspects of chemistry and biochemistry, biology and physical geography with profound impacts on urban planning and sustainable development, it provides an ideal and unique opportunity to move away from a departmental silo structure and develop a program that provides a comprehensive and integrated understanding of current environmental issues. These usually span different disciplines and extend from the understanding of fundamental processes (e.g., acid-base equilibria governing ocean acidification, loss of habitat affecting threatened species, rapid melting of permafrost resulting in enhanced methane) and experimental data (e.g., which needs to be statistically analyzed and interpreted) to societal implications (e.g., changes to crop diversity due to climate change and adaptation by the local population). Furthermore, this new BSc program will give our students state-of-the-art training in sustainability from a natural science perspective in order to develop suitable, viable solutions for future generations by focusing on the understanding of the physical, biological and chemical causes of the rapid changes we are experiencing.

Graduates will bring strong interdisciplinary problem-solving approaches to their future employers, and the ability to understand and integrate issues presented from specific angles into the bigger picture. The fact that they will have taken a substantial number of courses from each of three different academic departments will give them the qualifications and abilities required to lead interdisciplinary projects and to be active contributors in a variety of environmental science domains, from the small scale (e.g., the assessment of soil quality at a spill site) to the global scale (e.g., how carbon emissions drive climate change). Graduates will have worked on a final year semester-long interdisciplinary project together with students from all other streams, collaborating to put their learned skills to work in the capstone 400-level course, which is a unique selling point to future employers.

Enrolment Chart, Including Graduation and Attrition, with Justification and Explanations (projected for a 5-year period)

The BSc Specialization and Honours in Environmental Science has been in place in GPE for approximately 16 years, and has provided solid scientific training to students in the fields of physical geography, geology, biology, chemistry, environmental engineering and computer science. Graduates from our current BSc in Environmental Science have been successful in either joining the job market or pursuing studies at the graduate level. The new proposed

program enhances the interdisciplinary aspect of environmental science education by adding field-specific contributions from Chemistry and Biochemistry and Biology. These additions significantly strengthen the foundations of the program and provide students with an in-depth understanding of the chemical and biological processes (e.g., aqueous phase equilibria or ecosystem processes) that govern the environment. Beyond strengthening the already existing program in GPE, the new streams offer students the opportunity to tackle important environmental and sustainability issues from different perspectives and backgrounds, while still retaining their core degree programming from one of the three associated departments.

There is compelling evidence of an increased student interest in this program from survey data collected from Biology and Chemistry and Biochemistry students (Appendix 2). Moreover, the recent department appraisal review conducted in GPE included a student survey which indicated that the vast majority of our students chose their BSc in Environmental Science program based on skill, interest and future employment (86%), and considered that their program provided an intellectually stimulating environment, with courses that met their academic expectations (79%). Again, this is indicative of strong student interest in our program offerings, which we hope to be able to leverage with our proposed program expansion.

There are currently (September 2018) ~120 active students in the BSc Specialization/Honours in Environmental Science based in GPE, with an average new annual enrolment of about 25 students each year over the last six years (Table 1). Opening the program to students based in Biology and Chemistry and Biochemistry widens the appeal of the offered 3-departmental approach and thus the potential student body. It is expected to raise the annual enrolment to 120 within the first five years of the program (Table 2).

Table 1 Students in the BSc Specialization/Honours in Environmental Science, 2012-2017

Year	Applied	Accepted	Registered
2012-13	269	60	24
2013-14	243	45	18
2014-15	266	47	23
2015-16	269	64	19
2016-17	323	63	33
2017-18	345	82	37

Table 2 Projected Annual Enrolments for the proposed BSc in ESS

Year 1	Year 2	Year 3	Year 4	Year 5
50	75	105	120	120

3.2 Systemic relevance

The proposed BSc in ESS would be unique in Montreal, indeed in Quebec, through its novel structure with three departments working closely together to offer a truly interdisciplinary program, and through its focus on natural science.

At McGill, the School of Environment offers a BSc Major Environment (downtown campus) for students in the Faculty of Science or a BSc in Agricultural Environmental Science for students in the Faculty of Agricultural and Environmental Sciences (MacDonald Campus) (Appendix 3). McGill University also offers an interfaculty BA and BSc program in Sustainability, Science and Society, and one in Environment. Although there are similarities with the proposed program (e.g. the use of core courses and the requirements of a science degree), there are only six (18 credits) common courses (with three credits of senior research project courses), resulting in an overall less coherent interdisciplinary program than the proposed 33-credit common core structure for this program. Our students will benefit from a strong cohort following the same core courses and sequence, including compulsory programming, GIS and statistics course, which we consider as essential skills in environmental and sustainability science.

At the Université du Québec à Montréal (UQAM), the Faculty of Science has offered a new BSc in Natural Sciences Applied to the Environment (Baccalauréat en sciences naturelles appliquées à l'environnement) since Fall 2016. Unlike the program proposed here in which students are housed in one of three departments (GPE, Biology or Chemistry and Biochemistry), the students at UQAM are not attached to any departmental unit where they could easily tap into the expertise of faculty and form deeper ties with faculty doing research in their domain of interest. There is also no Honours option for those interested in being involved in research projects.

The Université de Sherbrooke offers a BEnv, which is a COOP program (as all the programs at this institution are). This is an interdisciplinary program which includes a mixture of natural science and social science courses, but there are no Cegep science courses as prerequisites for the program, thus resulting in a very different starting point for the registered students compared to the proposed science-based program, i.e., the target audience is not the pure science degree students.

Université Laval offers a BScA in Natural and Landscaped Environments (Baccalauréat intégré en environnements naturels et aménagés). This is a narrower program than what is proposed here since it focuses on conservation and sustainable management of natural environments. There are no chemistry courses in this program.

There is also a growing momentum in the field in Canada, particularly in relation to the Professional Environmental Geoscientist accreditation which is offered in most provinces (but not yet in Quebec). For example, the University of Waterloo offers an Environmental Science BSc where after their first year, students choose either the Geoscience specialization, with a combination of Earth Science, Biology and Chemistry courses, or the Ecology specialization, where most courses are in Biology, with some in Earth Science. UBC, University of Toronto, University of Guelph also offer similar Environmental Science programs with a mixture of physical geography, biology and chemistry core courses, although there are only a few that

include environmental chemistry, as more programs tend to combine biology and physical geography courses.

The diversity of Environmental Science programs currently offered at universities in Quebec and Canada clearly illustrates the relevance and importance of Environmental Science education. Global issues such as climate change and air pollution are broadly discussed and scientific research is highly active in these areas. In pooling the expertise of three Concordia University departments we propose a highly integrated science-based program in Environmental and Sustainability Science. This unique collaborative approach allows for discussion of environmental topics starting at the fundamental physical and biogeochemical processes and their measurement to societal and ecosystem impacts within the proposed core curriculum. The advanced 3-stream structure ensures a solid training to students in this interdisciplinary field while retaining their disciplinary foundation and prepares them for careers in environmental consulting and assessment as well as for graduate studies in the field.

3.3 Institutional relevance

Concordia University has become, in the last two decades, a leader in sustainability through a variety of initiatives such as housing Montreal Future Earth and the Loyola Sustainability Research Centre (LSRC). Due to this visibility, there is a strong interest from Concordia students to develop new programs oriented around the theme of sustainability, as evidenced by several student initiatives, including their participation in the curriculum development of a new Major in Leadership in Sustainability (MiLiS). Science students in our programs are also interested in sustainability issues (see Appendix 2), but so far have had very few options in terms of programs available at Concordia. The proposed BSc in ESS will provide students with state-of-the-art training in sustainability from a natural science perspective, which is currently underrepresented at Concordia University, where the Minor in Sustainability Studies as well as the soon-to-be-proposed MiLiS are mainly social-science based, thus lacking a natural science counterpart to provide training in the study and understanding of environmental systems.

With its novel interdisciplinary approach and emphasis on sustainability, this program addresses in essence the nine priorities outlined in the University's Strategic Directions Game Plan. As the program combines multiple offerings across FAS departments, while also including courses in the Faculty of Engineering it provides a concrete example of "Mix It Up" and "Teach for Tomorrow". As it provides new opportunities for project-based and work-integrated experiential learning through a 400-level integrated experiential learning capstone course (bringing together students from multiple departments with a common foundation to address relevant problems), it meets the priorities of "Get Your Hands Dirty", "Experiment Boldly", "Embrace The City, Embrace The World" and "Go Beyond". Having undergraduate students exploring research in this area also will lead to more graduate students working with our strong researchers in these areas and will address the "Double Our Research" priority. Moreover, the strategic plan of the University also has sustainability as a core theme, which is clearly addressed by this proposed program

This program also fits very well with the vision of the Faculty of Arts and Science as outlined in FAS 2025 to integrate Experiential Learning into the faculty, to explore various forms of student

experience in a diversity of programs, to support the creation of new interdisciplinary programs and complementary streams of research and to embed sustainability across Faculty curricula. Laboratory courses and the experiential learning capstone course provide opportunities of hands-on learning in a real-life environment, working with real samples and gathering data from not only model systems, but also relevant environmental challenges.

Several professors involved in the proposed BSc in ESS are also research fellows of the Loyola Sustainability Research Centre (LSRC) which integrates the scholarly study of science, policy, and values in the pursuit of environmental and community sustainability. This provides a unique platform for studying and understanding environmental systems and societal implications on local and global scales.

At the moment, there are 25 faculty members in the three departments (GPE, Biology, Chemistry and Biochemistry) whose research and teaching in the field of environmental and sustainability science directly supports the proposed BSc in ESS. Grant money from NSERC, FRQNT, federal and provincial ministries has funded much of this research recently and in the past.

Following is a brief summary of respective areas of expertise for faculty members who will be directly involved in the proposed BSc through teaching and/or Honours thesis supervision. The curriculum vitae of all faculty members from the three departments is provided in Appendix 7.

Department of Geography, Planning and Environment

Dr. Pascale Biron is Professor and Chair of the Department of Geography, Planning, and Environment at Concordia. Dr. Biron obtained her M.Sc. from the Université de Montréal in 1991, followed by her PhD in 1995 for her doctoral research on fluvial geomorphology. In 1998, she began her work at Concordia. Her research interests are stream restoration for fish habitat, river management and the sustainable management of agricultural streams, the impact of climate change on rivers, GIS and computational fluid dynamics of rivers. She has developed in the recent years an approach called “freedom space for rivers” to increase the resilience of fluvial systems to floods and other fluvial hazards.

Dr. Jochen Jaeger is Associate Professor for the Department of Geography, Planning and Environment. Dr. Jaeger worked as a Project Collaborator at the Center for Technology Assessment in Stuttgart (Germany) before receiving his PhD in Natural Sciences from Zurich’s ETH (Swiss Federal Institute of Technology) in 2000. In 2001 he began work as a Postdoctoral Fellow at Dr. Leonore Fahrig’s Landscape Ecology Laboratory at Carleton University, Ottawa. He returned to Zurich in 2003 and spent four years working at the ETH, first as a Postdoctoral Fellow and then as a Research Associate. He joined Concordia University in 2007 and in 2010 received the Dean’s 2009- 2010 New Scholar Award for outstanding achievement by a tenure-track faculty member. His research is focused on the areas of landscape ecology, road ecology, the quantification and assessment of landscape structure and landscape change, land consumption through urban sprawl, ecological modelling, environmental indicators, impact assessment, and novel concepts of problem-oriented transdisciplinary research.

Dr. Angela Kross is an Assistant Professor in the Department of Geography, Planning and Environment at Concordia University. She has obtained an M.Sc in Geographic Information Science / Remote Sensing from Wageningen University and Research Centre in the Netherlands and a Ph.D in Physical Geography / Remote Sensing from McGill University. Prior to joining Concordia in August 2015, she was a post-doctoral researcher at Agriculture and Agri-Food Canada. In her research she uses GIS and Remote Sensing technologies in combination with ground measurements and models to answer questions related to ecosystem processes, vegetation development and land use change in response to anthropogenic and natural events, such as agriculture practices, mining activities and climate change.

Dr. Damon Matthews is a Professor in the Department of Geography, Planning and Environment at Concordia University, as well as the Concordia University Research Chair in Climate Science and Sustainability. In 1999 he acquired his BSc in Environmental Science from Simon Fraser University. He went on to complete a PhD in Earth and Ocean Sciences at the University of Victoria in 2004, after which he became a Postdoctoral Fellow in the Department of Geography at the University of Calgary until 2006. He also spent time as a Postdoctoral Researcher at the Carnegie Institution in Stanford before joining Concordia University as Assistant Professor in 2007. His research is aimed at better understanding the many possible interactions between human activities, natural ecosystems and future climate change, and contributing to the scientific knowledge base required to promote the development of sound national and international climate policy. Since his research beginnings, he has contributed steadily to the field of global climate modelling, with an emphasis on global carbon cycles, estimated allowable emissions for future climate stabilization, and understanding our global commitment to long-term climate warming.

Dr. Leonard Sklar is a Professor in the Department of Geography, Planning and Environment at Concordia University. He earned a PhD in Geology and Geophysics and an MS in Water Resources Engineering at the University of California, Berkeley, as well as a BS in Applied Science from New York University and a BE in Civil Engineering from The Cooper Union of New York. Prior to coming to Concordia in 2017, Dr. Sklar served on the faculty of San Francisco State University for 14 years. His research interests are Earth surface processes and landscape evolution, sediment production and transport, water resources management, ecological and geomorphic process interactions as well as global change and sustainability science.

Dr. Jeannine St-Jacques is an Assistant Professor in the Department of Geography, Planning and Environment at Concordia University. She received a PhD in Biology, specialty in environmental science from Queen's University in 2007 and joined Concordia University's Department of Geography, Planning and Environment in 2017. She holds Masters degrees in botany and mathematics. After her doctorate, she spent nine years as a Research Associate at the Prairie Adaptation Research Collaborative, University of Regina. Her expertise is in paleoclimatology, climatology and hydrology. She collaborates with a broad spectrum of colleagues and students, both in Quebec and abroad, who have expertise in the environmental sciences and studies, climatology, climate modelling, hydrology, botany, geology, statistics, aquatic sciences and Indigenous Studies.

Dr. Sarah Turner is an Assistant Professor in the Department of Geography, Planning and Environment at Concordia University. She is interested in how the behavioural ecology of nonhuman primates is influenced by human-induced environmental change. She studies the behaviour of free-ranging Japanese macaques with physical disabilities to explore hypotheses related to behavioural flexibility, mother-infant interactions and social behaviour. Dr. Turner obtained her BA in Women's Studies from Simon Fraser University in 1999, an Interdisciplinary MSc in Primatology (Anthropology, Geography and Biology) from the University of Victoria in 2003, and a PhD in Anthropology (Primatology) from the University of Calgary in 2010. Before joining Concordia in 2017, she was a postdoctoral fellow in the Department of Biology at McGill University.

Department of Biology

Dr. Grant Brown is a Professor in the Department of Biology at Concordia University. He holds a PhD from Memorial University of Newfoundland. He is a cognitive and behavioural ecologist and works on aquatic behavioural and chemical ecology. His research program addresses the key questions of how ecological uncertainty shapes the expression of neophobic predator avoidance and foraging patterns of prey and what are the cognitive cost associated with neophobia.

Dr. Selvadurai Dayanandan is a Professor in the Department of Biology at Concordia University. He holds a PhD from Boston University. His research program is aimed at gaining insights into the processes underlying the origin and maintenance of biological diversity with specific focus on the ecology, evolution and genomics of forest trees, and understanding the causes and consequences of deforestation and forest fragmentation. He works on molecular phylogenetic studies and characterization of molecular markers for genomic mapping and gene flow studies in a variety of organisms including tropical and temperate forest tree.

Dr. Emma Despland is a Professor in the Department of Biology at Concordia University. She holds a PhD from Oxford University. Her research examines plant-insect interactions at the level of the individual organism, focusing on behaviour, nutrition and chemical ecology. She investigates questions about the roles of social relationships with conspecifics and of trophic relationships with food plants and other insects, in both outbreaking pest insects including notorious Canadian defoliators (Forest Tent Caterpillar and Spruce Budworm) and the infamous desert locust, and in conservation in the Montreal urban landscape and in the neotropics.

Dr. Ian Ferguson is a Senior Lecturer in the Department of Biology at Concordia University. He holds a PhD from Concordia University. He specializes in evolutionary ecology, specifically the evolution of traits constrained by genetic correlations. He teaches several introductory biology courses.

Dr. Dylan Fraser is an Associate Professor in the Department of Biology at Concordia University. He holds a PhD from Université Laval. His research seeks to understand how ecology, evolution and genetics interact to generate and sustain biodiversity, how human activities alter this diversity, and how this collective knowledge can be applied towards more

effective biodiversity conservation in a variety of contexts. This research involves a combination of field, laboratory and molecular studies on fishes, as well as data synthesis using meta-analysis.

Dr. James Grant is a Professor in the Department of Biology at Concordia University. He received an MSc from Queen's University in 1980, a PhD from the University of Guelph in 1987, and an NSERC postdoctoral fellowship at McGill University, before joining Concordia University in 1989. He works on the behaviour and ecology of competition in freshwater fishes. The primary goal of his research is to determine how the distribution of resources in space and time influences the aggressiveness of animals using both laboratory and field experiments. He uses stream-dwelling salmonids as a model system to investigate how territorial behaviour affects population regulation, and as a target for conservation and restoration efforts.

Dr. Jean-Philippe Lessard is an Assistant Professor in the Department of Biology at Concordia University, as well as the Concordia University Research Chair in Biodiversity and Ecosystem Functioning. He holds a PhD from University of Tennessee. He works toward elucidating the ecological and evolutionary drivers of biological diversity on Earth. Borrowing concepts and tools from community ecology and biogeography, he attempts to gain a mechanistic understanding of the emergence, distribution and maintenance of diversity. This is accomplished by conducting observational and experimental field studies and compile comprehensive databases on the distributions, ecological characteristics and evolutionary history of species.

Dr. Pedro Peres-Neto is a Professor in the Department of Biology at Concordia University. He holds a PhD from University of Toronto. His community quantitative ecology laboratory seeks to unravel the multiple mechanisms behind complex patterns of animals, plants and other organisms that dominate in nature. This is done through large-scale field surveys and experimental, quantitative and theoretical approaches to study a central question in ecology: Why are species where they are? He links conceptual and empirical research across a broad number of communities including bacteria, phytoplankton, zooplankton, fish, insects, mammals and plants. He uses statistical and mathematical models to understand the importance of many processes underlying biodiversity patterns.

Dr. Gray Stirling is a Lecturer in the Department of Biology at Concordia University. He holds a PhD from the University of Maryland. He is a community ecologist. He has studied species richness, community structure, the heritability of behavior and its relationship to evolution. He has over twenty years of teaching experience and has taught a wide range of courses on topics in ecology, evolution, genetics and general organismal biology.

Dr. David Walsh is an Associate Professor in the Department of Biology at Concordia University. He holds a PhD from Dalhousie University. He works on microorganisms in aquatic ecosystems to understand their metabolic activities and how they are linked to energy, carbon, and nutrient cycling. His research investigates the biodiversity, metabolic versatility, and evolution of these important aquatic microbes using novel genomics-based molecular approaches. Aquatic ecosystems under investigation include northern oceans, estuaries, and seasonally ice-covered northern lakes. All these ecosystems are impacted by climate change and other anthropogenic perturbations to varying degrees. His research provides insights into how

microbial distributions and activities may be influenced by environmental pressures, and how changes in microbial distributions and activities may affect aquatic ecosystems as a whole.

Dr. Robert Weladji is an Associate Professor in the Department of Biology at Concordia University. He holds a PhD from Norwegian University of Life Sciences. His research interests are behavioural ecology of large herbivores, life history strategies and evolutionary ecology, population ecology, population dynamics, terrestrial ecosystems ecology, wildlife conservation and management, wildlife ecology, welfare of captive wildlife.

Department of Chemistry and Biochemistry

Dr. Christine DeWolf is an Associate Professor and Chair of the Department of Chemistry and Biochemistry at Concordia University. She is also the co-director of the Centre for Nanoscience Research. She holds a PhD from the Imperial College of Science Technology and Medicine, University of London. She works on Biophysical, Environment, Organic, and Physical Chemistry. Her research interests include environmental pollutants. Research questions that she is tackling include the impact of inhaled pollution (small molecule oxidants and ultrafine particulate) on human health and surface reactions in the processing of atmospheric aerosols.

Dr. Brandon Findlay is an Assistant Professor in the Department of Chemistry and Biochemistry. He is fascinated by how tight-knit bacterial communities thrive in almost any environment on earth, from volcanic vents to the core of glaciers. A chemical biologist at heart, he strives to understand how these communities use natural products to alter the behaviour of other microbes and how they in turn adapt to their surroundings. Bacteria live in a rich milieu, surrounded by both friends and foes. Understanding how bacteria adapt to their environment (and make the environment itself more hospitable) gives us a better picture of what goes on in the microbial world, with exciting applications to medicine, agriculture, and biotechnology.

Dr. Pat Forgione is an Associate Professor and Chair of the Department of Chemistry and Biochemistry at Concordia University. He holds a PhD from the University of Ottawa. He works on green chemistry, synthetic organic chemistry, transition metal catalysis, organic synthesis, catalysis, medicinal chemistry and chemical biology.

Dr. Yves Gélinas is a Professor in the Department of Chemistry and Biochemistry at Concordia University as well as the Concordia University Research Chair in Environmental Chemistry. He holds a PhD in Environmental Sciences from the Université du Québec à Montréal (UQAM). He was also a post-doctoral researcher in analytical chemistry at the University of Massachusetts at Amherst and in chemical oceanography at the University of Washington at Seattle. His research interests include Environmental Chemistry, Analytical Chemistry, Biogeochemistry, Climate Change, Environmental Forensics, Stable Isotopes and Chemical Oceanography.

Dr. Ashlee Howarth is an Assistant Professor in the Department of Chemistry and Biochemistry. She completed her PhD at the University of British Columbia and a post-doctorate at Northwestern University. She is interested in designing new porous materials in Inorganic Materials Chemistry and Metal–Organic Frameworks, with applications as adsorbents for wastewater treatment, in green chemistry, and sensing.

Dr. Paul Joyce is a Professor in the Department of Chemistry and Biochemistry at Concordia University. He holds a PhD in Biochemistry from Dalhousie University. His research interests include the metabolism of environmental pollutants by the fungus *Trichosporon cutaneum* which he has studied in collaboration with Dr Justin Powlowski.

Dr. Gregor Kos is a Lecturer in the Department of Chemistry and Biochemistry at Concordia University. He holds a PhD from the Vienna University of Technology in Environmental Analytical Chemistry. He employs methods developed for field deployment to understand the fate of locally available pollutants in the troposphere, especially in an urban air quality context. He uses statistical analyses of large data sets, employing multivariate statistics to establish links between emissions and observed concentrations. He has previously worked as a lead author on the Canadian Mercury Science Assessment. He has also significant field experience in developing and deploying analytical instrumentation in the High Arctic for the measurements of pollutants in snow and air.

Dr. Dajana Vuckovic is an Associate Professor in the Department of Chemistry and Biochemistry and a Concordia University Research Chair in Mass Spectrometry. She holds a PhD from the University of Waterloo and a post-doctorate from the University of Toronto. She is interested in the development of novel metabolomics and integrated metabolomics-proteomics workflows to address complex biological questions with the focus on improving metabolite coverage and information content of collected data, the development of high-throughput methods for mycotoxin exposure monitoring, and the design of in vivo sampling techniques and exploring dynamic processes in living systems using complementary approaches of metabolomics and proteomics.

Section 4 – Program Description and Requirements

4.1 Admission requirements

Students applying to the BSc Specialization/Honours in Environmental and Sustainability Science are required to have completed either a 2-year or 3-year Cegep DEC with a 10.9, 5.00 (Natural Science DEC) or 6.00 (DEC intégré en sciences, lettres et arts) profile, where profile 10.9 includes the following courses: Mathematics 103 or 201-NYA and 203 or 201-NYB; Physics 101 or 203-NYA and 201 or 203-NYB and 301 or 203-NYC; Chemistry 101 or 202-NYA and 201 or 202-NYB; Biology 301 or 101-NYA.

Quebec Cegep (CRC): 25.0
Canadian High Schools: 80%
U.S. High Schools: 3.0
External Transfers: B
International Bacc. (IB): 30

4.2 Residence requirements

Not applicable.

4.3 Program procedures

The proposed BSc Specialization/Honours in Environmental and Sustainability Science is to be housed in three departments of the Faculty of Arts and Science: Geography, Planning and Environment (for students following the “Earth Systems and Climate Science” stream), Biology (for students following the “Environmental Biology” stream), Chemistry and Biochemistry (for students following the “Environmental Chemistry” stream).

4.4 Degree requirements

4.4.1 Core and elective courses

Common Core Courses (33 credits)

BIOL 225 ³	<i>Form and Function of Organisms</i> Prerequisite: Cegep Biology 301 or 101-NYA or BIOL 201
BIOL 226 ³	Biodiversity and Ecology Prerequisite: Cegep Biology 301 or 101-NYA or BIOL 201
BIOL 322 ³	<i>Biostatistics</i> Prerequisite: Nine BIOL credits in a Biology major, honours, or specialization program; or enrolment in a BSc Environmental and Sustainability Science program; or permission of the Department.

BIOL 487³ or CHEM 487³ or GEOG 487³ *Capstone Seminar in Environmental Science*
(cross-listed as BIOL/CHEM/GEOG 487)

Prerequisite: Completion of the core courses of the BSc Environmental and Sustainability Science.

CHEM 212³ or CHEM 217³:

CHEM 212³ *Analytical Chemistry for Biologists*
Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226;
MATH 205; or equivalents for **all** prerequisite courses.

CHEM 217³ *Introductory Analytical Chemistry I*
Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226;
MATH 203, 205; or equivalents for **all** prerequisite
courses.

CHEM 283³ *Air, Water and Soil Processes*
Prerequisite: CHEM 212 or CHEM 217; or equivalent.

GEOG 264³ *Programming for Environmental Sciences*

GEOG 272³ *The Natural Environment: Air and Water*

GEOG 290³ *Environment and Society*
Prerequisite: GEOG 220, 272; 274 concurrently*
*NOTE: Students enrolled in either the BSc Honours or Specialization in
Environmental and Sustainability Science are not required to have the
GEOG 220 prerequisite, and may substitute GEOL 210 for either GEOG
272 or 274.

GEOG 363³ *Geographic Information Systems*
Prerequisite: GEOG 260 or permission of the Department

GEOL 210³ *Introduction to the Earth*

Stream Courses (30 credits for Specialization, 36 credits for Honours)

1) Earth Systems and Climate Science (GPE students)

9 credits:

GEOG 375³ (Hydrology)

GEOG 377³ (Landform Evolution)

GEOG 378³ (The Climate System)

6 credits (Specialization) or 9 credits (Honours) from:

- BIOL 351³ (Basic Population Ecology)
- BIOL 353³ (Communities and Ecosystems)
- CHEM 234³ (Physical Chemistry I: Thermodynamics)
- CIVI 361^{3.5} (Introduction to Environmental Engineering)
- GEOG 355³ (Resource Analysis and Management)
- GEOG 371³ (Landscape Ecology)
- GEOG 374³ (Plant Ecology)
- GEOL 216³ (Field Methods)
- GEOL 302³ (Paleobiology)

3 credits from:

- GEOG 463³ (Advanced GIS)
- GEOG 465³ (Remote Sensing)

12 credits from:

- BIOL 457³ (Conservation Biology)
- BIOL 459³ (Aquatic Ecology)
- CHEM 458³ (Aquatic Biogeochemistry)
- CIVI 467³ (Air Pollution and Emission Control)
- CIVI 468³ (Waste Management)
- CIVI 469^{3.5} (Geo-Environmental Engineering)
- GEOG 407³ (Indigenous Peoples and the Environment)
- GEOG 467³ (Environmental Modelling) *Honours students only*
- GEOG 470³ (Environmental Management)
- GEOG 475³ (Water Resource Management)
- GEOG 476³ (Indigenous and Environmental History of Americas since 1492)
- GEOG 478³ (Climate Change: Science, Impacts and Policy)
- GEOG 479³ (Primate Behaviour, Ecology and Conservation)
- GEOL 440³ (Seminar in Current Research on Environmental Earth Science)

6 credits: *Honours only*

- GEOG 491⁶ (Honours Essay)

2) Environmental Biology (Biology students)

9 credits from:

- BIOL 227³ (Laboratory Studies in Biodiversity)
- BIOL 261³ (Molecular and General Genetics)
- BIOL 321³ (Evolution)
- BIOL 351³ (Basic Population Ecology)
- BIOL 353³ (Communities and Ecosystems)
- CHEM 271³ (Biochemistry I)
- GEOG 371³ (Landscape Ecology)
- GEOG 374³ (Plant Ecology)
- URBS 338³ (Urban Ecology)

6 credits from:

BIOL 330³ (Vertebrate Biology)
BIOL 337³ (Invertebrate Biology)
BIOL 340³ (Plant Biology)
BIOL 354³ (Behavioural Ecology)
BIOL 367³ (Molecular Biology)
GEOG 375³ (Hydrology)
GEOG 377³ (Landform Evolution)
GEOG 378³ (The Climate System)
GEOL 302³ (Paleobiology)

3 credits from:

GEOG 463³ (Advanced GIS)
GEOG 465³ (Remote Sensing)

12 credits from:

BIOL 422³ (Advanced Statistics for Biological Sciences)
BIOL 423³ (Scientific Communication)
BIOL 450³ (Techniques in Ecology)
BIOL 451³ (Field Ecology)
BIOL 452³ (Population and Conservation Genetics)
BIOL 457³ (Conservation Biology)
BIOL 459³ (Aquatic Ecology)
BIOL 473³ (Environmental Microbiology)
CHEM 458³ (Aquatic Biogeochemistry)
GEOG 470³ (Environmental Management)
GEOG 475³ (Water Resource Management)
GEOG 476³ (Indigenous and Environmental History of Americas since 1492)
GEOG 478³ (Climate Change: Science, Impacts and Policy)
GEOG 479³ (Primate Behaviour, Ecology and Conservation)

6 credits: *Honours only*

BIOL 490⁶ (Independent Study)

3) Environmental Chemistry (Chemistry and Biochemistry students)

3 credits:

CHEM 312³ (Intermediate Analytical Chemistry)

3 credits from:

CHEM 218³ (Introductory Analytical Chemistry II)
CHEM 234³ (Physical Chemistry I: Thermodynamics)
CHEM 235³ (Physical Chemistry II: Kinetics of Chemical Reactions)

9 credits from (6 credits must be CHEM courses):

BIOL 261³ (Molecular and General Genetics)
CHEM 221³ (Introductory Organic Chemistry I)
CHEM 222³ (Introductory Organic Chemistry II)
CHEM 241³ (Inorganic Chemistry I: Introduction to Periodicity and Valence Theory)
CHEM 271³ (Biochemistry I)
GEOG 375³ (Hydrology)
GEOG 378³ (The Climate System)

6 credits from:

BIOL 367³ (Molecular Biology)
CHEM 375³ (Biochemistry II)
CIVI 361^{3.5} (Introduction to Environmental Engineering)
GEOG 377³ (Landform Evolution)

9 credits from:

BIOL 459³ (Aquatic Ecology)
CHEM 458³ (Aquatic Biogeochemistry)
CHEM 470³ (Environmental Biochemistry)
CHEM 472³ (Chemical Toxicology)
CHEM 498³ (Advanced Topics in Chemistry)
CIVI 467³ (Air Pollution and Emission Control)
CIVI 468³ (Waste Management)
CIVI 469^{3.5} (Geo-Environmental Engineering)
GEOG 470³ (Environmental Management)
GEOG 475³ (Water Resource Management)
GEOG 476³ (Indigenous and Environmental History of Americas since 1492)
GEOG 478³ (Climate Change: Science, Impacts and Policy)
GEOL 440³ (Seminar in Current Research on Environmental Earth Science)

6 credits: *Honours only*

CHEM 450⁶ (Research Project and Thesis)

4.4.2 *Comprehensive exam*

Not applicable.

4.4.3 *Internship and independent studies*

The BSc Honours in Environmental and Sustainability Science includes a 6-credit compulsory independent studies component. Depending on the stream of the students, this will be for the Earth Systems and Climate Science stream GEOG 491 (Honours Essay), for the Environmental Biology stream BIOL 490 (Independent Study) and for the Environmental Chemistry stream CHEM 450 (Research Project and Thesis). Faculty supervision is required in all cases.

4.5 Course descriptions

4.5.1 New courses

CHEM 283 *Air, Water and Soil Processes* (3 credits)

Prerequisite: CHEM 212 or CHEM 217; or equivalent. This course is an introduction to Environmental Chemistry. It provides a solid understanding of environmental processes in the atmosphere, hydrosphere and soil including exchange processes at their interfaces. Students learn how sources and sinks of pollutants work and how to calculate fluxes between environmental compartments. The course also examines the analytical methods employed for monitoring these processes.

GEOG 476 *Indigenous and Environmental History of Americas since 1492* (3 credits)

Prerequisite: GEOG 371, 374, 375, 377, 378; or permission of the Department. This course examines environmental changes that have taken place since 1492 as a result of the Columbian exchange of peoples, plants, animals and diseases between the New and Old World. It concentrates primarily on the Americas, but also touches upon Old World impacts.

GEOG 479 *Primate Behaviour, Ecology and Conservation* (3 credits)

Prerequisite: GEOG 371, 374, 375, 377, 378; or permission of the Department. This course surveys the behaviour, ecology and conservation of nonhuman primates living in the world today. Using contemporary evolutionary theory as a lens, the course covers taxonomy, evolutionary history, research methods, social behaviour, life history and ecology with conservation of nonhuman primate populations running as a central theme.

GEOG 487 *Capstone Seminar in Environmental Science* (3 credits)

Cross-listed as BIOL 487 and CHEM 487.

Prerequisite: Completion of the core courses of the BSc Environmental and Sustainability Science. The course is designed to integrate the knowledge from several courses and provide students an opportunity to apply this knowledge to a current issue in environmental sciences through experiential learning. Students work in small groups made up from participants of all streams and critically evaluate an environmental issue using the expertise of all participants. Examples could be the reclamation of a former mining site, plans for expansion of a landfill or plans for a new water treatment plant. Aspects evaluated include, but are not limited to, land use, impact on vegetation and biota, availability of critical chemical data (e.g., trace metals, water/runoff quality), impact on the local population, etc.). The result is a detailed environmental assessment report prepared by students.

4.5.2 Existing courses

BIOL 225 *Form and Function of Organisms* (3 credits)

Prerequisite: Cegep Biology 301 or 101-NYA or BIOL 201. An introduction to plant and animal form and function is presented. This course provides an overview of basic physiological and morphological aspects of plants and animals that allow survival and reproduction. Topics in animal biology include animal architecture, internal fluids, homeostasis, digestion and nutrition,

nervous and chemical coordination; topics in plant biology include plant organization, photosynthesis, respiration, water relations, and growth regulation. Reproduction and development of both plants and animals are introduced. Lectures only.

BIOL 226 *Biodiversity and Ecology* (3 credits)

Prerequisite: Cegep Biology 301 or 101-NYA or BIOL 201. This course introduces the evolution, biodiversity, and ecology of organisms. The origin and diversity of life, from prokaryotes, through simple eukaryotes to multi-cellular organisms are introduced. Natural selection, speciation, and phylogeny, stressing evolutionary relationships in conjunction with changing conditions on earth, are presented. The course introduces major concepts in ecology: the physical and chemical environment, population structure, life histories, species interactions, communities, and ecosystems. Lectures only.

BIOL 227 *Laboratory Studies in Biodiversity* (3 credits)

Prerequisite: BIOL 225; BIOL 226 previously or concurrently. This course reviews the diversity of organisms and introduces methods used in their study. The tutorials focus on key evolutionary mechanisms associated with organism diversity, model organisms that illustrate it and phylogenies that integrate diversity. The laboratory exercises are in basic protocols and may include bacterial classification; the structural diversity of protists; reproductive diversity among fungi; invertebrate internal morphology and behaviour; arthropod and mollusk classification; exercises in vertebrate homology; and studies on plant structure, development and physiology. Laboratory and tutorial.

BIOL 261 *Molecular and General Genetics* (3 credits)

Prerequisite: Cegep Biology 301 or 101-NYA or BIOL 201; 202 NYA or CHEM 205; 202-NYB or CHEM 206. Basic genetic principles, including mechanisms of meiosis and mitosis, Mendelian genetics, recombination, gene mapping, and chromosome rearrangements; an introduction to molecular genetics, including nucleic acid structure and biosynthesis transcription and translation; the course also includes an introduction to recombinant DNA technology and to concepts of population genetics. Lectures and tutorials.

BIOL 321 *Evolution* (3 credits)

Prerequisite: BIOL 225, 226. Through readings, discussions, and lectures, students explore the evidence for evolution, as well as current theories for the mechanisms that cause evolutionary change. Topics covered include principles of inheritance and variation, adaptation through natural selection, random processes in evolution, and the role of molecular and macroevolutionary processes in shaping current patterns of biodiversity. Lectures and tutorials.

BIOL 322 *Biostatistics* (3 credits)

Prerequisite: Nine BIOL credits in a Biology major, honours, or specialization program; or enrolment in a BSc Environmental and Sustainability Science program; or permission of the Department. This course examines statistical methods for the biological sciences; experimental design; data description; binomial, Poisson and Normal distributions; statistical inference; hypothesis testing; chi-square; one and two sample tests of the mean; analysis of variance including 2-way and nested ANOVAs; correlation; regression; and analogous non-parametric techniques. Lectures and laboratory.

NOTE: Students who have received credit for COMM 215, ECON 222, GEOG 362, MAST 333, PSYC 316, SOCI 213 or STAT 250 may not take this course for credit.

BIOL 330 Vertebrate Biology (3 credits)

Prerequisite: BIOL 225, 226. This course explores how the anatomy, physiology, life history, ecology and behaviour of vertebrates interact to generate animals that function effectively in their environments, and how different vertebrate groups have evolved over the past few hundred million years. Major vertebrate groups discussed are cartilaginous fishes, bony fishes, amphibians, reptiles, birds and mammals. Other special topics on vertebrate biology considered include the role of ecology in vertebrate speciation, vertebrate adaptations to extreme environments, seasonal migrations, human evolution, as well as conservation issues facing different vertebrate groups worldwide.

NOTE: Students who have received credit for BIOL 387 may not take this course for credit.

BIOL 337 Invertebrate Biology (3 credits)

Prerequisite: BIOL 225, 226, 227. This course surveys the diversity of invertebrates and their functional systems, emphasizing the basic themes that define each phylum and those that are common to all animals. The course focuses on evolution, life histories, physiology, and anatomy of the major phyla and the diversity of the minor phyla. Lectures and laboratory.

NOTE: Students who have received credit for this topic under a BIOL 398 number may not take this course for credit.

BIOL 340 Plant Biology (3 credits)

Prerequisite: BIOL 225, 226. This course surveys the biology of the plant kingdom. Topics include the evolution of the major groups and a comparative analysis of the form (anatomy), function (physiology), and life history of plants. Examples from the local flora are emphasized. Lectures and laboratory.

BIOL 351 Basic Population Ecology (3 credits)

Prerequisite: BIOL 226. This course introduces the processes which determine the distribution and abundance of individuals in populations. Population growth, density-dependent and density-independent population regulation, survivorship, life history parameters, the population dynamics of competition, predation and parasitism, and the roles of predation and competition in affecting community structure are discussed. Lectures and tutorials.

BIOL 353 Communities and Ecosystems (3 credits)

Prerequisite: BIOL 225, 226. This course presents an introduction to biological communities, the processes that maintain them and their emergent properties. Topics include the interactions between abiotic and biotic factors in determining community composition, the concepts of niche and habitat, succession theory, community diversity and stability, energy flow and nutrient cycling. Examples emphasize both aquatic and terrestrial ecosystems, and the major global biomes. Lectures only.

BIOL 354 Behavioural Ecology (3 credits)

Prerequisite: BIOL 226. Behavioural ecology is the study of behavioural adaptation. The topics

include foraging, anti-predator, fighting, mating, reproductive and social behaviour. Students will be introduced to optimality and game theories. Lectures and tutorials.

BIOL 367 *Molecular Biology* (3 credits)

Prerequisite: BIOL 261; CHEM 271. This course examines DNA structure, recombinant DNA methodologies, gene structure, transcriptional and post-transcriptional regulation, RNA processing events, translation, chromatin modification, chromatin remodelling and DNA replication. The experimental evidence supporting these concepts is also discussed. Lectures and tutorials.

BIOL 422 *Advanced Statistics for Biological Sciences* (3 credits)

Prerequisite: BIOL 322. Within 45 credits of graduating with a BSc in a Department of Biology honours or specialization. This course presents, explains and provides practice with modern statistical tools applied to biological sciences for data exploration and hypotheses testing. The course provides students with the theoretical and practical knowledge to decide which techniques are best suited for particular biological problems, to report statistical results in an effective manner, and to apply their understanding to new biological questions. Examples and applications are drawn from a wide range of biological fields including ecology, epidemiology, genetics, molecular biology and genomics. Lectures and laboratory.

NOTE: Students who have received credit for this topic under a BIOL 498 number may not take this course for credit.

BIOL 423 *Scientific Communication* (3 credits)

Prerequisite: BIOL 490 previously or concurrently; permission of the Department. This course is designed to help students improve the clarity, fluency and accuracy of their written and oral scientific work. The course assignments and lessons are designed to develop and improve the following scientific communication skills: (i) research paper writing; (ii) oral presentations; (iii) scientific posters; and (iv) scientific communications to lay persons. Lectures only.

NOTE: This is primarily a graduate course with a limited number of places for undergraduate students depending upon availability.

NOTE: Students who have received credit for this topic under a BIOL 498 number may not take this course for credit.

BIOL 450 *Techniques in Ecology* (3 credits)

Prerequisite: BIOL 227, 322 or equivalent, and a minimum of six credits from BIOL 321, 350, 351, 353, 354. This course introduces students to a variety of techniques of experimental design, data collection, and quantitative analysis. Students participate in a series of modules, each of which presents experimental and analytical techniques appropriate for one area of modern research in ecology, behaviour, or evolution. Some modules require students to collect and subsequently analyze original data from field or laboratory settings. Modules and their contents may vary from year to year. Tutorials and laboratory.

BIOL 451 *Field Ecology* (3 credits)

Prerequisite: BIOL 322 or equivalent, BIOL 353. This course is designed to give students practical experience working with field-based community ecology. It involves one or two weeks of fieldwork in a research station (mandatory sleepover), followed by weekly meetings during

the fall term. Students learn about sampling methods, experimental design, and statistical tools with the aim of estimating and comparing patterns of biological diversity. Students design and implement their own short study in the field. In the weekly meetings, students process samples collected in the field, perform analysis, present their results in the form of oral presentation as well as written assignment. Students reside in a field station during the field-based portion of the course. They are expected to cover the cost of room and board, and other necessary fees. The location and cost of the fieldwork may change from year to year. Interested students must contact the instructor to obtain detailed information.

BIOL 452 *Population and Conservation Genetics* (3 credits)

Prerequisite: BIOL 261; three credits chosen from BIOL 321, 351, 353, 367. Conservation genetics employ the principles of population genetics and systematics to address problems related to conservation of biodiversity. This course examines the main factors that affect genetic variation within and among populations, including natural selection, random genetic drift, mutation and gene flow. The impact of human activities on levels and patterns of genetic variation in both plant and animal communities is discussed. The utility of molecular markers in determining conservation units is examined. Several case studies from the current literature are used to illustrate the many applications of modern molecular techniques in conservation genetics. The course comprises lectures, student presentations, and use of software in genetic data analysis.

BIOL 457 *Conservation Biology* (3 credits)

Prerequisite: A minimum of nine credits chosen from BIOL 321, 350, 351, 353, 354. This course introduces students to the scientific principles of conservation biology, an interdisciplinary science which aims at identifying and managing environmental problems. Topics may include pollution, climate change, farming, renewable resources, designing nature reserves and conserving biodiversity. Course assignments emphasize effective scientific communication, collaboration and problem-solving skills. Lectures and tutorials.

BIOL 459 *Aquatic Ecology* (3 credits)

Prerequisite: BIOL 322 or equivalent, BIOL 353. The course begins with the molecular structure of water and its relationship to life in aquatic ecosystems. Lectures deal with primary and secondary production in streams, lakes, oceans and estuaries. The role of fish in aquatic communities is introduced in the second half of the course and is the subject of a field trip. Lectures, field trips, and laboratory.

BIOL 473 *Environmental Microbiology* (3 credits)

Prerequisite: BIOL 371 or 353. This course surveys microbial diversity and ecophysiology with emphasis on how the activities and interactions of individual organisms influence Earth systems at the ecosystem scale. Topics may include the origin and evolution of the biosphere, microbial interactions and ecosystems, nutrient cycling, molecular and genomic methods in environmental microbiology, microbial associations with plants and animals, and the application of microorganisms to environmental sustainability and bioremediation, human welfare, health, and biotechnology. Lectures only.

NOTE: Students who have received credit for this topic under a BIOL 498 number may not take this course for credit.

BIOL 490 *Independent Study* (6 credits)

Prerequisite: Within 30 credits of graduating with a BSc in a Department of Biology honours or specialization program and permission of the Department. In this course, the student undertakes a special research project selected in consultation with, and conducted under, the supervision of a faculty member of the Department. The project is intended to develop the student's knowledge of standard scientific procedures, including methods of researching scientific literature, the planning and execution of experimental and analytical procedures, the writing of a formal report, and the presentation of a seminar on the project.

NOTE: Work in this course must be carried out over two consecutive terms: either the summer session and fall term or fall term and winter term.

CHEM 212 *Analytical Chemistry for Biologists* (3 credits)

Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226; MATH 205; or equivalents for **all** prerequisite courses. This course introduces the basic concepts of analytical chemistry to students in the biological sciences. Topics include treatment of analytical data; chemical equilibria and titrations; introduction to spectroscopy; separation science; electrochemistry. Lectures and laboratory.

NOTE: This course may not be taken for credit by students registered in a Chemistry or Biochemistry program.

CHEM 217 *Introductory Analytical Chemistry I* (3 credits)

Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226; MATH 203, 205; or equivalents for **all** prerequisite courses. Precipitation methods and solubility products; activity, chemical equilibria and titration curves of neutralization and complexation systems; treatment of analytical data. Lectures and laboratory.

CHEM 218 *Introductory Analytical Chemistry II* (3 credits)

Prerequisite: CHEM 217. Chemical equilibria and titration curves of oxidation-reduction, precipitation, and non-aqueous systems; potentiometry and potentiometric titrations; introduction to spectroscopy with emphasis on molecular and atomic absorption spectroscopy, fluorescence spectroscopy. Lectures and laboratory.

CHEM 221 *Introductory Organic Chemistry I* (3 credits)

Prerequisite: CHEM 205, 206. Basic aspects of orbitals and their role in covalent bonding; delocalization of electrons. Alkanes: structure, nomenclature, isomerism, reactions. Introductory stereochemistry: enantiomers, diastereomers, conformers, Fischer and Newman projections, specification of chirality, E/Z isomerism. Conformations of cyclic compounds. Alkylhalides: S_N1; S_N2; E1; E2 reaction mechanisms. Free-radical reactions, organometallic compounds. Chemistry of alkenes, alkynes, and dienes. Lectures and laboratory.

CHEM 222 *Introductory Organic Chemistry II* (3 credits)

Prerequisite: CHEM 221. Introduction to the use of IR and NMR spectroscopy for the identification of simple organic compounds. Benzene and aromatic compounds: aromaticity, electrophilic aromatic substitution, nucleophilic aromatic substitution, substituent effects. Chemistry of aldehydes and ketones: nucleophilic addition, oxidation, reduction, and condensation reactions, tautomerism. Chemistry of carboxylic acids and their derivatives.

Chemistry of alcohols, ethers, and related compounds. Amines: basicity, reactions. Lectures and laboratory.

CHEM 234 *Physical Chemistry I: Thermodynamics* (3 credits)

Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226; MATH 203, 205; or equivalents for **all** prerequisite courses. The properties of real gases; fugacities; first, second and third laws of thermodynamics; the Phase Rule; one- and two-component systems; real solutions, and partial molal properties. Lectures and tutorials.

CHEM 235 *Physical Chemistry II: Kinetics of Chemical Reactions* (3 credits)

Prerequisite: CHEM 234. Mathematical treatment of experimental results; theories of reaction rates; unimolecular reactions; the steady-state approximation; factors influencing rates of reactions in solution; acid-base catalysis; catalysis by enzymes and the Michaelis-Menten mechanism; free-radical reactions; photochemical reactions; experimental methods and techniques. Lectures and laboratory.

CHEM 241 *Inorganic Chemistry I: Introduction to Periodicity and Valence Theory* (3 credits)

Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226; MATH 203, 205; or equivalents for **all** prerequisite courses. The structure of the atom; the periodic table; properties of atoms, covalent bonding treatments including Lewis theory, valence shell electron pair repulsion theory of structure, valence bond and molecular orbital theory. Crystal field theory applied to the structure and properties of transition metal complexes. Bonding theories of metallic materials and semi-conductors. Lectures and laboratory.

CHEM 271 *Biochemistry I* (3 credits)

Prerequisite: CHEM 221. An introduction to the essentials of biochemistry: protein structure, enzymology, carbohydrate metabolism, electron transport, integration and regulation of metabolism. Lectures, tutorials and laboratory.

CHEM 312 *Intermediate Analytical Chemistry* (3 credits)

Prerequisite: CHEM 218. A continuation of CHEM 217 and 218, with emphasis on instrumental methods of analysis. Emission spectroscopy; X-ray spectroscopy; voltammetry and polarography; amperometric titrations; coulometry and coulometric titrations, conductometry; chromatography with particular emphasis on gas chromatography, and high performance liquid chromatography. Laboratory is taken concurrently and provides experience in analytical techniques described in lectures. Lectures and laboratory.

CHEM 375 *Biochemistry II* (3 credits)

Prerequisite: CHEM 221, 222, 271. A survey of selected pathways in intermediary metabolism, including their regulation and physiological significance, lipid, amino acid and nucleoside metabolism, cholesterol biosynthesis, urea cycle and the biochemistry of protein synthesis. Lectures and laboratory.

CHEM 450 *Research Project and Thesis* (6 credits)

Prerequisite: 60 credits including either the 45-credit Core Chemistry and Biochemistry program, or the 33-credit Core Environmental and Sustainability Science program, or equivalent, and

enrolment in Honours in one of these programs, with a program GPA of 3.3 or better; or written permission of the Department. The student works on a research project in the student's area of concentration, selected in consultation with and conducted under the supervision of a faculty member of the Department. The student writes a thesis on the results and defends it before a departmental committee.

NOTE: During the academic session before the one in which this project is to be undertaken, the student must have obtained the consent of the Department, by consultation with the CHEM 450 coordinator, and must have also been accepted by a faculty supervisor.

CHEM 458 Aquatic Biogeochemistry (3 credits)

Prerequisite: CHEM 217, 218, 312; or enrolment in a BSc Environmental and Sustainability Science program and CHEM 212 or 217. The major aim of this course is to present a quantitative treatment of the variables that determine the composition of natural waters. Chemical equilibrium is the central theme of the course, but consideration is also given to kinetics, steady-state and dynamic models. Related themes include global chemical cycles, air and water pollution, as well as current research topics in water chemistry and chemical oceanography. Lectures only.

NOTE: Students who have received credit for CHEM 418 or for this topic under a CHEM 498 number may not take this course for credit.

CHEM 470 Environmental Biochemistry (3 credits)

Prerequisite: CHEM 271, 375; BIOL 367; or permission of the Department. This course examines the biochemical effects of environmental stresses on organisms, and adaptations that allow organisms to face these stresses. Emphasis is placed on biochemical responses to toxic compounds such as aromatics, halogenated aliphatics, drugs, and heavy metals. Other topics may include adaptations to stresses such as temperature extremes, pathogens, and ionizing radiation. Applications to related biotechnological processes are also considered.

NOTE: Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 472 Chemical Toxicology (3 credits)

Prerequisite: CHEM 222, 271. Introduction to the general principles of toxicology with emphasis on the toxic effects of chemicals in humans. Dose-response relationship, types and routes of exposure, absorption and disposition of toxic substances, toxicokinetics, types of toxic response, and factors affecting toxic response. Toxicity testing, risk assessment, and interpretation of toxicological data. Lectures only.

CHEM 498 Advanced Topics in Chemistry (3 credits)

CIVI 361 Introduction to Environmental Engineering (3.5 credits)

Prerequisite: ENGR 361. Ecosystems considerations, food chain, natural decomposition, and recycling; environmental problems and impact of engineering activities. Various modes of pollution, water, air, and soil contamination, noise pollution; pollution measurement and quantification. Water and waste-water physical, chemical and biological characteristics; turbidity and colour, dissolved oxygen, hardness, pH, alkalinity, organic content, sampling and analysis, chemical and biochemical oxygen demand. Basic processes of treatment: flocculation and

coagulation, sedimentation, filtration. Lectures: three hours per week. Tutorial: two hours per week, alternate weeks. Laboratory: two hours per week, alternate weeks.

CIVI 467 Air Pollution and Emission Control (3 credits)

Prerequisite: CIVI 361. Types of air pollutants. Sources of air pollutants, effects of air pollutants on health, vegetation, materials, and the atmosphere; emission standards. Meteorological considerations, dispersion of pollutants in the atmosphere, distribution and cleansing of particle matter, atmospheric photochemical reactions. Particulate pollutant control, source correction, cooling treatment; control of gaseous pollutant, point sources, odour control; measurement techniques; computer applications. Lectures: three hours per week.

CIVI 468 Waste Management (3 credits)

Prerequisite: CIVI 361. Solid waste; source and generation, sampling and analysis, collection, transport, and storage. Waste recycling, physical and chemical reduction; drying; energy recovery; disposal of solid waste. Sanitary and secure landfill planning, site selection, design and operation; chemical and biological reactions. Hazardous waste, chemical and physical characteristics, handling, processing, transportation, and disposal. Resource recovery alternatives, material exchanges, hazardous waste management facilities, incinerators, landfills. Lectures: three hours per week.

CIVI 469 Geo-Environmental Engineering (3.5 credits)

Prerequisite: CIVI 361. Structure and surface chemistry of soil, ion exchange, hydrolysis equilibrium, adsorption. Biochemical degradation, toxic contaminants. Mechanical and thermodynamic equilibrium in soil. Geotechnical considerations in environmental design; soil decontamination. Barrier technologies and soil interaction. Landfill covers and leachate collection systems; subsurface investigation, soil-gas survey. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

GEOG 264 Programming for Environmental Sciences (3 credits)

This course is an introduction to the fundamentals of computer programming relevant for environmental sciences. It presents the basic building blocks of computer programming, including: data types, variables and constants; expressions and operators; assignments, control structures, simple library functions and programmer defined functions. Students learn how to develop algorithms and how to convert algorithms / pseudo codes into a programming language – specific syntax (e.g. R, Python) – to collect, query, preprocess, visualize and analyze environmental datasets.

GEOG 272 The Natural Environment: Air and Water (3 credits)

This course introduces the Earth's atmosphere and hydrosphere through an examination of their structural components, processes, and variability through space and time. Topics include the global energy system, air temperature cycles, weather systems, urban climate, the water cycle, oceans, lakes, and rivers.

GEOG 290 Environment and Society (3 credits)

Prerequisite: GEOG 220, 272; 274 concurrently.* This course integrates human and physical geography into a holistic view of human-environment relations. It focuses on a few key

environmental issues through case studies operating at a variety of scales (global, national, regional, local), and in different places and time periods. It examines how humans interact with the environment; how they, as members of societies and bearers of culture, perceive, use, transform, and manage the physical environment in different ways and are in turn impacted by changes to that environment. Each case study highlights a specific method and tool of geographic analysis and introduces students to the value of different approaches to environmental issues.

**NOTE: Students enrolled in either the BSc Honours or Specialization in Environmental and Sustainability Science are not required to have the GEOG 220 prerequisite, and may substitute GEOL 210 for either GEOG 272 or 274.*

GEOG 355 Resource Analysis and Management (3 credits)

Prerequisite: GEOG 290 or permission of the Department. The course is concerned with the use of the Earth's natural resources and with the economic, institutional, and ecological factors that affect, condition, and control the use of these resources. It examines various approaches to analyzing, evaluating, and resolving resource issues and conflicts. These approaches are applied to Canadian forestry, fisheries, water, energy, and mineral resources.

GEOG 363 Geographic Information Systems (3 credits)

Prerequisite: GEOG 260 or permission of the Department. This course is an introduction to current theoretical and practical approaches to Geographic Information Systems (GIS) through which students acquire basic skills and understanding in the use of GIS for spatial analysis. Training is centred on a series of practical assignments using ArcGIS software and for the term project, students explore the potential of GIS for addressing a real-world problem. Lectures and laboratory.

NOTE: Students who have received credit for URBS 335, 387, or 487 may not take this course for credit.

GEOG 371 Landscape Ecology (3 credits)

Prerequisite: GEOG 272; ; GEOG 274 or GEOL 210. The objective of this course is to combine perspectives and principles originating in ecology and geography for application in conservation, restoration, and more sustainable land use. Students examine how natural processes and human activities interact and contribute to landscape change, and how landscape patterns influence the abundance and distribution of plants and animals. Topics include natural processes such as fire, water, and the movement of organisms; human activities such as transportation infrastructure and urban development; and methods for analyzing landscape structure such as patches, corridor networks, and landscape metrics. Lectures and laboratory.

GEOG 374 Plant Ecology (3 credits)

Prerequisite: GEOG 272; GEOG 274 or GEOL 210. This course examines plant community dynamics as a consequence of the population dynamics of the constituent plant species. The role of natural disturbances is stressed, particularly as it relates to forests. Concepts are applied to problems in park management, vegetation mapping, and present controversies about the maintenance of species diversity. Lectures and laboratory with a mandatory one-day field trip.

NOTE: Students who have received credit for GEOG 372 or 373 may not take this course for credit.

GEOG 375 Hydrology (3 credits)

Prerequisite: GEOG 272, 274; or permission of the Department. The course examines the hydrologic cycle, with a main focus on surface hydrology. Topics covered include the organization of the river network, precipitation over a watershed, runoff, flood frequency analysis, estimation of peak streamflows, flow, and sediment transport in rivers. Assignments provide experience in the practical aspects of hydrological data treatment using Canadian examples. The course aims at understanding the mechanics of processes governing the motion of water on hillslopes and in rivers, which are essential to water management. Lectures and tutorial.

GEOG 377 Landform Evolution (3 credits)

Prerequisite: GEOG 272; GEOG 274 or GEOL 210; or permission of the Department. This course examines the processes responsible for the development and evolution of the Earth's landforms, including human modifications to those landforms. Topics include the study of fluvial, coastal, glacial, periglacial, and arid landforms. Lectures and laboratory.

NOTE: Students are strongly encouraged to take GEOL 210.

GEOG 378 The Climate System (3 credits)

Prerequisite: GEOG 272; GEOG 274 or GEOL 210; or permission of the Department. This course examines the interacting components of the climate system (atmosphere, ocean, ice, land and vegetation) and the key features of the present-day weather and climate systems; including a focus on how the climate system has changed in the past, and the processes, both natural and human-induced, which drive and moderate these changes. Methods used to reconstruct past climate changes, and the use of climate models to understand climate system interactions and change are discussed.

GEOG 407 Indigenous Peoples and the Environment (3 credits)

Prerequisite: GEOG 300 or permission of the Department. This course provides an extended, in-depth exploration of the relationships and roles of Indigenous peoples with respect to their traditional territories and natural resources. Indigenous ontologies and epistemologies are highlighted in addition to Indigenous aspirations and approaches for use and stewardship of the environment. The course examines theoretical and case-study literature, with a broad regional focus on Aboriginal peoples in Canada while also drawing from comparative international experiences of Indigenous peoples.

GEOG 463 Advanced Geographic Information Systems (3 credits)

Prerequisite: GEOG 363 or URBS 335; or permission of the Department. This course focuses on database structure and management as well as advanced spatial analysis techniques. It considers both practical and theoretical questions of interpretation of GIS in the context of particular problems and real data sets. The course involves hands-on use of ArcGIS software in a laboratory setting. Lectures and laboratory.

GEOG 465 Remote Sensing (3 credits)

Prerequisite: GEOG 363 or URBS 335, or permission of the Department. This course provides basic knowledge about the theory and practice of remote sensing, its potential and limits. The course is divided in five parts: 1) fundamentals of remote sensing, where the physical basis of

remote sensing is explained; 2) sensors and orbits (different types of sensors, passive, active, and thermal sensors); 3) digital image processing, looking at image enhancement, filtering, classification, and how to obtain thematic data from raw imagery; 4) applications of remote sensing such as forestry, urban studies, water pollution, and agriculture; and 5) problems and challenges associated with remote sensing. Practical examples for all these topics will be covered in the laboratory sessions. Lectures and laboratory.

GEOG 467 *Environmental Modelling* (3 credits)

Prerequisite: GEOG 362 or BIOL 322; enrolment in the BSc Honours in Environmental and Sustainability Science or BA Honours Human Environment; permission of the Department. The different approaches to modelling the biophysical, built, or human environment are examined. The conceptualization of simple models to examine how human interventions affect the environment is investigated. Different modelling approaches such as system models, computer visualization and simulation are covered. Students develop a model scheme related to a topic of interest. Lectures and laboratory.

NOTE: Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

GEOG 470 *Environmental Management* (3 credits)

Prerequisite: GEOG 375 or 377, or permission of the Department. This course provides students with an understanding and appreciation of the field of environmental management and its contribution to addressing the impacts of human activities on the natural environment. Assessment of the limitations associated with conventional command-and-control approaches to environmental management are considered. The course also focuses on emerging concepts and frameworks associated with a recent rethinking of environmental management approaches, including complex adaptive systems, social-ecological systems, and resilience.

GEOG 475 *Water Resource Management* (3 credits)

Prerequisite: GEOG 355; GEOG 375 or 377; or permission of the Department. This course examines the complexity of, and necessity for, better water resource management from the viewpoint of ecological and economic sustainability as well as social equity and basic human health and dignity. Topics include the qualities, values, and uses of water — consumptive and non-consumptive, economic and environmental; major regional and global water management issues; factors affecting water supply reliability and challenges to maintain and improve long-term quality and equitable service in different situations; and the ways domestic, industrial, and agricultural water users can conserve water.

NOTE: Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

GEOG 478 *Climate Change: Science, Impacts and Policy* (3 credits)

Prerequisite: GEOG 378 or equivalent; or permission of the Department. This course examines the science, impacts and policy options surrounding recent and future global climate change. The first part of the course focuses on the basic science of global warming including the greenhouse effect, climate models, and predictions of future climate change, and an assessment of possible climate impacts. The course concludes with an overview of potential solutions to climate change, including national and international climate policy, energy alternatives, and technological

approaches to reducing human impacts on the climate system.

NOTE: Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

GEOG 491 Honours Essay (6 credits)

Prerequisite: Permission of the Department. The course requires the student to propose and conduct a research project and to produce a substantial report under the supervision of a faculty advisor.

GEOL 210 Introduction to the Earth (3 credits)

This course provides an overview of the physical processes that govern how the Earth works. Topics include origin of the solar system and Earth; analysis of the internal structure of the Earth; minerals and rocks; igneous and metamorphic processes; deformation of the crust; surficial processes, including weathering, deposition and glaciation. The course culminates with the integration of these geological processes in the theory of plate tectonics, and goes on to examine the interactions of crust, mantle, atmosphere, and biosphere from this perspective. Laboratory work includes the identification of rocks and minerals, map exercises, and a field trip. Lectures and laboratory.

GEOL 216 Field Methods (3 credits)

Prerequisite: GEOL 210. The purpose of this course is twofold: to learn the basic methods that geologists, physical geographers, and environmental scientists use in the field (including learning how to map, measuring stratigraphic sections, and solving field problems based on observations) and to become familiar with the immediate geological environment of the Montreal region from the young Quaternary sediments, Mesozoic intrusive rocks and Paleozoic assemblages (including rocks of the St. Lawrence Lowlands) to the ancient Precambrian, crystalline basement. Two-week field school in the spring, immediately after the final examination.

GEOL 302 Palaeobiology (3 credits)

Prerequisite: GEOL 210. General discussion covers taphonomy, processes and patterns of evolution, extinction, ontogeny, palaeoecology and taxonomy. Systematics, morphology, biostratigraphic value of selected macro-invertebrate fossils will be included in the latter half of the course. Lectures and laboratory.

NOTE: Students who have received credit for GEOL 212 may not take this course for credit.

GEOL 440 Seminar in Current Research on Environmental Earth Science (3 credits)

Prerequisite: GEOL 331 or GEOG 377, or 60 credits in an Engineering program, or permission of the Department. This course covers current research in environmental Earth science; topics vary from year to year, but will generally include: mantle-biosphere-atmosphere interactions, the carbon and methane cycles, and the geological climate record. Evaluation is based on seminar participation and written work.

NOTE: Students who have received credit for this topic under a GEOG or GEOL 498 number may not take this course for credit.

URBS 338 Urban Ecology (3 credits)

Prerequisite: 24 credits; or permission of the Department. Focusing on the impacts of human

activities on fauna, flora, soils and air, this course introduces students to ecosystems found in urban environments. This course also examines the flux of energy and materials to and from the city, and places a strong emphasis on policy and planning practices related to urban forestry, site restoration, greening initiatives, environmental justice, and on practices that foster biodiversity and responsible resource management. The course also looks at historical and contemporary views on the relationship between the city and nature.

4.6 Links between the research strengths of faculty members, the courses offered and the degree requirements

The vast majority of the courses offered in the proposed program already exist. Appendix 4 presents the existing BSc Specialization program structure in the three departments compared to the proposed streams.

Table 3 presents the list of courses and the available faculty members for such courses in the BSc in ESS.

Table 3 Available Faculty Members for Core and Elective Courses

Course #	Course Name	Potential Instructor
Common core courses		
GEOG 290	Environment and Society	Kevin Gould, Monica Mulrennan
GEOG 272	The Natural Environment: Air and Water	Damon Matthews, Leonard Sklar, Pascale Biron
GEOL 210	Introduction to the Earth	Leonard Sklar
BIOL 225	Form and Function of Organisms	Ian Ferguson, Selvadurai Dayanandan, Donald Gray Stirling
BIOL 226	Biodiversity and Ecology	Selvadurai Dayanandan, James Grant
CHEM 212	Analytical Chemistry for Biologists	Gregor Kos, Cameron Skinner
CHEM 217	Introductory Analytical Chemistry I	Yves Gélinas, Gregor Kos, Dajana Vukovic
CHEM 283	Air, Water and Soil Processes	Gregor Kos, Yves Gélinas
BIOL 322	Biostatistics	Pedro Peres-Neto
GEOG 363	Geographical Information Systems	Angela Kross
GEOG 264	Programming for Environmental Science	Angela Kross, Jeannine St-Jacques
GEOG/BIOL/ CHEM 487	Capstone Seminar in Environmental Science	Yves Gélinas, Leonard Sklar
Stream courses		
BIOL 227	Laboratory Studies in Biodiversity	Donald Gray Stirling
BIOL 261	Molecular and General Genetics	Patrick Gulick
BIOL 321	Evolution	Donald Gray Stirling
BIOL 330	Vertebrate Biology	Dylan Fraser
BIOL 337	Invertebrate Biology	Emma Despland
BIOL 340	Plant Biology	Selvadurai Dayanandan
BIOL 351	Basic Population Ecology	Robert Weladji
BIOL 353	Communities and Ecosystems	Jean-Philippe Lessard
BIOL 354	Behavioural Ecology	Grant Brown
BIOL 367	Molecular Biology	David Kwan
BIOL 422	Advanced Statistics for Biological Sciences	Pedro Peres-Neto
BIOL 423	Scientific Communication	Dylan Fraser
BIOL 450	Techniques in Ecology	Emma Despland

BIOL 451	Field Ecology	Jean-Philippe Lessard
BIOL 452	Population and Conservation Genetics	Selvadurai Dayanandan
BIOL 457	Conservation Biology	Dylan Fraser
BIOL 459	Aquatic Ecology	James Grant
BIOL 473	Environmental Microbiology	David Walsh
BIOL 490	Independent Study	Various
CHEM 218	Introductory Analytical Chemistry II	Dajana Vukovic, Gregor Kos, Yves G�elinas
CHEM 221	Introductory Organic Chemistry I	S�ebastien Robidoux, Christopher Wilds
CHEM 222	Introductory Organic Chemistry II	S�ebastien Robidoux, Christopher Wilds
CHEM 234	Physical Chemistry I: Thermodynamics	Gregor Kos, Christine DeWolf
CHEM 235	Physical Chemistry II: Kinetics of Chemical Reactions	Gilles Peslherbe
CHEM 241	Inorganic Chemistry I: Introduction to Periodicity and Valence Theory	Ashlee Howarth
CHEM 271	Biochemistry I	Brandon Findlay, Paul Joyce
CHEM 312	Intermediate Analytical Chemistry	Cameron Skinner, Gregor Kos
CHEM 375	Biochemistry II	Justin Powlowski
CHEM 450	Research Project and Thesis	Various
CHEM 458	Aquatic Biogeochemistry	Yves G�elinas
CHEM 470	Environmental Biochemistry	Justin Powlowski
CHEM 472	Chemical Toxicology	Chris Wilds
CIVI 361	Introduction to Environmental Engineering	Chunjiang An
CIVI 467	Air Pollution and Emission Control	Gregor Kos
CIVI 468	Waste Management	Chunjiang An
CIVI 469	Geo-Environmental Engineering	Catherine Mulligan
GEOG 355	Resource Analysis and Management	Bengi Akbulut
GEOG 371	Landscape Ecology	Jochen Jaeger
GEOG 374	Plant Ecology	Sarah Turner
GEOG 375	Hydrology	Pascale Biron, Leonard Sklar
GEOG 377	Landform Evolution	Pascale Biron, Leonard Sklar
GEOG 378	The Climate System	Jeannine St-Jacques, Damon Matthews
GEOG 407	Indigenous Peoples and the Environment	Monica Mulrennan
GEOG 463	Advanced Geographic Information Systems	Angela Kross, Pascale Biron
GEOG 465	Remote Sensing	Angela Kross
GEOG 467	Environmental Modelling	Pascale Biron, Leonard Sklar
GEOG 470	Environmental Management	Jochen Jaeger
GEOG 475	Water Resource Management	Leonard Sklar
GEOG 476	Indigenous and Environmental History of Americas since 1492	Jeannine St-Jacques
GEOG 478	Climate Change: Science, Impacts and Policy	Damon Matthews
GEOG 479	Primate Behaviour, Ecology and Conservation	Sarah Turner
GEOG 491	Honours Essay	Various
GEOL 210	Introduction to the Earth	Leonard Sklar
GEOL 216	Field Methods	Leonard Sklar
GEOL 302	Paleobiology	Jeannine St-Jacques
GEOL 440	Seminar in Current Research on Environmental Earth Science	Damon Matthews, Leonard Sklar
URBS 338	Urban Ecology	Jochen Jaeger

Section 5 – Human and Material Resources

5.1 Human Resources Required and Available

5.1.1 Accreditation

Not applicable

5.1.2 Faculty presently available

The group of professors affiliated to the BSc in Environmental and Sustainability Science includes 19 full-time faculty in GPE, 27 in Biology and 23 in Chemistry and Biochemistry. Please see Appendix 7 for detailed curricula vitae.

5.1.3 New faculty required, with specialization

The department of Chemistry and Biochemistry has identified a major need for a new hire in Environmental Chemistry as the top priority in its three-year hiring plan. Only one of its full-time faculty members is specializing in Environmental Chemistry (Y. Gélinas); several others lead research projects related to the environment and sustainability but Environmental Chemistry does not constitute their major research interest. The new hire will strengthen teaching and research in Environmental Chemistry in the department and will be responsible for coordinating the Environmental Chemistry stream of the ESS program.

5.1.4 Additional section allocations

The program will use in large part existing courses, but will require one section for the new core capstone course:

GEOG/BIOL/CHEM 487 *Capstone Seminar in Environmental Science*

In addition to three credits for the capstone course, there is also a requirement for three additional 3-credit sections for the core courses BIOL 225 (Form and Function of Organisms), and BIOL 226 (Biodiversity and Ecology) and BIOL 322 (Biostatistics). The Department of Biology has in the last few years been requesting and obtaining on an ad hoc basis additional sections for these courses which were completely full (e.g. BIOL 225 in the Fall 2018 has 170 students with 24 on the waiting list, and the new section has 118 students registered). The only Fall section of BIOL 226 is full at 170 students with 35 students on the wait list. Thus, the need for additional sections is not driven entirely by this proposed program.

Given the projected increase in students who will register in Chemistry and Biochemistry courses that include a laboratory component, the restricted number of seats in the teaching laboratories, and the fact that the labs are already filled to full capacity, a total of five additional lab sections and one lecture section will need to be added yearly to the core courses CHEM 212 and/or CHEM 217, depending on the need for each one of these courses. Seven other courses with a laboratory component (CHEM 221, 222, 235, 241, 271, 312 and 375), plus two with a

tutorial component (CHEM 234 and 271) are included in the Environmental Chemistry stream (plus CHEM 234 in the Earth Systems and Climate Science stream). We conservatively estimate that, at steady state, one new lecture section and five additional lab or tutorial sections will need to be added yearly to these courses, rotating between courses as needed.

The other new courses (CHEM 283 – Air, Water and Soil Processes; GEOG 264 – Programming for Environmental Sciences; GEOG 476 – Indigenous and Environmental History of Americas since 1492; GEOG 479 – Primate Behaviour, Ecology and Conservation) have all been taught as slot courses (CHEM 298 for CHEM 283, GEOG 298 for GEOG 264, GEOG 498 for GEOG 476 and 479) and are therefore not requiring additional lecture sections.

5.1.5 Technical staff

GPE already has one full-time network administrator who manages computer resources in the department, including the David Frost GIS laboratory and who helps with the teaching of geospatial technology courses, so no additional technical staff is required in this department.

Biology has a chief technical officer who supervises the teaching technical staff. The Biology Department has five and a half full time positions for teaching technicians who manage the teaching laboratories and maintain the common equipment in the department, and no additional technical staff is required.

In Chemistry and Biochemistry, the technical staff responsible for supervising the teaching laboratories included in the nine courses listed above are already working at full capacity. One technical staff member will be needed to cover the additional lab sections required by the influx of additional students (courses from the core component and the Environmental Chemistry stream).

5.1.6 Requirements for additional support staff

No additional support staff is required.

5.1.7 Teaching Assistantships

Each additional lab/tutorial section requires one or two teaching assistants. Graduate students are required to take on four sections per year for a full teaching assistantship. To cover the additional sections noted above, the Department of Chemistry and Biochemistry will require five additional full teaching assistantships to accommodate the students registered in the ESS program. The Department of Biology will require two additional full-time teaching assistantships for the additional sections of BIOL 225, 226 and 322.

5.2 Physical Resources, Required and Available

5.2.1 Library facilities and holdings

The detailed library report is provided in Appendix 5. The online journal offerings of the library in the broad field of environmental and sustainability science have greatly improved in the last few years. In addition, there has been a marked improvement recently in our geospatial database. There are no anticipated new library costs associated with the proposed program.

5.2.2 Computing facilities

The Department of Geography, Planning and Environment hosts a state-of-the-art Geographical Information Systems (GIS) teaching laboratory, with 44 student workstations. In addition, 100 floating licenses of ArcGIS are already available to allow more students outside the GIS laboratory to work with GIS software. The Department also has printing facilities, including laser black- and-white and colour printers, for staff and students.

The Department of Biology uses the Faculty of Arts and Science computer teaching laboratory on the Loyola campus for courses that have computer-use components.

The Department of Chemistry and Biochemistry does not require additional dedicated computing facilities.

We therefore do not require any additional computer resources or technical support associated with this proposal.

5.2.3 Teaching space: Laboratories, classrooms, etc.

The Department of Geography, Planning and Environment currently operates four specialized classroom spaces which are used for both undergraduate and graduate teaching requirement. These include two seminar rooms (H-1252 and H-1269-3), an urban planning and design studio (H-1267), and geology and geomorphology laboratory (H-1271).

The Department of Biology has five teaching laboratories designed for teaching organismal and molecular biology, as well as two preparation rooms for preparing teaching material. The department is well supplied with common equipment for teaching and research including autoclaves, water purification facilities, imaging equipment, centrifuges, and cell culture incubators.

The Department of Chemistry and Biochemistry's teaching labs are currently full to capacity. In order to accommodate the proposed growth, the Department will return SP S114.01 (formerly the CHEM 293 Spectroscopy lab, currently being used to accommodate newly hired research faculty until such time as the new Applied Science Hub extension to the SP building is completed in Fall 2019) to its original use as a teaching laboratory.

5.2.4 Studio facilities

Not applicable.

5.2.5 *Equipment: Laboratory equipment, audio-visual equipment, etc.*

The influx of new students in the 12 additional lab sections that will be needed yearly in the ESS program will result in increased spending for laboratory equipment and consumables. The development of new labs dedicated to EES will require some new specialized equipment. In all cases, the Department of Chemistry and Biochemistry will try to absorb these costs via annual teaching equipment requests made to the Faculty of Arts and Science. No other additional equipment is required for other departments.

5.2.6 *Administrative office space.*

No additional administrative space is required.

5.3 **Itemized Summary of Resource Implications**

1. One new course section for the Capstone Seminar in Environmental Science BIOL/CHEM/GEOG 487
2. Three additional course sections for BIOL 225, 226 and 322.
3. One additional course section for the core Analytical Chemistry courses CHEM 212 and/or CHEM 217 and five associated laboratory sections.
4. Seven new laboratory sections for the courses of the Environmental Chemistry stream that include a lab component (CHEM 221, 222, 235, 241, 271, 312 and 375).
5. Additional TA support for 12 laboratory sections (five sections for CHEM 212 and/or 217, and a total of seven for CHEM 221, 222, 235, 241, 271, 312, 375).

5.4 **Implementation Timetable for the Program**

The proposed date to introduce the BSc program in Environmental and Sustainability Science is September 2020 subject to approvals.

5.5 Cost/Revenue Projection

Departments of Biology, Chemistry and Biochemistry, and Geography, Planning and Environment

BSc Environmental and Sustainability Science

Concordia University		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	6-Year Total
FTEs for Yr 1 students	35	28.00	25.00	25.00				78.00
FTEs for Yr 2 students	35		28.00	25.00	25.00	-	-	78.00
FTEs for Yr 3 students	35			28.00	25.00	25.00	-	78.00
FTEs for Yr 4 students	35				28.00	25.00	25.00	78.00
FTEs for Yr 5 students	35					28.00	25.00	53.00
FTEs for Yr 6 students	35						28.00	28.00
Student Enrolment		28.00	53.00	78.00	78.00	78.00	78.00	393.00
Revenue								
Teaching grant (per weighted FTE \$3,608 x 2.11)	7,613	213,161	403,483	593,805	593,805	593,805	593,805	2,991,862
Variable suport grant (per raw FTE \$1,706)	1,706	47,768	90,418	133,068	133,068	133,068	133,068	670,458
Tuition Revenue (\$2,224 per FTE before financial aid claw back)	2,224	62,272	117,872	173,472	173,472	173,472	173,472	874,032
Total Anticipated University Revenue (Only includes teaching and tuition revenue)		323,201	611,773	900,345	900,345	900,345	900,345	4,536,352
Expenses								
Tenure Track hire		106,968	112,559	115,660	118,898	122,227	125,649	701,961
Technical support staff (Full-time salary \$65,000/year + 26.5% benefits and 4% yearly increase.)		82,225	85,514	88,935	92,492	96,192	100,039	545,396
Laboratory costs (\$60 per student for core chemistry labs x 42 students)		2,520	2,520	2,520	2,520	2,520	2,520	15,120
Teaching Assistantships per year 12 x (~\$1500 each)	18,000	18,000	18,000	18,000	18,000	18,000	18,000	108,000
Course sections (Capstone, BIOL 225, 226, 322, CHEM 212 or 217*) ~\$11,333	11,333	45,332	45,332	45,332	45,332	45,332	45,332	271,992
Library expenses		9,815	9,815	9,815	9,815	9,815	9,815	58,890
Advertising and recruitment		2,500	2,500	2,500				7,500
Total Anticipated Expenses (Faculty Arts and Science)		267,360	276,240	282,762	287,057	294,086	301,355	1,708,859
Anticipated Gain (Loss) for the University		55,841	335,533	617,583	613,288	606,259	598,989	2,827,492

Note: *CHEM 212/217 course section will be part of the teaching load arriving with the new hire.

Note: Assume all students carry four courses per term and attrition is 10% after year one.

Note: The technical support staff position will be filled through the appropriate channels for creating a new position.

Note: The four new course sections (one half of Capstone, BIOL 225, 226, and 322) will be covered by the Faculty of Arts and Science.

Note: The Faculty of Arts and Science will allow our graduate students to be involved in the delivery of this undergraduate program by providing funds for the Teaching Assistantships.

Curriculum Mapping for the BSc in Environmental and Sustainability Science

Core Courses					
Courses	1. provide solid, interdisciplinary, environmental foundations in sustainability from a science perspective	2. Prepare students for further studies at the graduate level in either interdisciplinary environmental science or sustainability programs or in more specific fields related to Earth systems, climate science, environmental biology and chemistry	3. Prepare students for post-baccalaureate employment in the field of environmental and sustainability science in either the private or the governmental sector	4. Provide students with tools to solve practical problems in the field of environmental science, including programming, geospatial technologies (e.g. Geographical Information Systems (GIS)) and statistics	5. Provide experiential learning opportunities
BIOL 225	1	2	1	1	0
BIOL 226	2	2	1	1	0
CHEM 212	1	2	1	1	0
CHEM 217	1	2	1	1	0
CHEM 283	2	2	1	1	0
GEOG 264	0	1	1	2	0
GEOG 272	2	2	1	1	0
GEOG 290	1	1	1	0	0
GEOL 210	2	2	1	1	0
BIOL 322	1	1	1	2	1
GEOG 363	1	2	2	2	1
GEOG 487	2	2	2	2	2

1 = some coverage; 2 = significant coverage

Earth Systems and Climate Science Stream					
Courses	1. provide solid, interdisciplinary, environmental foundations in sustainability from a science perspective	2. Prepare students for further studies at the graduate level in either interdisciplinary environmental science or sustainability programs or in more specific fields related to Earth systems, climate science, environmental biology and chemistry	3. Prepare students for post-baccalaureate employment in the field of environmental and sustainability science in either the private or the governmental sector	4. Provide students with tools to solve practical problems in the field of environmental science, including programming, geospatial technologies (e.g. Geographical Information Systems (GIS)) and statistics	5. Provide experiential learning opportunities
GEOG 375	2	2	2	1	1
GEOG 377	2	2	2	1	1
GEOG 378	2	2	2	1	0
BIOL 351	2	2	2	1	0
BIOL 353	2	2	2	1	0
CHEM 234	1	2	1	1	0
CIVI 361	2	2	2	1	0
GEOG 355	2	2	2	0	0
GEOG 371	2	2	2	1	0
GEOG 374	2	2	2	1	0
GEOL 216	1	2	2	1	0
GEOL 302	1	2	2	1	0
GEOG 463	1	1	1	2	1
GEOG 465	1	1	1	2	1
BIOL 457	2	2	2	1	0
BIOL 459	2	2	2	1	0
CHEM 458	2	2	2	1	0
CIVI 467	2	2	2	1	0
CIVI 468	2	2	2	1	0
CIVI 469	2	2	2	1	0
GEOG 407	2	2	2	0	0
GEOG 467	2	2	2	2	0
GEOG 470	2	2	2	1	0
GEOG 475	2	2	2	1	0
GEOG 476	2	2	2	1	0
GEOG 478	2	2	2	1	0
GEOG 479	2	2	2	0	0
GEOL 440	1	2	1	0	0
GEOG 491	1	2	2	0	2

Environmental Biology Stream					
Courses	1. provide solid, interdisciplinary, environmental foundations in sustainability from a science perspective	2. Prepare students for further studies at the graduate level in either interdisciplinary environmental science or sustainability programs or in more specific fields related to Earth systems, climate science, environmental biology and chemistry	3. Prepare students for post-baccalaureate employment in the field of environmental and sustainability science in either the private or the governmental sector	4. Provide students with tools to solve practical problems in the field of environmental science, including programming, geospatial technologies (e.g. Geographical Information Systems (GIS)) and statistics	5. Provide experiential learning opportunities
BIOL 227	2	2	2	2	1
BIOL 261	0	1	1	1	0
BIOL 321	2	2	2	1	0
BIOL 351	2	2	2	1	0
BIOL 353	2	2	2	1	0
CHEM 271	0	2	1	0	0
GEOG 371	2	2	2	1	0
GEOG 374	2	2	2	1	0
URBS 338	1	1	1	0	0
BIOL 330	1	1	1	0	0
BIOL 337	1	1	1	0	0
BIOL 340	2	2	2	1	0
BIOL 354	2	2	2	0	0
BIOL 367	0	1	1	0	0
GEOG 375	2	2	2	1	1
GEOG 377	2	2	2	1	1
GEOG 378	2	2	2	1	0
GEOL 302	1	2	2	1	0
GEOG 463	1	1	1	2	1
GEOG 465	1	1	1	2	1
BIOL 422	0	1	1	2	1
BIOL 423	0	2	1	0	2
BIOL 450	1	1	2	2	1
BIOL 451	1	2	2	1	2
BIOL 452	1	1	1	0	0
BIOL 457	2	2	2	1	0
BIOL 459	2	2	2	1	0
BIOL 473	1	1	1	0	0
CHEM 458	2	2	2	1	0
GEOG 470	2	2	2	1	0

GEOG 475	2	2	2	1	0
GEOG 476	2	2	2	1	0
GEOG 478	2	2	2	1	0
GEOG 479	2	2	2	0	0
BIOL 490	1	2	2	0	2

Environmental Chemistry Stream					
Courses	1. provide solid, interdisciplinary, environmental foundations in sustainability from a science perspective	2. Prepare students for further studies at the graduate level in either interdisciplinary environmental science or sustainability programs or in more specific fields related to Earth systems, climate science, environmental biology and chemistry	3. Prepare students for post-baccalaureate employment in the field of environmental and sustainability science in either the private or the governmental sector	4. Provide students with tools to solve practical problems in the field of environmental science, including programming, geospatial technologies (e.g. Geographical Information Systems (GIS)) and statistics	5. Provide experiential learning opportunities
CHEM 312	1	2	1	1	0
CHEM 218	1	2	1	1	0
CHEM 234	0	2	1	0	0
CHEM 235	0	2	1	0	0
BIOL 261	0	1	1	1	0
CHEM 222	0	2	1	0	0
CHEM 241	0	2	1	0	0
CHEM 271	0	2	1	0	0
GEOG 375	2	2	2	1	1
GEOG 378	2	2	2	1	0
BIOL 367	0	1	1	0	0
CHEM 375	1	2	2	0	0
CIVI 361	2	2	2	1	0
GEOG 377	2	2	2	1	1
BIOL 459	2	2	2	1	0
CHEM 458	2	2	2	1	0
CHEM 470	2	2	2	1	0
CHEM 472	2	2	2	1	0
CIVI 467	2	2	2	1	0
CIVI 468	2	2	2	1	0
CIVI 469	2	2	2	1	0
GEOG 470	2	2	2	1	0
GEOG 475	2	2	2	1	0
GEOG 476	2	2	2	1	0
GEOG 478	2	2	2	1	0
GEOL 440	1	2	1	0	0
CHEM 450	1	2	2	0	2





Results from the Survey for the Proposed BSc New Program Survey (Biology)

New Program in Environmental and Sustainability Science Survey






Department of Biology

Frequency Tables



Please indicate your current program of study.

		Frequency	Percent	Valid Percent	Valid Percent
Valid	BSc Specialization/Honours in Biology	34	21.7	21.7	
	BSc Specialization/Honours in Cell and Molecular Biology	40	25.5	25.5	
	BSc Specialization/Honours in Ecology	23	14.6	14.6	
	BSc Major in Biology	60	38.2	38.2	
	Total	157	100.0	100.0	





Based on this description, would you have considered applying to the BSc in Environmental and Sustainability Science instead of your current program if it had been available?

		Frequency	Percent	Valid Percent	Valid Percent
Valid	Very likely	26	16.6	16.6	
	Likely	30	19.1	19.1	
	Somewhat likely	47	29.9	29.9	
	Unlikely	50	31.8	31.8	
	Don't know	4	2.5	2.5	
	Total	157	100.0	100.0	





Based on this description, how likely is it that you would apply to transfer to the BSc in Environmental and Sustainability Science if it became available?

		Frequency	Percent	Valid Percent	Valid Percent
Valid	Very likely	16	10.2	10.2	
	Likely	14	8.9	8.9	
	Somewhat likely	34	21.7	21.7	
	Unlikely	84	53.5	53.5	
	Don't know	9	5.7	5.7	
	Total	157	100.0	100.0	





How relevant are the proposed program objectives to your academic and professional goals?

		Frequency	Percent	Valid Percent	Valid Percent
Valid	Very relevant	33	21.0	21.0	
	Relevant	82	52.2	52.2	
	Not relevant	34	21.7	21.7	
	Don't know	8	5.1	5.1	
	Total	157	100.0	100.0	

Are the proposed courses relevant to your academic and professional goals?



		Frequency	Percent	Valid Percent	Valid Percent
Valid	Very relevant	43	27.4	27.4	
	Relevant	87	55.4	55.4	
	Not relevant	23	14.6	14.6	
	Don't know	4	2.5	2.5	
	Total	157	100.0	100.0	

In what ways do you see this program advancing your academic and professional goals? (Please select all that apply.)

		Frequency	Percent	Valid Percent	Valid Percent
Valid	Interdisciplinary expertise in environmental and sustainability science will increase my career prospects.	71	45.2	45.2	
	A program providing foundations in other scientific fields such as chemistry and physical geography will improve my capacity to work on environmental problems.	74	47.1	47.1	
	Environmental science is interdisciplinary by nature, so a program that brings together three science departments is the best way to train me to contribute to the sustainable future for our planet.	92	58.6	58.6	
	An interdisciplinary program will provide an excellent background for applying to graduate programs in ecology, environmental biology and sustainability science.	77	49.0	49.0	
Total	*	*	*		

*Multiple answer percentage-count totals not meaningful

What drawbacks or disadvantages can you foresee in the proposed program with regard to your academic and professional goals? (Please select all that apply.)

		Frequency	Percent	Valid Percent	Valid Percent
Valid	The program is not specialized enough.	32	20.4	20.4	
	The program may limit my employment options.	74	47.1	47.1	
Total		*	*	*	

**Multiple answer percentage-count totals not meaningful*

**New Program in Environmental and Sustainability Science Survey
(Department of Biology)**

Responses to Open-ended Questions

If you responded "Not relevant" or "Don't know", please explain your choice. [How relevant are the proposed program objectives to your academic and professional goals?]

although important, i am not that interested in the environment
Am aiming towards biodiversity and conservation, and although this is connected to sustainability it might be not directly connected
Because I'm more interested in medicine
I am aiming to get into medical school and Environmental and Sustainability Science isn't very relevant to that.
I am interested in and have worked at an eco-evo lab, which shares some of these objectives, but I am leaning more towards the genetic aspect rather than conservation and statistics heavy aspect which is mostly this discipline.
I am interested in medicine
I am looking to have a career in a more health science related field, such as Pharmacy
I am more interested in the genetic and neuroscience side of Biology.
I am mostly interested in cell biology, genetics, and experimental medicine. I do think that the proposed program objectives would be relevant to someone interested in environmental biology.
I am not interested in environmental sciences, but the geology courses are interesting
I am not interested in environmental sciences. However, I do believe that this would be a great opportunity for those that are interested in environmental studies.
I am not seeking post-baccalaureate work or further studies in this field.
I am not sure how this discription would be related to molecular biology. I think ut is better to chnage the discription and make it clearer and connect it to sceineces and courses that ppl do know so that they get a better understanding
I am not sure if I consider this program's objectives interesting to me or something that I would be doing in the future.
I find some of the program's objectives related to some of mine, but not the majority.
I personally want to focus on material centered around the human body and other living organisms to one day proceed into research.
I want to be a zoologist, I'm not sure how relevant this would be
I would like to pursue a career in medical sciences or genetic research
I would like to work or continue my study in clinical field in future.
I'm more interested in medical sciences
Im almost graduating this semester and my plan is applying to med school so its far from my goal but the desinged program is fantastic for the one who are in the middle of their way
I'm interested in medicine and molecular biology
My academic and professional goals are mainly focused in Cell and Molecular biology
My goal is becoming a dentist

My professional goals lead to becoming a high school teacher in the UK. This program is very interesting and I believe that it would do very well but it is just not a program that is relevant to my goals
my program is more about the cell's organelles, metabolism, interactions, signaling pathways, proteins, amino acids in the animal and plant cells
Not interested in environmental science.
Not interested in environmental sciences but more of biological science relating to the human body. Nonetheless, this minor seems an interesting options for students who are found of ecological and environmental sciences and could provide them with additional knowledge for future graduate studies or employment.
not interested in geology
Not relevant to any of the future fields of interest
Unsure if my academic goals will include such fields of study

If you responded "Not relevant" or "Don't know", please explain your choice. [Are the proposed courses relevant to your academic and professional goals?]

A few of the courses are relevant, but not the majority of them.
as the previous question
I am interested in Pursuing a career in genetics o biomedical engineering, not anything related to environmental sciences
I DO not know what should I take for achieving my goal
I have a bigger interest in the human aspect of biology.
I prefer more genetic courses personally.
I want to focus more on BIOL courses and not GEOG, however the BIOL classes offered are somewhat relevant to my goals since I need to currently take a few of them.
I'm not very interested in ecology or environmental sciences, I understand they're important and knowing the basics is enough for me
interested in human anatomy and physiology
Like mentionned earlier, I am more interested in cell biology, genetics, and experimental medicine. Though I still believe that those classes are relevant for someone interested in environmental biology.
Looking to pursue career in medicinal sciences rather than ecological.
many of them are relevant since i am in biology (biol and chem courses), but most geog courses are simply not considered interesting or important to me because i do not see myself going into environmental studies/career
Only, some of the courses listed are relevant to my future career goal of studying human diseases.
Same reason given
see previous answer
Some of them are relevant to my program and some of them not.

If you have any final comments or questions regarding the proposed BSc in Environmental and Sustainability Science program, please share them below.

<p>Amazing news! Finally there is some change being done so students can study environmental science/sustainability as a package!</p>
<p>Appreciated</p> <p>At this point, At this point in time, being so close to graduation, I am realizing that my background in biology will not be enough for me to get a job in the field of ecology and wildlife management. Such positions not only require a background in biology, but also in geography, sustainability as well as environmental science. The current biology program does not offer such options and that is why this interdisciplinary degree is a very good idea. Currently, I feel as though the courses in the ecology specialization focus solely on that and not on the other subjects that are affiliated.</p>
<p>Definitely is a step above the minor in sustainability, but I don't believe I'd take it over my Major in Biology with the minor in sustainability studies. Would be good if the minor included some of those courses (they appear more advanced)</p>
<p>Due to rapid deterioration of weather worldwide being observed today on a regular basis, and also evidences of global warming effect amplifying extreme weather cases around us, a degree in such a discipline will help prioritize how we should help protect planet earth if we do not want to see its destruction becoming evident. R Ramsarun.</p>
<p>Engineering/design courses might needed for future projects or constructions, so those courses can be added to the elective course list.</p>
<p>I am almost finished my degree, therefore, I would not transfer my current degree for this one because of that. Although, there are some very interesting classes</p>
<p>I believe with the current state of the Earth's environment worldwide, every school should offer a program like this. Especially with the problems of climate change and available clean water, we should try to promote younger generations into taking action when it comes to sustainability.</p>
<p>I find the proposed program an excellent idea, however I tend more towards the molecular side of biology rather than ecology. Perhaps if there was more of an incentive for cell/molecular students to join, I would switch. I think that the importance of environmental sciences cannot be overstated.</p>
<p>I find this program is a very specific niche on the broad scale of biology programs available and what they provide. Going into such a program would not open as many doors as if I would go into say a Molecular Biology Research position in the future. After speaking with many students about this program, I find this program would restrict students tremendously in their future career paths to only sustainability and the environment rather than having possibilities in other biology research labs.</p>
<p>I have actually taken a number of classes from the department of Geography, Planning and Environment as electives. There are similar concepts seen both in biology and geography which helped. I also find that although we see these concepts in the Biology program, they are seen in a more practical/applied view in the geography classes I have taken.</p>
<p>I think everything should be more clear and more connections are needed to known sciences. Ppl would be attracted if they know the job opportunities and reasons of the importance of this course. It is good to have them in description</p>

I think it is a really interesting program for students aiming for a professional (not academic) future in environmental sciences. For research purposes, I have a feeling the outline is not specialized enough to allow students to focus on one topic. It would be interesting to include more field courses, in addition to BIOL 451.
I think the proposed program sounds promising and innovative for our generation who is eager to learn how to improve upon, and make changes to benefit, our environmental sustainability!
I think this is a great alternative to the programs we already have! I would've been very interested in a program like this when I applied to Concordia.
I would just like to say that this is coming at the best possible time as I have been considering switching my major from a major in Biology to a major in Environmental Science specialization in Ecology. Creating an interdisciplinary BSc in Environmental and Sustainability Science is a really good idea since I am likely not the only student considering the merits of an Environmental Science degree so giving us the option of having both without needing to transfer would be ideal. Thank you
I would make a certain number of Biology courses required in the Environmental biology stream. Being a student in the Biology department and having taken geography courses for my sustainability minor and mostly because I am looking to apply for a masters in nature management- I found that it is key to have a scientific understanding coming from the biology department of the environment. The biology stream enables you to gain concrete understanding of the underlying functions of our environment. Understanding their mechanisms. I am basing this on currently taking Plant Ecology. Thanks to my biology background, I feel like I have a deeper understanding of the environmental, behavioural aspect of what makes plant ecology, compared to if I came from a geography background. It is important to form individuals in the environmental sphere that understand the biology of the environment, other living organism etc.. not only their interaction. This is why I would suggest that there is a an obligatory amount of Biology courses (It is easy to only choose geography courses).
It could be a good idea to have an introductory workshop on what fields we know previously this major incorporates (geography: geo referencing, ecology, meta-genomics, field study...) and give students a lab tour of labs that have some of those aspects (Fraser lab, Grant lab...) or have some of those doctors give a small talk about it.
It sounds like a great idea!
It would be a great idea to have this. I personally would not take it because I don't think the market has a huge demand for this yet (although I have great faith it will in the future)
Its a fantastic program and im sure based on faculty staff and profesors concordia sill be successful in this new domain
My goal is to become a veterinarian who has the ability to help animals in different locations.(preservation) Any program that gives me the privilege of helping me achieve that would be great.
No comments or questions
Really great idea! I might have switched if I wasn't graduating soon.
Such a program does not really fit MY eventual goal in life, HOWEVER, it is a very relevant program for our current day and age since we are moving steadily away from finite energy sources and into infinite (wind and water) energy sources.

Thats a real useful subject and many international students are looking for that
The current Biology department at Concordia seems to be focused on ecology etc While having these programs available is important and even necessary it would also be interesting to see the introduction of human based biology programs that may lead to a career in medicine.
This is great, if there were an opportunity to combine this with a minor of business, this could become a interdisciplinary power house.
This program seems incredibly specialized and useful for those interested in environmental problems, sustainability and ecological research. I wish I would have had the opportunity to take this program rather than my ecology degree. A definite step in the right direction for Concordia!
This sounds like a promising program, as someone who would like to to stick more to field work I prefer the specialisation in ecology, however I would definitely explore some of the courses in this program to add to my repertoire.
This would have been my ideal choice because this is basically the courses that I am taking and I had to organize my self like that to have all the diverse interests what I want to pressure. However, if there is a major where I can do exactly what I want to do and not have to compromise with some subjects that I do not enjoy (like now) that would have been incredible.
Will this program replace or include the ecology specialization ?




Results from the Survey for the Proposed BSc New Program Survey (Chemistry and Biochemistry)

New Program in Environmental and Sustainability Science Survey Department of Chemistry and Biochemistry Frequency Tables





Please indicate your current program of study.

		Frequency	Percent	Valid Percent	Valid Percent
Valid	BSc Specialization/Honours in Chemistry	14	14.3	14.3	
	BSc Specialization/Honours in Biochemistry	38	38.8	38.8	
	BSc Major in Chemistry	12	12.2	12.2	
	BSc Major in Biochemistry	34	34.7	34.7	
	Total	98	100.0	100.0	





Based on this description, would you have considered applying to the BSc in Environmental and Sustainability Science instead of your current program if it had been available?

		Frequency	Percent	Valid Percent	Valid Percent
Valid	Very likely	7	7.1	7.1	
	Likely	26	26.5	26.5	
	Somewhat likely	25	25.5	25.5	
	Unlikely	32	32.7	32.7	
	Don't know	8	8.2	8.2	
	Total	98	100.0	100.0	





Based on this description, how likely is it that you would apply to transfer to the BSc in Environmental and Sustainability Science if it became available?

		Frequency	Percent	Valid Percent	Valid Percent
Valid	Very likely	2	2.0	2.0	
	Likely	13	13.3	13.3	
	Somewhat likely	18	18.4	18.4	
	Unlikely	54	55.1	55.1	
	Don't know	11	11.2	11.2	
	Total	98	100.0	100.0	






How relevant are the proposed program objectives to your academic and professional goals?

		Frequency	Percent	Valid Percent	Valid Percent
Valid	Very relevant	16	16.3	16.3	
	Relevant	54	55.1	55.1	
	Not relevant	25	25.5	25.5	
	Don't know	3	3.1	3.1	
	Total	98	100.0	100.0	

Are the proposed courses relevant to your academic and professional goals?





		Frequency	Percent	Valid Percent	Valid Percent
Valid	Very relevant	25	25.5	25.5	
	Relevant	50	51.0	51.0	
	Not relevant	21	21.4	21.4	
	Don't know	2	2.0	2.0	
	Total	98	100.0	100.0	

In what ways do you see this program advancing your academic and professional goals? (Please select all that apply.)

		Frequency	Percent	Valid Percent	Valid Percent
Valid	Interdisciplinary expertise in environmental and sustainability science will increase my career prospects.	36	36.7	36.7	
	A program providing foundations in other scientific fields such as ecology and physical geography will improve my capacity to work on environmental problems.	45	45.9	45.9	
	Environmental science is interdisciplinary by nature, so a program that brings together three science departments is the best way to train me to contribute to the sustainable future for our planet.	61	62.2	62.2	
	The program will provide hands-on experience on the analytical instruments and approaches used in environmental and sustainability science.	39	39.8	39.8	
	Such a program would enable me to apply my chemistry training to environmentally relevant issues.	53	54.1	54.1	
Total		*	*	*	

*Multiple answer percentage-count totals not meaningful

What drawbacks or disadvantages can you foresee in the proposed program with regard to your academic and professional goals? (Please select all that apply.)

		Frequency	Percent	Valid Percent	Valid Percent
Valid	The program is not specialized enough	19	19.4	19.4	
	The program should include a Geology/Earth Science component.	24	24.5	24.5	
	The program may limit my employment options.	43	43.9	43.9	
	The program does not offer me enough traditional chemistry courses.	29	29.6	29.6	
Total		*	*	*	

**Multiple answer percentage-count totals not meaningful*

**New Program in Environmental and Sustainability Science Survey
(Department of Chemistry and Biochemistry)**

Responses to Open-ended Questions

If you responded "Not relevant" or "Don't know", please explain your choice. [How relevant are the proposed program objectives to your academic and professional goals?]

I am interested in organic and inorganic chemistry, particularly in synthesis. Hence, environment and sustainability, although related and interesting, are not my focus.
I am more centered on health care
I am studying to pursue a career in the health sciences, so this degree would not be very applicable for me. however I do believe there is interest and this would be an asset to Concordia's current programs. I think it would attract a lot of students.
I have complete and utter respect for a program like this to exist at our school. Personally, it would not be for me. But, I truly think this would interest many others to have a scientific career in this field.
I have no idea what I am doing with my life
I have no interest in sustainability science.
I intend to pursue research in medicine and genetics.
I just think that some work experience would really help people with a degree to find work.
I plan on continuing in pharmacy later on, so I'm not to interested in environmental science
I would like to go into med school in order to specialize in surgery and become a neurosurgeon. However, it is still a very interesting program.
I'm not interested in environmental sciences.
I'm looking for application in environmental science for my physics major/specialization/honor but I don't have clear idea about the domain of my research at now.
I'm more interested in the field of pharmaceuticals and pharmacology rather than earth science. It is purely out of interest.
I'm more interested in the health, and pharmaceutical fields.
intention of pursuing medschool or biostatistics
My goal is to pursue studies in the pharmaceutical field
Not interested in grad school, especially for environment science
Personally they aren't relevant because I don't want to work or study in those fields but they seem very relevant to someone interested in this branch of science.
This field, although interesting, I believe it should be a minor or some sort of class or certificate. Having it as a bachelor would result in a very hard time finding a job.

If you responded "Not relevant" or "Don't know", please explain your choice. [Are the proposed courses relevant to your academic and professional goals?]

Again, not a field of work that interests me. But I can see how it would appeal to many others.
As mentioned before these courses are not for me.
Going the route of human/animal physiology
I am not interested in geography
I am not very interested in environmental sciences.
I intend to pursue research in medicine and genetics.
I need to gather information before planning/deciding the courses to take. The range of the field is too broad.
I plan on going into pharmacy
It has nothing to do with the human body/anatomy.
It is not relevant for my studies, but it seems to be a good fit for the suggested program
Not enough "environment" classes
Not interested in environmental science and geography
See previos

If you have any final comments or questions regarding the proposed BSc in Environmental and Sustainability Science program, please share them below.

Again, this sounds like a remarkable program for Concordia. It would help others to have a deeper understanding of how their role could benefit the world we live in.
Although I am not personally interested in this program I have met people who are in a similar program in other institutions. Therefore I do see interested in this type of program.
I am pleased that such a degree is being proposed in the science departments, as I believe it would be far more valuable than one offered from a non-science basis. If there is actually a demand for this I'd be glad to see it available, however I would never enroll as it does not interest me on a personal level.
I believe there are students interested in this major.
I definitely want to see this program offered at Concordia as soon as possible!
I don't know if I could commit to an actual Bsc in Environmental and Sustainability Science program, but I would highly consider a specialization or minor in this field
if it was an engineering program i will definitively go in.
I'm not sure if this survey really applies to me as I have no interest in this branch of science but I think it would be an interesting program to offer to students.
The field is broad interdisciplinary that it would be helpful for students to have a course of introductory to environmental and sustainability science.
The program seems interesting, but if CHEM312 is a required course, then CHEM218 should not be part of the "chosen from below." It should instead be mandatory because it is a prerequisite to CHEM312. Moreover, CHEM221 and CHEM241 should also be mandatory.

Related programs

A: Related Programs in Quebec

Institution	Degree title	Department(s) / Fields
McGill	BSc Major Environment BSc (Ag. Env. Sc.) Major Environment	McGill School of Environment – 18 credits of core courses on broad environmental science topics and specialty courses in different departments of the Faculty of Science
Université du Québec à Montréal (UQAM)	BSc in Natural Sciences Applied to the Environment	Faculty of Science / Earth Science, Biology, Geography, Chemistry (new program that started in the fall 2016)
Université de Sherbrooke	BEnv in Environmental Science	Different faculties and departments. Broad program with no Cegep science prerequisites
Université Laval	BSc A. in Natural and Landscaped Environments	Conservation and sustainable management of natural environments

B: Related Programs in Canada

Institution	Degree title	Fields / Departments
University of Waterloo	BSc Environmental Science	Faculty of Environment Earth Science, Biology and Chemistry courses
University of Ottawa	BSc Earth and Environmental Sciences	Faculty of Sciences
McMaster University	BSc Environmental and Earth Sciences I	Faculty of Arts and Sciences

UBC	BSc Environmental Science	Department of Earth, Ocean, and Atmospheric Sciences / Earth Sciences, chemistry, ocean sciences
University of Toronto	BSc Environmental Science	School of the Environment / physical geography, biology and chemistry
University of Guelph	BSc Environmental Science	School of Environmental Sciences / Physical geography, biology and chemistry

Comparison between existing and proposed programs

Courses common to existing and proposed programs are shaded

Existing program GPE	Proposed program GPE	Existing BIOL	Proposed BIOL	Existing CHEM	Proposed CHEM
69 BSc Specialization in Environmental Science <i>Stage I (24 credits)</i> 9 BIOL 225 ³ , 226 ³ ; GEOG 290 ³ 3 COMP 218 ³ or 248 ^{3.5} 6 Chosen from GEOG 272 ³ , 274 ³ ; GEOL 210 ³ 3 GEOG 260 ³ or GEOL 216 ³ 3 CHEM 212 ³ or 217 ³ <i>Stage II (24 credits)</i> 6 BIOL 322 ³ ; GEOG 363 ³ 3 Chosen from BIOL 321 ³ ; GEOG 355 ³ ; GEOL 302 ³ 9 Chosen from GEOG 371 ³ , 374 ³ , 375 ³ , 377 ³ , 378 ³ 6 Chosen from BIOL 350 ³ , 351 ³ , 353 ³ , 367 ³ , 385 ³ ; CHEM 271 ³ ; CIVI 361 ^{3.5*} ; GEOL 331 ³ ; ENGR 251 ³ <i>Stage III (21 credits)</i> 3 GEOG 463 ³ or 465 ³ 18 Chosen from BIOL 459 ³ ; CHEM 375 ³ , 470 ³ , 472 ³ ; GEOG 458 ³ , 466 ³ , 467 ³ , 470 ³ , 474 ³ , 475 ³ , 478 ³ , 498 ^{3**} ; GEOL 415 ³ , 440 ³ ; CIVI 467 ³ , 468 ³ , 469 ^{3.5} , 495 ^{3**}	63 BSc Specialization in ESS Earth Systems & Climate Science <i>Stage I (24 credits)</i> 9 BIOL 225 ³ , 226 ³ ; GEOG 290 ³ 3 GEOG 264 ³ 6 GEOG 272 ³ ; GEOL 210 ³ 6 CHEM 212 ³ or 217 ³ , CHEM 283 ³ <i>Stage II (21 credits)</i> 6 BIOL 322 ³ ; GEOG 363 ³ 9 GEOG 375 ³ , 377 ³ , 378 ³ 6 Chosen from BIOL 351 ³ , 353 ³ ; CHEM 234 ³ ; CIVI 361 ^{3.5} ; GEOG 355 ³ , 371 ³ , 374 ³ ; GEOL 216 ³ , 302 ³ <i>Stage III (18 credits)</i> 3 GEOG 463 ³ or 465 ³ 12 Chosen from BIOL 457 ³ , 459 ³ ; CHEM 458 ³ ; CIVI 467 ³ , 468 ³ , 469 ^{3.5} , GEOG 407 ³ , 470 ³ , 475 ³ , 476 ³ , 478 ³ , 479 ³ ; GEOL 440 3 GEOG 487 ³	60 BSc Specialization in Ecology 24 BIOL 225 ³ , 226 ³ , 261 ³ , 266 ³ , 322 ³ , 367 ³ ; CHEM 221 ³ , 271 ³ 12 Chosen from BIOL 227 ³ , 330 ³ , 337 ³ , 340 ³ , 364 ³ , 366 ³ , 371 ³ , 382 ³ , 385 ³ 9 Chosen from BIOL 321 ³ , 350 ³ , 351 ³ , 353 ³ , 354 ³ ; GEOG 363 ³ 6 Chosen from BIOL 450 ³ , 451 ³ , 452 ³ , 457 ³ , 459 ³ , 473 ³ ; GEOG 463 ³ 9 chosen from Biology credits at the 300 and/or 400 level	63 BSc Specialization in ESS Environmental Biology <i>Stage I (24 credits)</i> 9 BIOL 225 ³ , 226 ³ ; GEOG 290 ³ 3 GEOG 264 ³ 6 GEOG 272 ³ ; GEOL 210 ³ 6 CHEM 212 ³ or 217 ³ , CHEM 283 ³ <i>Stage II (21 credits)</i> 6 BIOL 322 ³ ; GEOG 363 ³ 9 BIOL 227 ³ , 261 ³ , 321 ³ , 351 ³ , 353 ³ , CHEM 271 ³ , GEOG 371 ³ , 374 ³ ; URBS 338 ³ 6 chosen from BIOL 330 ³ , 337 ³ , 340 ³ , 354 ³ , 367 ³ ; GEOG 375 ³ , 377 ³ , 378 ³ ; GEOL 302 ³ <i>Stage III (18 credits)</i> 3 GEOG 463 ³ or 465 ³ 12 Chosen from BIOL 422 ³ , 423 ³ , 450 ³ , 451 ³ , 452 ³ , 457 ³ , 459 ³ , 473 ³ ; CHEM 458 ³ ; GEOG 470 ³ , 475 ³ , 476 ³ , 478 ³ , 479 ³ 3 BIOL 487 ³	69 BSc Specialization in Biochemistry BIOL 261 ³ , 266 ³ , 364 ³ , 368 ³ ; CHEM 217 ³ , 218 ³ , 221 ^{3*} , 222 ^{3*} , 234 ³ , 235 ³ , 241 ³ , 271 ³ , 293 ³ , 324 ³ , 375 ³ 18 CHEM 312 ³ , 325 ³ , 335 ³ , 477 ³ ; BIOL 367 ³ , 466 ³ 6 Credits of 400-level courses in the Biochemistry area (CHEM 470 ³ , 471 ³ , 472 ³ , 475 ³ , 476 ³ , 478 ³ , 481 ³ , and when appropriate, CHEM 498 ³); three credits may be replaced by a 400-level course in Chemistry or in Cell and Molecular Biology (443 ³ , 461 ³ , 462 ³ , 463 ³ , 467 ³ , 468 ³ , 472 ³ , and when appropriate, BIOL 498 ³).	63 BSc Specialization in ESS Environmental Chemistry <i>Stage I (24 credits)</i> 9 BIOL 225 ³ , 226 ³ ; GEOG 290 ³ 3 GEOG 264 ³ 6 GEOG 272 ³ ; GEOL 210 ³ 6 CHEM 212 ³ or 217 ³ , CHEM 283 ³ <i>Stage II (27 credits)</i> 6 BIOL 322 ³ ; GEOG 363 ³ 3 CHEM 312 ³ 3 Chosen from CHEM 218 ³ , 234 ³ , 235 ³ 9 Chosen from (6 of which must be CHEM courses) BIOL 261 ³ ; CHEM 221 ³ , 222 ³ , 241 ³ , 271 ³ ; GEOG 375 ³ , 378 ³ 6 Chosen from BIOL 367 ³ ; CHEM 375 ³ ; CIVI 361 ^{3.5} ; GEOG 377 ³ <i>Stage III (12 credits)</i> 9 Chosen from BIOL 459 ³ ; CHEM 458 ³ , 470 ³ , 472 ³ , and when appropriate 498 ³ ; CIVI 467 ³ , 468 ³ , 469 ^{3.5} , GEOG 470 ³ , 475 ³ , 476 ³ , 478 ³ ; GEOL 440 3 CHEM 487 ³

Library Report

For the Proposed

Bachelor of / Baccalaureate in Science

Specialization/Honours in Environmental and Sustainability Science

Alex Guindon

GIS and data Services Librarian/ Geography Subject Librarian

September 13, 2018

Introduction

The purpose of this report is to assess the adequacy of available library resources to support the proposed Bachelor of / Baccalaureate in Science, Specialization/Honours in Environmental and Sustainability Science. It is important to note that as very few new courses will be introduced with this new program, Concordia Library's existing collections would already be highly relevant to the new BSc. The Library's collections supporting existing programs such as the BSc Environmental Science and the BSc Environmental Geography (Department of Geography, Planning & Environment (GPE)), the BSc Ecology (Department of Biology) and the existing courses in environmental engineering as well as the various relevant chemistry courses will largely support the new program. In addition, the collections supporting the related graduate programs in the Department of GPE will also contribute to the adequacy of the Library's collections for the proposed program.

Electronic Resources (Databases)

The Library already has a good collection of bibliographic and fulltext databases to support the disciplines represented in the new program. See below for a list of some of the relevant titles:

BIOSIS previews

BIOSIS Previews is the most comprehensive index in life sciences.

Compendex on Engineering Village

Compendex database is the definitive source of engineering information covering the engineering research literature since 1884, including the fields of civil and environmental engineering.

Environment Complete (EBSCO)

Offers extensive coverage in the areas of agriculture, ecosystem ecology, energy, and affiliated areas of study.

Geobase on Engineering Village

Citations with abstracts to literature in physical and human geography, geology, mineralogy, ecology and development studies. Integrates the content of several print indexes, including Geographical Abstracts and Ecological Abstracts.

GreenFILE

GreenFILE is a multidisciplinary database covering many aspects of environmental sciences from the perspective of disciplines such as agriculture, education, law, health and engineering.

IRIS

The IRIS database contains information on human health effects that may result from exposure to various chemicals in the environment.

PubMed (Medline)

PubMed database provides citations with abstracts to worldwide biomedical literature. Covers research, clinical practice, administration, policy issues and healthcare.

SciFinder

Searches Chemical Abstracts which indexes a wide range of international literature in chemistry and related fields (biology, engineering, physics, geology and material sciences).

Scopus

With over 19,000 titles from more than 5,000 international publishers, SciVerse Scopus covers scientific, technical, medical and social sciences fields as well as the arts and humanities.

TOXNET

TOXNET "The Toxicology Data Network" from the U.S. National Library of Medicine, comprises databases on toxicology, hazardous chemicals, environmental health, and toxic releases.

Web of Science

Web of Science includes these citation databases: Science Citation Index Expanded (SCI) a multidisciplinary database covering the journal literature of the sciences, including computer science and engineering; Social Sciences Citation Index (SSCI)

This selective list shows that we have an extensive and very well rounded collection of databases relevant to the disciplines covered in the proposed program, geography, biology, chemistry and environmental engineering. However, we do not have a subscription to an important geoscience database called **GeoRef** (\$3,231 /year USD or \$4,197.70/year CAD). This database indexes over 3500 journals and covers disciplines such as environmental and engineering geology, and hydrology. It would be a valuable addition to our collection but as the new program is at the undergraduate level and given the variety of bibliographic resources already subscribed to, this is not an essential database.

Journals

The Concordia Library has a substantial collection of electronic journals, which are usually acquired in bundles, either from the publisher or from an aggregator. These subscription bundles, generally managed on a provincial or national level through academic library consortia, include journals relevant to in environmental and sustainability Science. These electronic subscriptions have largely displaced the print journal collections and are available to Concordia researchers on- and off-campus. The relevant subscription bundles for the proposed BSc include (but are not limited to) Elsevier (ScienceDirect), Taylor & Francis, American Chemical Society (ACS), Royal Society of Chemistry (RSC) and Wiley-Blackwell.

To assess the strength of our periodical collection, we selected the top five journals ranked by impact factor in the Journal Citation Reports (JCR) in the six following categories: 1) Environmental Sciences; 2) Ecology; 3) Environmental Studies; 4) Biodiversity Conservation; 5) Engineering, Environmental; 6) Green & Sustainable Science & Technology. After compiling that list, duplicates were removed. Finally, we determined the Library collection's holdings for those titles. Titles for which we do not have current coverage appear in red.

The result of this exercise is very positive: the Library has ongoing subscriptions to all of these periodicals. The only caveat is *Nature Climate Change* which we access through the ProQuest Central database with a one-year embargo. This means that, at the time of writing this report, September 2017 is the most recent issue we can access. *Nature Climate Change* has already been identified as a priority for future Library's subscriptions. Nonetheless, **Table 1** below shows that our current collection is more than adequate to support the proposed program.

Journal Title	Concordia holdings
ACS Sustainable Chemistry & Engineering	2013 onward
Annual Review Of Ecology Evolution And Systematics	2003 onward
Annual Review Of Environment And Resources	2003 onward
Applied Catalysis B-Environmental	1995 onward
Biological Conservation	1995 onward
Business Strategy And The Environment	1995 onward
Chemical Engineering Journal	1997 onward
Chemsuschem	2008 onward
Conservation Biology	1987 onward
Conservation Letters	2008 onward
Ecology Letters	1998 onward
Energy & Environmental Science	2008 onward
Environmental Health Perspectives	1972 onward
Environmental Science & Technology	1967 onward

Frontiers In Ecology And The Environment	2003 onward
Global Change Biology	1995 onward
Global Environmental Change	1990 onward
Green Chemistry	1999 onward
IEEE Transactions On Sustainable Energy	2010 onward
ISME Journal	2007 onward
Journal Of Applied Ecology	1964 onward
Journal Of Hazardous Materials	1995 onward
Nature Climate Change	2011 onward (1 year embargo)
Renewable & Sustainable Energy Reviews	1997 onward
Tourism Management	1995 onward
Trends In Ecology & Evolution	1995 onward
Water Research	1967 onward

Library Materials Budget

While there is limited historical data on which to base an assessment of collection growth over time at Concordia, the library materials budget for monographs in relevant departments is shown for the last five years in **Table 2** (the budget for 2018/2019 has not been finalized so is not given below). Since courses in environmental engineering will be offered as part of the program, we also included the budget for this department. For the most part, monograph budgets have been very stable for several years, although there have been some adjustments for certain disciplines that are more oriented towards journals and thus are not relying heavily on books, Biology for instance.

Also of note is that Concordia Library has acquired, over the last few years, a number of electronic book collections using centralized (non-subject specific) funds. These include e-books from Springer, Wiley Online Library, and Elsevier ScienceDirect, as well as other e-book collections covering sciences and social sciences. Each of these collections includes materials relevant to Environmental and Sustainability Science and many of which are updated each year with new titles.

	2013-14	2014-15	2015-16	2016-17	2017-18
Geography, Planning & Environment	\$7,648.00	\$7,648.00	\$7,648.00	\$7,650.00	\$7,650.00
Biology	\$8,652.00	\$8,652.00	\$4,326.00	\$4,300.00	\$4,300.00
Chemistry and Biochemistry	\$6,600.00	\$6,600.00	\$6,600.00	\$6,600.00	\$6,600.00
Building, Civil, & Environmental Engineering	\$12,852.00	\$12,852.00	\$12,852.00	\$10,000.00	\$10,000.00

Additional one-time monies (known as development funds) are made available each year to support new programs or build specific areas of the library collection in answer to the changing needs of our community. These funds can be used to expand the monograph collection, and also allow the Library to acquire more expensive items such as handbooks and encyclopedias. Note however that these development funds come from undesignated donations to the library and as such, are not consistent from year to year

Monograph Collection

To assess the relative strength of Concordia University Library's monograph collection, in support of the teaching needs of the proposed BSC, collection size was measured for a sample of relevant Library of Congress Subject Headings. Concordia's monograph collection in these subject areas was compared with those of four other universities with similar programs and preference was given to comprehensive universities. The comparators, chosen in collaboration with the Department of Geography, Planning & Environment, include the University of Guelph, Waterloo University, Université de Sherbrooke, and Université du Québec à Montréal (UQAM).

Subject Headings (keyword search in SH field)	Concordia	UQAM	Sherbrooke	Guelph	Waterloo	Average
Biometry/Biométrie	208	257	179	279	231	230.8
Climatic changes/ Climat--Changements	2274	1082	785	1848	1860	1569.8
Climatology/ Climatologie	249	697	300	364	397	401.4
Conservation Biology/ Biologie de la conservation	80	34	57	79	63	62.6
Earth Sciences/Sciences de la terre	296	289	453	275	344	331.4
Ecology/Écologie	6022	7669	2616	8804	8604	6743
Environmental Chemistry/ Chimie de l'environnement	286	220	279	308	277	274
Environmental Engineering/ Génie de l'environnement	900	178	96	425	570	433.8
Geographic information systems/ Systèmes d'information géographique	653	420	710	431	814	605.6
Environmental Management/ Gestion de l'environnement	1546	405	703	1232	1406	1058.4
Sustainable development/ Développement durable	3083	3284	1456	2696	2906	2685
Total	15597	14535	7634	16741	17472	14395.8

As can be seen from **Table 3**, overall Concordia Library has a monograph collection (in the subject ranges represented here) that is slightly above average. However, in certain areas like biometry, climatology and ecology we are slightly *below* average (by about 10%). Given that the titles in those categories represent 52% of the total titles (across all categories), we can estimate that the unsupported percentage of the monograph collection is 5.2% (10% X 52%).

External Resources and Collections

All students at Concordia University benefit from services that provide access to collections outside of Concordia, including the BCI card, which allows for direct borrowing of books from other Canadian academic libraries, including major Montreal institutions such as McGill University and Université de Montréal. Also available is the Library's Interlibrary Loans service, which allows users to obtain books, articles and conference papers from other institutions worldwide that are not accessible at Concordia.

Recurring Library Collection Expenditures

Monograph collection

The Library's collection is adequate to support the proposed BSc in Environmental and Sustainability Science, but would need minor strengthening, specifically in the areas of biometry, climatology and ecology in the monograph collection. The goal would be to achieve the level of "study or instructional support" as defined by the American Library Association in its Guide for Written Collection Policy Statements (Chicago, ALS, 1996). This level of collection intensity is adequate to support independent study, ranging from undergraduate to Master's degree programs. As indicated in the previous section, the proposed program is estimated to be unsupported by the present collection at a level of 5.2%.

As per the document ***How to Calculate Revenues & Expenses for New Courses and New Programs***, prepared by the Resources Committee, the formula for calculating recurring library collection expenditures on the monographs, journals, databases and other information resources required to supplement existing holdings in a new subject area is: the subject and cycle "Enseignement" weighting grid number multiplied by 10,000 multiplied by the percentage representing the unsupported needs of the new program. With the weighting for the Geography and Pure Sciences, Cycle 1 being equal to 2.11, the recurring library collection additional expenditure is calculated to be **\$1,097** (2.11 x 10,000 x 5.2%).

Periodicals Collection and databases

As stated earlier in the report, we consider that our current journal collection is adequate to support the proposed BA program as we have a current subscription to most important journals in the relevant disciplines. However, it would be desirable in the future to add *Nature Climate Change* (\$4,520/ year), for which we currently have a one-year embargo, to our collection.

In addition, we could improve our selection of databases by adding *GeoRef* (\$4,198/ year). Thus, the total of recurring expenses for journal and databases would be \$8,718/year

Recommended expenditures

Table 4 presents the additional recurring expenses that the Library would incur to support the proposed program. This is an ideal scenario, but as stated above we consider that the current collection is adequate to support the teaching needs associated with the BSc, Major in Environmental and Sustainability Science.

Note that the table presents the expenses as capital vs non-capital. The Library receives a rolling multi-year budget from the University for capital expenses which allows for advance planning of expenditures. In contrast, non-capital expenditures must be funded from the University operating budget. The Library materials portion of the operating budget is allocated year by year and in recent years has not had a factor to account for price increases. Additionally, this portion of the budget is subject to any budget compression applied to the University as a whole.

Thus, it is generally easier to fund capital expenses (like monograph and periodicals for which we obtain perpetual access) than non-capital expenses (like databases and journals for which we do not have perpetual access). In this case, the subscription to *Nature Climate Change* would not include perpetual access so it would be considered non-capital.

TABLE 4: Recommended additions to the annual library expenditures	
Monograph/Capital expenses	Periodicals and databases/ Non-capital expenses
\$1,097	\$8,718

Conclusion

Keeping in mind that this new interdisciplinary program would largely rely on existing courses, Concordia University Library's journal and databases collections are currently adequate to support the BSc in Environmental and Sustainability Science, but it is felt that the monograph collection would need some minor strengthening, to ensure that all teaching goals are supported. An increase in the monograph collection budget, as calculated above, would be ideal for this to be achieved, but a one-time *development fund* would go a long way in improving our monograph collection in the areas identified as weaker. In addition, it would be desirable to obtain a direct subscription to the journal *Nature Climate Change* for which we currently have access with a one-year embargo and to add *GeoRef* to our list of bibliographic databases.

Curriculum documents

PROGRAM CHANGE: BSc Honours in Environmental Science (GEOG)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>69 BSc Honours in Environmental Science</p> <p>Stage I</p> <p>9 BIOL 225³, 226³; GEOG 290³</p> <p>3 COMP 248³ or 248^{3.5}</p> <p>6 Chosen from GEOG 272³, 274³; GEOL 210³</p> <p>3 GEOG 260³ or GEOL 216³</p> <p>3 CHEM 212³ or 217³</p> <p>Stage II</p> <p>6 BIOL 322³; GEOG 363³</p> <p>3 Chosen from BIOL 321³; GEOG 355³; GEOL 302³</p> <p>9 Chosen from GEOG 371³, 374³, 375³, 377³, 378³</p> <p>6 Chosen from BIOL 350³, 351³, 353³, 367³, 385³; CHEM 271³; CIVI 361^{3.5*}; GEOL 331³; ENGR 251³</p> <p>Stage III</p> <p>3 GEOG 463³ or 465³</p> <p>12 Chosen from BIOL 459³; CHEM 375³, 470³, 472³; GEOG 458³, 466³, 467³, 470³, 474³, 475³, 478³, 498^{3**}; GEOL 415³, 440³; CIVI 467³, 468³, 469^{3.5}, 495^{3**}</p> <p>6 Chosen from BIOL 490⁶; GEOG 491⁶; GEOL 414⁶</p> <p><i>*Environmental Science students missing the prerequisites may apply to have all or some of these waived by the Department of Building, Civil and Environmental Engineering.</i></p> <p><i>**Where the subject matter is of an environmental science nature.</i></p>	<p>69 BSc Honours in Environmental <u>and Sustainability</u> Science</p> <p><u>33 credits of core courses:</u></p> <p>9 BIOL 225³, 226³; GEOG 290³</p> <p>3 <u>GEOG 264³</u></p> <p>6 GEOG 272³; GEOL 210³</p> <p><u>6</u> CHEM 212³ or 217³; <u>CHEM 283³</u></p> <p>6 BIOL 322³; GEOG 363³</p> <p><u>3</u> <u>GEOG 487³</u></p> <p><u>36 credits in Earth Systems and Climate Science Stream</u></p> <p>9 GEOG 375³, 377³, 378³</p> <p>9 Chosen from BIOL 351³, 353³; CHEM <u>234³</u>; CIVI 361^{3.5*}; <u>GEOG 355³, 371³, 374³</u>; GEOL <u>216³, 302³</u></p> <p>3 GEOG 463³ or 465³</p> <p>12 Chosen from BIOL <u>457³</u>, 459³; CHEM <u>458³</u>; GEOG <u>407³</u>, 467³, 470³, 475³, <u>476³</u>, 478³, <u>479³</u>; GEOL 440³; CIVI 467³, 468³, 469^{3.5}</p> <p>6 GEOG 491⁶</p> <p><i>*Environmental <u>and Sustainability</u> Science students missing the prerequisites may apply to have all or some of these waived by the Department of Building, Civil and Environmental Engineering.</i></p>
<p>Rationale: BSc Environmental and Sustainability Science proposal document, section 3.</p>	
<p>Resource Implications: See BSc Environmental and Sustainability Science proposal document, section 5.</p>	



PROGRAM CHANGE: BSc Honours in Environmental Science (BIOL)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Biology
Program: Honours in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.030

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>69 BSc Honours in Environmental and Sustainability Science</p> <p>33 credits of core courses:</p> <ul style="list-style-type: none"> 9 BIOL 225³, 226³; GEOG 290³ 3 GEOG 264³ 6 GEOG 272³; GEOL 210³ 6 CHEM 212³ or 217³; CHEM 283³ 6 BIOL 322³; GEOG 363³ 3 BIOL 487³ <p>36 credits in Environmental Biology Stream</p> <ul style="list-style-type: none"> 9 Chosen from BIOL 227³, 261³, 321³, 351³, 353³; CHEM 271³; GEOG 371³, 374³; URBS 338³ 6 Chosen from BIOL 330³, 337³, 340³, 354³, 367³; GEOG 375³, 377³, 378³; GEOL 302³ 3 GEOG 463³ or 465³ 12 Chosen from BIOL 422³, 423³, 450³, 451³, 452³, 457³, 459³, 473³; CHEM 458³; GEOG 470³, 475³, 476³, 478³, 479³ 6 BIOL 490⁶ <p><i>NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in another program, to the departmental honours advisor normally following the completion of 30 credits. Admission, retention, and graduation in an honours program requires that the student has a cumulative and last assessment GPA of at least 3.30 with no grade below C.</i></p>
<p>Rationale: BSc Environmental and Sustainability Science proposal document, section 3.</p>	
<p>Resource Implications:</p>	

See BSc Environmental and Sustainability Science proposal document, section 5.

PROGRAM CHANGE: BSc Honours in Environmental Science (CHEM)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Chemistry and Biochemistry
Program: Honours in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.050

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 20xx/20xx) calendar	Proposed Text
-	<p>69 BSc Honours in Environmental and Sustainability Science</p> <p>33 credits of core courses:</p> <ul style="list-style-type: none"> 9 BIOL 225³, 226³; GEOG 290³ 3 GEOG 264³ 6 GEOG 272³; GEOL 210³ 6 CHEM 212³ or 217³; CHEM 283³ 6 BIOL 322³; GEOG 363³ 3 CHEM 487³ <p>36 credits in Environmental Chemistry Stream</p> <ul style="list-style-type: none"> 3 CHEM 312³ 3 Chosen from CHEM 218³, 234³, 235³ 9 Chosen from BIOL 261³; CHEM 221³, 222³, 241³, 271³; GEOG 375³, 378³; of which 6 credits must be CHEM 6 Chosen from BIOL 367³; CHEM 375³; CIVI 361^{3.5*}; GEOG 377³ 9 Chosen from BIOL 459³; CHEM 458³, 470³, 472³ and when appropriate CHEM 498³; CIVI 467³, 468³, 469^{3.5}; GEOG 470³, 475³, 476³, 478³; GEOL 440³ 6 CHEM 450⁶ <p><i>*Environmental and Sustainability Science students missing the prerequisites may apply to have all or some of these waived by the Department of Building, Civil and Environmental Engineering.</i></p> <p><i>NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. Students must meet the University regulations concerning the honours degree. Honours students in second year and beyond are encouraged to attend departmental seminars.</i></p>
Rationale:	

BSc Environmental and Sustainability Science proposal document, section 3.

Resource Implications:

See BSc Environmental and Sustainability Science proposal document, section 5.

PROGRAM CHANGE: BSc Specialization in Environmental Science (GEOG)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>69 BSc Specialization in Environmental Science</p> <p>Stage I</p> <p>9 BIOL 225³, 226³; GEOG 290³ 3 COMP 218³ or 248^{3.5}</p> <p>6 Chosen from GEOG 272³, 274³; GEOL 210³ 3 GEOG 260³ or GEOL 216³ 3 CHEM 212³ or 217³</p> <p>Stage II</p> <p>6 BIOL 322³; GEOG 363³ 3 Chosen from BIOL 321³; GEOG 355³; GEOL 302³</p> <p>9 Chosen from GEOG 371³, 374³, 375³, 377³, 378³</p> <p>6 Chosen from BIOL 350³, 351³, 353³, 367³, 385³; CHEM 271³; CIVI 361^{3.5*}; GEOL 331³; ENGR 251³</p> <p>Stage III</p> <p>3 GEOG 463³ or 465³</p> <p>18 Chosen from BIOL 459³; CHEM 375³, 470³, 472³; GEOG 458³, 466³, 467³, 470³, 474³, 475³, 478³, 498^{3**}; GEOL 415³, 440³; CIVI 467³, 468³, 469^{3.5}, 495^{3**}</p> <p><i>*Environmental Science students missing the prerequisites may apply to have all or some of these waived by the Department of Building, Civil and Environmental Engineering.</i></p> <p><i>**Where the subject matter is of an environmental science nature.</i></p>	<p>63 BSc Specialization in Environmental <u>and Sustainability</u> Science</p> <p><u>33 credits of core courses:</u></p> <p>9 BIOL 225³, 226³; GEOG 290³ <u>3 GEOG 264³</u></p> <p>6 GEOG 272³; GEOL 210³ <u>6 CHEM 212³ or 217³; CHEM 283³</u></p> <p>6 BIOL 322³; GEOG 363³ <u>3 GEOG 487³</u></p> <p><u>30 credits in Earth Systems and Climate Science Stream</u></p> <p>9 GEOG 375³, 377³, 378³</p> <p>6 Chosen from BIOL 351³, 353³; CHEM 234³; CIVI 361^{3.5*}; <u>GEOG 355³, 371³, 374³</u> <u>GEOL 216³, 302³</u></p> <p>3 GEOG 463³ or 465³</p> <p><u>12</u> Chosen from BIOL <u>457³</u>, 459³; CHEM <u>458³</u>; GEOG <u>407³</u>, 470³, 475³, <u>476³</u>, 478³, <u>479³</u>; GEOL 440³; CIVI 467³, 468³, 469^{3.5}</p> <p><i>*Environmental and Sustainability Science students missing the prerequisites may apply to have all or some of these waived by the Department of Building, Civil and Environmental Engineering.</i></p>
<p>Rationale: BSc Environmental and Sustainability Science proposal document, section 3.</p>	
<p>Resource Implications: See BSc Environmental and Sustainability Science proposal document, section 5.</p>	

PROGRAM CHANGE: BSc Specialization in Environmental Science (BIOL)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Biology
Program: Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.030

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>63 BSc Specialization in Environmental and Sustainability Science</p> <p>33 credits of core courses:</p> <ul style="list-style-type: none"> 9 BIOL 225³, 226³; GEOG 290³ 3 GEOG 264³ 6 GEOG 272³; GEOL 210³ 6 CHEM 212³ or 217³; CHEM 283³ 6 BIOL 322³; GEOG 363³ 3 BIOL 487³ <p>30 credits in Environmental Biology Stream</p> <ul style="list-style-type: none"> 9 Chosen from BIOL 227³, 261³, 321³, 351³, 353³; CHEM 271³; GEOG 371³, 374³; URBS 338³ 6 Chosen from BIOL 330³, 337³, 340³, 354³, 367³; GEOG 375³, 377³, 378³; GEOL 302³ 3 GEOG 463³ or 465³ 12 Chosen from BIOL 422³, 423³, 450³, 451³, 452³, 457³, 459³, 473³; CHEM 458³; GEOG 470³, 475³, 476³, 478³, 479³
<p>Rationale: BSc Environmental and Sustainability Science proposal document, section 3.</p>	
<p>Resource Implications: See BSc Environmental and Sustainability Science proposal document, section 5.</p>	

PROGRAM CHANGE: BSc Specialization in Environmental Science (CHEM)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Chemistry and Biochemistry
Program: Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.050

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>63 BSc Specialization in Environmental and Sustainability Science</p> <p>33 credits of core courses:</p> <ul style="list-style-type: none"> 9 BIOL 225³, 226³; GEOG 290³ 3 GEOG 264³ 6 GEOG 272³; GEOL 210³ 6 CHEM 212³ or 217³; CHEM 283³ 6 BIOL 322³; GEOG 363³ 3 CHEM 487³ <p>30 credits in Environmental Chemistry Stream</p> <ul style="list-style-type: none"> 3 CHEM 312³ 3 Chosen from CHEM 218³, 234³, 235³ 9 Chosen from BIOL 261³; CHEM 221³, 222³, 241³, 271³; GEOG 375³, 378³; of which 6 credits must be CHEM 6 Chosen from BIOL 367³; CHEM 375³; CIVI 361^{3.5*}; GEOG 377³ 9 Chosen from BIOL 459³; CHEM 458³, 470³, 472³, and when appropriate CHEM 498³; CIVI 467³, 468³, 469^{3.5}; GEOG 470³, 475³, 476³, 478³; GEOL 440³ <p><i>*Environmental and Sustainability Science students missing the prerequisites may apply to have all or some of these waived by the Department of Building, Civil and Environmental Engineering.</i></p> <p><i>NOTE: Students in the specialization program must maintain a GPA of 2.00 or better in the core program, to be evaluated annually.</i></p>

Rationale:
 BSc Environmental and Sustainability Science proposal document, section 3.

Resource Implications:
 See BSc Environmental and Sustainability Science proposal document, section 5.



PROGRAM CHANGE: GEOG programs

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program:
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>Programs</p> <p>The Department offers honours, specialization, and major programs leading to a BA in Human Environment, a BA in Urban Planning or Urban Studies, and a BSc in Environmental Science or Environmental Geography. Students wishing to follow a BSc must meet the entry profile for that program (see §31.002 — Programs and Admission Requirements — Profiles).</p> <p><i>It is strongly recommended that students planning graduate studies follow the appropriate honours or specialization program.</i></p> <p><i>Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor during stage two of their program. In addition to meeting the Faculty requirements (see §31.003 Honours Regulations), the Department requires a statement of intent which specifies the proposed topic and supervisor for the Honours Essay (GEOG 491 or URBS 491).</i></p> <p><i>All students in department programs must be advised annually to receive permission to register for courses or to replace, substitute, or be exempted from any course within their program. Urban Studies students should consult the director of Urban Studies; all other program students should consult the Geography undergraduate advisor.</i></p> <p><i>Students are responsible for satisfying their particular degree requirements.</i></p> <p><i>The superscript indicates credit value.</i></p>	<p>Programs</p> <p>The Department offers honours, specialization, and major programs leading to a BA in Human Environment, a BA in Urban Planning or Urban Studies, and a BSc leading to an honours and specialization in Environmental and Sustainability Science or a major in Environmental Geography. Students wishing to follow a BSc must meet the entry profile for that program (see §31.002 — Programs and Admission Requirements — Profiles).</p> <p><i>It is strongly recommended that students planning graduate studies follow the appropriate honours or specialization program.</i></p> <p><i>Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor during stage two of their program. In addition to meeting the Faculty requirements (see §31.003 Honours Regulations), the Department requires a statement of intent which specifies the proposed topic and supervisor for the Honours Essay (GEOG 491 or URBS 491).</i></p> <p><i>All students in department programs must be advised annually to receive permission to register for courses or to replace, substitute, or be exempted from any course within their program. Urban Studies students should consult the director of Urban Studies; all other program students should consult the Geography undergraduate advisor.</i></p> <p><i>Students are responsible for satisfying their particular degree requirements.</i></p> <p><i>The superscript indicates credit value.</i></p>
<p>Rationale: The BSc in Environmental and Sustainability Science is added to the Department of Geography, Planning and Environment's introduction to program offerings.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: BIOL programs

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Biology
Program:
Degree: BSc
Calendar Section/Graduate Page Number: 31.030

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>Programs</p> <p><i>The Biology Department offers Honours and Specialization programs in Biology, Cell and Molecular Biology, and Ecology, as well as Major and Minor programs in Biology. Students planning a career or graduate studies in the biological sciences normally follow the appropriate honours or specialization program. The major program is designed for students who wish to study biology and either obtain a more general education or pursue an additional program in another discipline. The major program can be combined with a major in another department.</i></p> <p><i>Students registered in the Honours, Specialization, or Major in Biology may select Biology electives in various subject areas in order to obtain a broad overview of the discipline. However, it is possible for students to pursue in-depth studies in specific areas such as animal biology, plant biology, or microbiology and biotechnology.</i></p> <p><i>The minor program can only be taken by students registered in another degree program and provides an opportunity to gain a basic exposure to the main sub-disciplines of Biology or to pursue one such area in some depth.</i></p> <p><i>Students are strongly encouraged to take advantage of academic counselling services available in the Biology Department in order to select the program and courses that best meet their needs. Students may transfer among programs after the first year of study since the core courses in all programs are quite similar.</i></p>	<p>Programs</p> <p><i>The Biology Department offers Honours and Specialization programs in Biology, Cell and Molecular Biology, Ecology, <u>and Environmental and Sustainability Science</u>, as well as Major and Minor programs in Biology. Students planning a career or graduate studies in the biological sciences normally follow the appropriate honours or specialization program. The major program is designed for students who wish to study biology and either obtain a more general education or pursue an additional program in another discipline. The major program can be combined with a major in another department.</i></p> <p><i>Students registered in the Honours, Specialization, or Major in Biology may select Biology electives in various subject areas in order to obtain a broad overview of the discipline. However, it is possible for students to pursue in-depth studies in specific areas such as animal biology, plant biology, or microbiology and biotechnology.</i></p> <p><i>The minor program can only be taken by students registered in another degree program and provides an opportunity to gain a basic exposure to the main sub-disciplines of Biology or to pursue one such area in some depth.</i></p> <p><i>Students are strongly encouraged to take advantage of academic counselling services available in the Biology Department in order to select the program and courses that best meet their needs. Students may transfer among programs after the first year of study since the core courses in all programs are quite similar.</i></p>
<p>Rationale: The BSc in Environmental and Sustainability Science is added to the Department of Biology's introduction to program offerings.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: BIOL Co-op

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Biology
Program:
Degree: BSc
Calendar Section/Graduate Page Number: 31.030

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>Biology Co-operative Program</p> <p><i>Director</i> MADOKA GRAY-MITSUMUNE, <i>Senior Lecturer</i></p> <p>The Biology co-operative program is offered to students who are enrolled in the BSc Honours or Specialization in Biology; Cell and Molecular Biology; and Ecology. Students interested in applying for the Biology 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 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 Biology co-op committee, which includes the student's advisors.</p> <p>Please refer to §24 for additional information.</p>	<p>Biology Co-operative Program</p> <p><i>Director</i> MADOKA GRAY-MITSUMUNE, <i>Senior Lecturer</i></p> <p>The Biology co-operative program is offered to students who are enrolled in the BSc Honours or Specialization in Biology; Cell and Molecular Biology; Ecology; <u>and Environmental and Sustainability Science</u>. Students interested in applying for the Biology 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 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 Biology co-op committee, which includes the student's advisors.</p> <p>Please refer to §24 for additional information.</p>
<p>Rationale: The BSc in Environmental and Sustainability Science is added to the Department of Biology's Co-op section.</p> <p>NOTE to calendar editor: present and proposed text contains modifications that are currently proposed under BIOL-25.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: CHEM Co-op

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Chemistry and Biochemistry
Program:
Degree: BSc
Calendar Section/Graduate Page Number: 31.050

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>Chemistry and Biochemistry Co-operative Program</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 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 additional information.</p>	<p>Chemistry and Biochemistry Co-operative Program</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; and Environmental and Sustainability Science. 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 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 additional information.</p>
<p>Rationale: The BSc Honours and Specialization in Environmental and Sustainability Science is added to the Department of Chemistry and Biochemistry's Co-op section.</p> <p>NOTE to calendar editor: present and proposed text contains modifications that are currently proposed under CHEM-62.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: BIOL 322 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Biology
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.030

Type of Change:

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

Present Text (from 2019/2020) calendar	Proposed Text
<p>BIOL 322 <i>Biostatistics</i> (3 credits) Prerequisite: Nine BIOL credits in a Biology major, honours, or specialization program or completion of Stage I of the Geography honours or specialization programs in Environmental Science or permission of the Department. This course examines statistical methods for the biological sciences; experimental design; data description; binomial, Poisson and Normal distributions; statistical inference; hypothesis testing; chi-square; one and two sample tests of the mean; analysis of variance including 2-way and nested ANOVAs; correlation; regression; and analogous non-parametric techniques. Lectures and laboratory. <i>NOTE: Students who have received credit for COMM 215, ECON 222, GEOG 362, MAST 333, PSYC 316, SOCI 213 or STAT 250 may not take this course for credit.</i></p>	<p>BIOL 322 <i>Biostatistics</i> (3 credits) Prerequisite: Nine BIOL credits in a Biology major, honours, or specialization program; or enrolment in a BSc Environmental and Sustainability Science program; or permission of the Department. This course examines statistical methods for the biological sciences; experimental design; data description; binomial, Poisson and Normal distributions; statistical inference; hypothesis testing; chi-square; one and two sample tests of the mean; analysis of variance including 2-way and nested ANOVAs; correlation; regression; and analogous non-parametric techniques. Lectures and laboratory. <i>NOTE: Students who have received credit for COMM 215, ECON 222, GEOG 362, MAST 333, PSYC 316, SOCI 213 or STAT 250 may not take this course for credit.</i></p>
<p>Rationale: The prerequisites are changed to include the new BSc in Environmental and Sustainability Science program.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: BIOL 487 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Biology
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.030

Type of Change:

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|---|---|--|---------------------------------------|
| <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>BIOL 487 (also listed as CHEM 487 and GEOG 487) Capstone Seminar in Environmental Science (3 credits) Prerequisite: Completion of the core courses of the BSc Environmental and Sustainability Science. The course is designed to integrate the knowledge from several courses and provide students an opportunity to apply this knowledge to a current issue in environmental sciences through experiential learning. Students work in small groups made up from participants of all streams and critically evaluate an environmental issue using the expertise of all participants. Examples could be the reclamation of a former mining site, plans for expansion of a landfill or plans for a new water treatment plant. Aspects evaluated include, but are not limited to, land use, impact on vegetation and biota, availability of critical chemical data (e.g., trace metals, water/runoff quality), impact on the local population, etc.). The result is a detailed environmental assessment report prepared by students. <i>NOTE: Students who have recieved credit for CHEM 487 or GEOG 487 may not take this course for credit.</i></p>
<p>Rationale: See BSc Environmental and Sustainability Science proposal document, section 3. The course is cross-listed as CHEM 487 and GEOG 487.</p>	
<p>Resource Implications: See BSc Environmental and Sustainability Science proposal document, section 5</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CHEM 283 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.050

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>CHEM 283 <i>Air, Water and Soil Processes</i> (3 credits) Prerequisite: CHEM 212 or CHEM 217; or equivalent. This course is an introduction to Environmental Chemistry. It provides a solid understanding of environmental processes in the atmosphere, hydrosphere and soil including exchange processes at their interfaces. Students learn how sources and sinks of pollutants work and how to calculate fluxes between environmental compartments. The course also examines the analytical methods employed for monitoring these processes. <i>NOTE: Students who have recieved credit for this topic under a CHEM 298 number may not take this course for credit.</i></p>
<p>Rationale: See BSc Environmental and Sustainability Science proposal document, section 3.</p> <p>Enrolments: January 2018: 12/50 January 2019: 17/50</p>	
<p>Resource Implications: None. This course is already taught as a CHEM 298</p>	
<p>Other Programs within which course is listed:</p> <p>BSc Honours in Environmental Science (BIOL) BSc Honours in Environmental Science (GEOG) BSc Specialization in Environmental Science (BIOL) BSc Specialization in Environmental Science (GEOG)</p>	

COURSE CHANGE: CHEM 487 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.050

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>CHEM 487 (also listed as BIOL 487 and GEOG 487) Capstone Seminar in Environmental Science (3 credits) Prerequisite: Completion of the core courses of the BSc Environmental and Sustainability Science. The course is designed to integrate the knowledge from several courses and provide students an opportunity to apply this knowledge to a current issue in environmental sciences through experiential learning. Students work in small groups made up from participants of all streams and critically evaluate an environmental issue using the expertise of all participants. Examples could be the reclamation of a former mining site, plans for expansion of a landfill or plans for a new water treatment plant. Aspects evaluated include, but are not limited to, land use, impact on vegetation and biota, availability of critical chemical data (e.g., trace metals, water/runoff quality), impact on the local population, etc.). The result is a detailed environmental assessment report prepared by students. <i>NOTE: Students who have recieved credit for BIOL 487 or GEOG 487 may not take this course for credit.</i></p>
<p>Rationale: See BSc Environmental and Sustainability Science proposal document, section 3. The course is cross-listed as BIOL 487 and GEOG 487.</p>	
<p>Resource Implications: See BSc Environmental and Sustainability Science proposal document, section 5</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: GEOG 290 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

Type of Change:

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

Present Text (from 2019/2020) calendar	Proposed Text
<p>GEOG 290 <i>Environment and Society</i> (3 credits) Prerequisite: GEOG 220, 272; 274 concurrently.* This course integrates human and physical geography into a holistic view of human-environment relations. It focuses on a few key environmental issues through case studies operating at a variety of scales (global, national, regional, local), and in different places and time periods. It examines how humans interact with the environment; how they, as members of societies and bearers of culture, perceive, use, transform, and manage the physical environment in different ways and are in turn impacted by changes to that environment. Each case study highlights a specific method and tool of geographic analysis and introduces students to the value of different approaches to environmental issues. *NOTE: Students enrolled in either the BSc Honours or Specialization in Environmental Science are not required to have the GEOG 220 prerequisite, and may substitute GEOL 210 for either GEOG 272 or 274.</p>	<p>GEOG 290 <i>Environment and Society</i> (3 credits) Prerequisite: GEOG 220, 272; 274 concurrently.* This course integrates human and physical geography into a holistic view of human-environment relations. It focuses on a few key environmental issues through case studies operating at a variety of scales (global, national, regional, local), and in different places and time periods. It examines how humans interact with the environment; how they, as members of societies and bearers of culture, perceive, use, transform, and manage the physical environment in different ways and are in turn impacted by changes to that environment. Each case study highlights a specific method and tool of geographic analysis and introduces students to the value of different approaches to environmental issues. *NOTE: Students enrolled in either the BSc Honours or Specialization in Environmental <u>and Sustainability</u> Science are not required to have the GEOG 220 prerequisite, and may substitute GEOL 210 for either GEOG 272 or 274.</p>
<p>Rationale: The note is changed to reflect the modified name of the programs.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: BSc Specialization, Honours in Environmental and Sustainability Science core (Biology, Chemistry and Biochemistry)</p>	

COURSE CHANGE: GEOG 371 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

Type of Change:

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

Present Text (from 2019/2020) calendar	Proposed Text
<p>GEOG 371 <i>Landscape Ecology</i> (3 credits) Prerequisite: GEOG 272-274. The objective of this course is to combine perspectives and principles originating in ecology and geography for application in conservation, restoration, and more sustainable land use. Students examine how natural processes and human activities interact and contribute to landscape change, and how landscape patterns influence the abundance and distribution of plants and animals. Topics include natural processes such as fire, water, and the movement of organisms; human activities such as transportation infrastructure and urban development; and methods for analyzing landscape structure such as patches, corridor networks, and landscape metrics. Lectures and laboratory.</p>	<p>GEOG 371 <i>Landscape Ecology</i> (3 credits) Prerequisite: GEOG 272; GEOG 274 or GEOL 210. The objective of this course is to combine perspectives and principles originating in ecology and geography for application in conservation, restoration, and more sustainable land use. Students examine how natural processes and human activities interact and contribute to landscape change, and how landscape patterns influence the abundance and distribution of plants and animals. Topics include natural processes such as fire, water, and the movement of organisms; human activities such as transportation infrastructure and urban development; and methods for analyzing landscape structure such as patches, corridor networks, and landscape metrics. Lectures and laboratory.</p>
<p>Rationale: The Department of Geography, Planning and Environment already uses GEOL 210 as an equivalent replacement to GEOG 274 as a prerequisite in other courses (e.g., GEOG 377 or GEOG 378) and so is appropriate here.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: BSc Specialization, Honours in Environmental and Sustainability Science (Biology)</p>	

COURSE CHANGE: GEOG 374 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

Type of Change:

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

Present Text (from 2019/2020) calendar	Proposed Text
<p>GEOG 374 <i>Plant Ecology</i> (3 credits) Prerequisite: GEOG 272 and 274. This course examines plant community dynamics as a consequence of the population dynamics of the constituent plant species. The role of natural disturbances is stressed, particularly as it relates to forests. Concepts are applied to problems in park management, vegetation mapping, and present controversies about the maintenance of species diversity. Lectures and laboratory with a mandatory one-day field trip. <i>NOTE: Students who have received credit for GEOG 372 or 373 may not take this course for credit.</i></p>	<p>GEOG 374 <i>Plant Ecology</i> (3 credits) Prerequisite: GEOG 272; GEOG 274 or GEOL 210. This course examines plant community dynamics as a consequence of the population dynamics of the constituent plant species. The role of natural disturbances is stressed, particularly as it relates to forests. Concepts are applied to problems in park management, vegetation mapping, and present controversies about the maintenance of species diversity. Lectures and laboratory with a mandatory one-day field trip. <i>NOTE: Students who have received credit for GEOG 372 or 373 may not take this course for credit.</i></p>
<p>Rationale: The Department of Geography, Planning and Environment already uses GEOL 210 as an equivalent replacement to GEOG 274 as a prerequisite in other courses (e.g., GEOG 377 or GEOG 378) and so is appropriate here.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: BSc Specialization, Honours in Environmental and Sustainability Science (Biology)</p>	

COURSE CHANGE: GEOG 467 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

Type of Change:

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

Present Text (from 2019/2020) calendar	Proposed Text
<p>GEOG 467 <i>Environmental Modelling</i> (3 credits) Prerequisite: GEOG 362 or BIOL 322; enrolment in the BSc Honours Environmental Science or BA Honours Human Environment; permission of the Department. The different approaches to modelling the biophysical, built, or human environment are examined. The conceptualization of simple models to examine how human interventions affect the environment is investigated. Different modelling approaches such as system models, computer visualization and simulation are covered. Students develop a model scheme related to a topic of interest. Lectures and laboratory. <i>NOTE: Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.</i></p>	<p>GEOG 467 <i>Environmental Modelling</i> (3 credits) Prerequisite: GEOG 362 or BIOL 322; enrolment in the BSc Honours in Environmental and Sustainability Science or BA Honours Human Environment; permission of the Department. The different approaches to modelling the biophysical, built, or human environment are examined. The conceptualization of simple models to examine how human interventions affect the environment is investigated. Different modelling approaches such as system models, computer visualization and simulation are covered. Students develop a model scheme related to a topic of interest. Lectures and laboratory. <i>NOTE: Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.</i></p>
<p>Rationale: The title of the proposed program is updated in the prerequisite.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: GEOG 476 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

Type of Change:

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| <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>GEOG 476 <i>Indigenous and Environmental History of Americas since 1492</i> (3 credits) Prerequisite: GEOG 371, 374, 375, 377, 378; or permission of the Department. This course examines environmental changes that have taken place since 1492 as a result of the Columbian exchange of peoples, plants, animals and diseases between the New and Old World. It concentrates primarily on the Americas, but also touches upon Old World impacts. <i>NOTE: Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.</i></p>
<p>Rationale: See BSc Environmental and Sustainability Science proposal document, section 3.</p> <p>Enrolments: September 2018: 27/30</p>	
<p>Resource Implications: None. This course is already taught as a GEOG 498 and will be offered as part of the Department's regular allotment.</p>	
<p>Other Programs within which course is listed:</p> <p>BSc Honours in Environmental and Sustainability Science (Biology) BSc Honours in Environmental and Sustainability Science (Chemistry and Biochemistry) BSc Specialization in Environmental and Sustainability Science (Biology) BSc Specialization in Environmental and Sustainability Science (Chemistry and Biochemistry)</p>	

COURSE CHANGE: GEOG 479 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

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>GEOG 479 <i>Primate Behaviour, Ecology and Conservation</i> (3 credits) Prerequisite: GEOG 371, 374, 375, 377, 378; or permission of the Department. This course surveys the behaviour, ecology and conservation of nonhuman primates living in the world today. Using contemporary evolutionary theory as a lens, the course covers taxonomy, evolutionary history, research methods, social behaviour, life history and ecology with conservation of nonhuman primate populations running as a central theme. <i>NOTE: Students who have recieved credit for this topic under a GEOG 498 number may not take this course for credit.</i></p>
<p>Rationale: See BSc Environmental and Sustainability Science proposal document, section 3.</p>	
<p>Resource Implications: None. This course is already taught as a GEOG 498.</p>	
<p>Other Programs within which course is listed:</p> <p>BSc Honours in Environmental and Sustainability Science (Biology) BSc Honours in Environmental and Sustainability Science (Chemistry and Biochemistry) BSc Specialization in Environmental and Sustainability Science (Biology) BSc Specialization in Environmental and Sustainability Science (Chemistry and Biochemistry)</p>	

COURSE CHANGE: GEOG 487 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 20xx/20xx
Implementation Month/Year: TBD 20xx

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization in Environmental and Sustainability Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.130

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>GEOG 487 (also listed as BIOL 487 and CHEM 487) Capstone Seminar in Environmental Science (3 credits) Prerequisite: Completion of the core courses of the BSc Environmental and Sustainability Science. The course is designed to integrate the knowledge from several courses and provide students an opportunity to apply this knowledge to a current issue in environmental sciences through experiential learning. Students work in small groups made up from participants of all streams and critically evaluate an environmental issue using the expertise of all participants. Examples could be the reclamation of a former mining site, plans for expansion of a landfill or plans for a new water treatment plant. Aspects evaluated include, but are not limited to, land use, impact on vegetation and biota, availability of critical chemical data (e.g., trace metals, water/runoff quality), impact on the local population, etc.). The result is a detailed environmental assessment report prepared by students. <i>NOTE: Students who have recieved credit for BIOL 487 or CHEM 487 may not take this course for credit.</i></p>
<p>Rationale: See BSc Environmental and Sustainability Science proposal document, section 3. The course is cross-listed as BIOL 487 and CHEM 487.</p>	
<p>Resource Implications: See BSc Environmental and Sustainability Science proposal document, section 5</p>	
<p>Other Programs within which course is listed: None.</p>	



**SENATE
OPEN SESSION
Meeting of February 15, 2019**

AGENDA ITEM: Update on revisions to *Policy regarding Sexual Violence* (PRVPAA-3)

ACTION REQUIRED: For information

SUMMARY: At its meeting of December 12, 2018, the Board of Governors approved revisions to the *Policy regarding Sexual Violence* (PRVPAA-3). An update on the revised Policy will be presented to Senate.

BACKGROUND: This Policy was initially created and approved in May 2016 to comply with the recommendation of the Sexual Assault Policy Review Working Group that the University adopt a stand-alone policy on sexual violence, which links to existing policies and that applies to all members of the Concordia community.

In December 2017, the Quebec government adopted *An Act to prevent and fight sexual violence in higher education institutions* (Bill 151, 2017, chapter 32) which sets out several obligations including the adoption, before January 1, 2019, of a policy to fight and prevent sexual violence and the establishment of a permanent standing committee to review the Policy and address, implement and monitor the University's obligations under Bill 151.

Attached to this memo are:

- Note from Lisa Ostiguy outlining the journey to update the Policy;
- Comparative chart prepared by Melodie Sullivan with respect to the Bill 151 requirements; and
- Updated Policy approved by the Board of Governors on December 12, 2018.

PREPARED BY:

Name: Danielle Tessier
Date: February 5, 2019



Updates to the Policy regarding Sexual Violence (PRVPAA-3)

Concordia Journey to Updating the Policy

2013 *Starting with Support*

Establishment of the Sexual Assault Resource Center (SARC) to ensure the support on campus and to provide training to prevent sexual misconduct on campus.

2014-2015 *Establishing Working Groups*

The President requested a working group to review the University's policies and processes that specifically address sexual assault. A working group made a series of recommendations with two significant calls to review policy:

1. The creation of a stand-alone policy addressing sexual violence;
2. A statement from the university to address student relationships and instructors. This policy was developed by a committee of students, faculty, and staff representatives.

2016 *The Policy*

The sexual violence policy was approved by the Board of Governors in May. The policy development included consultation with the community, a review of existing sexual violence policies in North American universities, and included input from Senate. This stand-alone policy was presented at the Higher Education Summit organized by Riley and Associates as one of the first of its kind for a Canadian university.

2017 *The Guidelines*

The Guidelines on Consensual Romantic or Sexual Relationships (BD-4-guidelines) were developed by a working group which included faculty, staff, undergraduate and graduate students.

December 2017 *Bill 151*

The *Act to prevent and fight sexual violence in higher education institutions* was announced which created requirements for each Post-Secondary Institutions in Quebec.

2018 *Establishing New Working Groups*

Task Force: As a result of the situation in the department of English the university announced the creation of a Task force to review sexual misconduct and sexual violence on campus. The Task Force was chaired by Lisa Ostiguy with co-chairs Nadia Hardy and Melodie Sullivan and included faculty, students, and staff. The Task Force process took place from January through June and included inviting stakeholder feedback, an online survey, campus conversations, and presentations from units across the University and a dedicated email to send feedback to the Task Force. There were also visits to 50 units from the Chair and co-chairs to collect feedback

and discuss the Guidelines on Consensual Romantic or Sexual Relationships. A report was completed with a series of recommendations.

Standing Committee: In response to the requirements of Bill 151, the University announced the creation of the Standing Committee on Sexual Misconduct and Sexual Violence. The Standing Committee is chaired by Lisa Ostiguy and includes students, faculty, and staff representatives as well as former members of the Task Force. In Fall 2018, the Standing Committee began reviewing our current policy to align it with the requirements of Bill 151 and the Task Force recommendations.

Policy update process

Summer 2018

In preparation for the Standing Committee, there was a review of the Bill 151 requirements, Task Force recommendations and policies from 24 Canadian universities. Created a summary table identifying requirements of the Bill, where our current policy addresses these requirements and where the Task Force had made specific recommendations.

By Fall, the Standing Committee was formed and it began meeting weekly as of September. The committee met 12 times to review specific topics of the Bill and reviewed the alignment of our current policy and the specific recommendation of the Task Force on different items.

The University hosted a meeting to discuss best practices and share information on Bill 151 on November 6th. The meeting was attended by 14 CEGEPS and 4 universities and included many members of the Concordia Standing Committee.

The Standing Committee developed a website to provide our community progress reports, draft policy updates and a place to invite members to send their suggestions and feedback to the standing committee through a dedicated confidential email address.

Further consultation with our community members took place at two conversation opportunities to hear about the work on the policy in the month of November and two more scheduled in early December.

The revised Policy was adopted by the Board of Governors on December 12.

Summary of the Updates to 2016 Policy

Bill 151 requirements

- Creation of a stand-alone policy on sexual violence
- Definition of Intersectionality in the policy
- Full description of the support and services offered to the survivor/victim (SARC)

- Identification of available accommodation measures and applicable delays
- Mandatory training for students and mandatory annual training for personnel including staff, faculty, representatives from the employee and student unions and associations
- Description of security services and measures in place to foster safety on campus
- Identification of emergency contact information for survivors/victims
- Set out how community members can respond effectively to disclosures of sexual violence
- Set out the rules of conduct applicable to all members of the community for all social events organized at the University including student-run events (including “frosh”)
- Detail the applicable procedures and all available options for reporting, disclosing and making complaints about sexual violence with explanation of processes and possible outcomes
- Set out the confidentiality of disclosures and what information that can be shared with a survivor/victim
- Explain the complaint processes and delays
- Explain the possible sanctions that can be imposed following a complaint process (student or staff/faculty)
- Include guidelines regarding instructor-student intimate relationships

Task Force recommendations

- More accessible language
- Clarity on the process
- Enhanced information on options with disclosure
- Stronger language related to the guidelines on relationships
- A preamble that clearly identifies the university commitment to address sexual violence and misconduct

Prepared by:

Lisa Ostiguy, Chair

Standing Committee on Sexual Misconduct and Sexual Violence

Updated on February 5, 2019

COMPARATIVE CHART
BILL 151 REQUIREMENTS / REVISIONS TO *POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)*

Bill 151 article	BILL 151 REQUIREMENTS (TO BE <u>ADOPTED</u> BY JAN 2019 AND <u>IMPLEMENTED</u> BY SEPT 2019)	CONCORDIA'S <i>POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)</i>	REVISED POLICY additions
General statement of commitment			Revised policy includes a new broad Preamble including the clear statement
Par 3	Policy must take into account vulnerable persons (and intersectionality)	Policy recognizes intersectionality and vulnerable persons and is survivor centered.	Revised Policy section on Intersectionality has been modified and broadened.
Par 3	Policy must be a stand-alone policy	Policy is a stand-alone policy on sexual violence that makes necessary links to applicable policies, procedures, resources and services where necessary.	Policy remains a stand-alone policy on Sexual Violence, as required.
3(1)	Policy must set out roles of community members with regard to sexual violence	Policy sets out the standards of behaviour and roles of faculty staff and students and SARC with respect to sexual violence. Current policy specifically sets out roles of: Security, SARC, all members of staff or faculty receiving a disclosure, all members of the Response Team, Dean of Students, UCS	Revised policy sets out roles for SARC, Security, Office of Rights and Responsibilities, and all members of the community in all aspects of the Policy. (ex: disclosure, safety, reporting, communication and training)

COMPARATIVE CHART
BILL 151 REQUIREMENTS / REVISIONS TO *POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)*

Bill 151 article	BILL 151 REQUIREMENTS (TO BE ADOPTED BY JAN 2019 AND IMPLEMENTED BY SEPT 2019)	CONCORDIA'S <i>POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)</i>	REVISED POLICY additions
Par 3 (2)	Policy must set out prevention and awareness raising measures and mandatory training activities for students (<i>not "annual"</i>)	Policy sets out SARC's role in education, training for faculty staff and students.	Revised Policy section on Education, Training and Communication sets out the commitment to creating and providing this information.
3(3)	Policy must set out mandatory <u>annual</u> training activities for officers, personnel members, rep of their respective association and unions and student association reps		Revised Policy section on Education, Training and Communication sets out the commitment to creating and providing this information.
3(4)	Policy must set out safety measures to counter sexual violence, including infrastructure adjustments to secure premises		Revised Policy specifically describes in the Security and safety measures and the role of responders.
3(5)	Policy must set out rules for social or welcoming activities organized by the institution and/or the student association		Revised policy sets out the behavioural standards applicable to all, students, staff and faculty.
3(6)	The measures institution is to impose on third parties (contractual relations)		Revised policy sets out that third parties are subject to the policy, wherever applicable.

COMPARATIVE CHART
BILL 151 REQUIREMENTS / REVISIONS TO *POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)*

Bill 151 article	BILL 151 REQUIREMENTS (TO BE ADOPTED BY JAN 2019 AND IMPLEMENTED BY SEPT 2019)	CONCORDIA'S <i>POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)</i>	REVISED POLICY additions
3(7)	Policy must set out procedures for reporting incidents and for filing complaints or disclosing incidents	Policy currently sets out that SARC is the main resource for reporting and support and that Office ORR can receive complaints.	Revised policy contains detailed information about how to disclose, report and/or make a complaint about sexual violence, the whole in keeping with the needs and wishes of the survivor/victim.
3(8)	Policy must set out the follow up that will be given to complaints reports and information and accommodation measures given (with limited impact on studies)	Current policy sets out the role of the response team to provide resources and accommodations. Internal collaboration of community is specifically required.	Revised policy goes into more detail about the accommodation measures that can be provided and includes the delay set out in the law. (7 days)
3(9)	Policy must set out the reception referral psychosocial and support services offered.	Current policy does set this out in detail.	Revised policy reiterates the support and services provided by SARC.
3(10)	Policy must state: the actions that must be taken by the educational institution and by officers, personnel members, student association representatives and students when incidents of sexual violence are brought to their attention	Current Policy sets out actions of response team and faculty and personnel but not student associations.	Revised Policy unchanged in this regard.

COMPARATIVE CHART
BILL 151 REQUIREMENTS / REVISIONS TO *POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)*

Bill 151 article	BILL 151 REQUIREMENTS (TO BE ADOPTED BY JAN 2019 AND IMPLEMENTED BY SEPT 2019)	CONCORDIA'S <i>POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)</i>	REVISED POLICY additions
3(11)	Policy must contain: the response times for accommodation measures to be implemented under subparagraph 8, services to be offered under subparagraph 9 and actions to be taken under subparagraph 10, which may not exceed 7 days, and the time frame for processing complaints, which may not exceed 90 days		Revised policy contains these delays.
3(12)	Policy must contain: measures to ensure the confidentiality of the complaints, reports and information received in connection with incidents of sexual violence	Confidentiality section is robust.	Revised Policy contains confidentiality pledge and also explains the confidentiality rules that apply in cases of complaints against staff/faculty.
3(13)	Policy must contain: measures governing the communication to a person of the information necessary to ensure his or her safety but which may not include any means to compel a person to keep silent for the sole purpose of not damaging the educational institution's reputation		Revised Policy contains specific wording outlining such information.

COMPARATIVE CHART
BILL 151 REQUIREMENTS / REVISIONS TO *POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)*

Bill 151 article	BILL 151 REQUIREMENTS (TO BE ADOPTED BY JAN 2019 AND IMPLEMENTED BY SEPT 2019)	CONCORDIA'S <i>POLICY REGARDING SEXUAL VIOLENCE (PRVPAA-3)</i>	REVISED POLICY additions
3(14)	Policy must contain measures to provide protection against reprisals to the person who filed a complaint, reported an incident or disclosed information	Reprisals are specifically forbidden.	Revised Policy repeats rule against reprisals
3(15)	Policy must contain the penalties applicable for policy breaches taking into account their nature, seriousness and repetitive pattern.	Current policy makes reference to CoRR for process and links to process and sanctions for such behaviour.	Revised Policy contains specific sanctions that can apply.
3(15 second par)	The policy must also include a code of conduct specifying the rules that a person who is in a teaching relationship with or a relationship of authority over a student must comply with if the person has an intimate relationship, such as an amorous or sexual relationship, with the student.	Concordia adopted the <i>Guidelines on consensual sexual and intimate relationships</i> which set out the rules, strongly discourages these relationships and sets up process for reporting and managing the conflict of interest (pursuant to BD-4 the Code of Ethics) inherent to such relationships.	Revised policy repeats the as set out in the Guidelines.

*Prepared by Melodie Sullivan
November 26, 2018*



POLICY REGARDING SEXUAL VIOLENCE

Effective Date: December 12, 2018

Originating Office: Office of the Provost and Vice-President, Academic Affairs

Supersedes/Amends: May 20, 2016

Policy Number: PRVPAA-3

PREAMBLE

Sexual discrimination, intimidation, harassment and assault are not tolerated at Concordia University (the "University"). The University is a unique environment: an intellectual community with a responsibility for the discovery, creation and sharing of knowledge. This aspiration can only be fulfilled if there is a broadly shared commitment to create and safeguard a positive learning, working and living environment in which all members of the University are free from sexual violence. This Policy articulates the University's commitment to address sexual violence and counteract harmful myths and attitudes surrounding the subject through education and training. This Policy fosters awareness and prevention, outlines support for survivors/victims, and sets out fair procedural frameworks for accountability. It describes appropriate responses to disclosures of sexual violence and specifies procedures for reports or complaints.

SCOPE

This Policy applies to all members of the University, regarding incidents occurring in any setting, on or off campus or on-line, including where university learning, work, athletics, social or other activities take place. This Policy also applies to third parties, where applicable and as defined in this Policy. In accordance with the [Act to prevent and fight sexual violence in higher education institutions, CQLR, chapter P-22.1](#) (the "Act"), this Policy describes and addresses the serious problem of sexual violence separately from all other kinds of misconduct.

APPLICATION AND RELATED POLICIES

The Policy works within the University's existing legal and procedural framework. Applicable and superseding University policies, procedures and agreements include, but are not limited to, the *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"), *Consensual Romantic or Sexual Relationships Guidelines* ([BD-4-guidelines](#)) (the "Guidelines") issued in 2018 in accordance with the *Code of Ethics and Safe Disclosure Policy Applicable to Employees of Concordia*

POLICY REGARDING SEXUAL VIOLENCE

Page 2 of 18

University ([BD-4](#)), and the *Policy on Student Involuntary Leave of Absence* ([PRVPAA-15](#)) (the “POSILA”) and relevant collective and/or employee agreements.

PURPOSE

The purpose of this Policy is to set out the University’s commitment to:

- Promote a safe learning and working environment for its students, faculty, staff and visitors where sexual violence is not tolerated.
- Provide appropriate assistance and support to members of the University who are impacted by sexual violence.
- Respond to disclosures and complaints employing a trauma-informed and intersectional understanding of the impact of sexual violence and a survivor/victim’s decision to disclose as well as the method of disclosing.
- Develop and implement appropriate education and communication plans and materials aimed at educating all members of the University about this Policy and promoting a safe environment.
- Present the relevant criminal external and internal reporting options and ensure that appropriate support to the survivor/victim is provided, depending on the circumstances and wishes of the survivor/victim.
- Provide appropriate support, or referrals, to a person respondent of committing sexual violence.

For greater clarity, this Policy creates a network of support for survivors/victims of sexual violence, ensures a coordinated and caring response to survivors/victims of sexual violence and commits to promoting and maintaining a safe campus, free from sexual violence. It is understood that any redress, complaint, grievance or appeal procedure set out in any collective or employee agreement or processes under the [Code](#), the [Protocol](#) and/or the [POSILA](#) may be undertaken in parallel to processes set out in the present Policy, subject to limitations set out in applicable and/or superseding policies.

POLICY REGARDING SEXUAL VIOLENCE

Page 3 of 18

DEFINITIONS

“Complaint” means a statement made by a survivor/victim, Disciplinary Officer or member of the University to the appropriate body, unit, person or authority for the purposes of pursuing an available process, whether informal or formal, and/or disciplinary actions against a respondent. Statements made online or via social media platforms, such as Facebook and Twitter, are not considered to be a complaint.

“Consent” is bound and guided by the Criminal Code of Canada and means the voluntary agreement of a person to engage in the sexual activity in question. Anything other than voluntary and continuous agreement to engage in sexual activity is not consent.

For example, there is no consent where:

- the agreement is expressed by the words or conduct of a person other than the complainant;
- the complainant is incapable of consenting to the activity;
- the respondent induces the complainant to engage in the activity by abusing a position of trust, power or authority;
- the complainant expresses, by words or conduct, a lack of agreement to engage in the activity; or
- the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.

“Disciplinary Officer” means any of the following individuals (as defined in the applicable policy such as the [Code](#)) who shall have the powers, duties and obligations conferred upon them in the [Code](#): President and Vice-Chancellor, Vice-Presidents, Deputy Provost and Secretary-General.

“Disclosure” means a statement made by a survivor/victim for the purposes of receiving confidential support, assistance and/or accommodation.

“Instructor”, in this Policy, aligns with the definition of “Instructor” set out in the [Guidelines](#). An Instructor means any University employee who is teaching, advising, supervising, mentoring, overseeing the allocation of resources to and/or coaching students. Such employees include, but are not limited to, full and/or part time faculty members, faculty administrators, librarians, laboratory or other instructors, principal investigators as well as teaching assistants, research assistants, staff members, coaches and coaching assistants.

POLICY REGARDING SEXUAL VIOLENCE

Page 4 of 18

“Member” is used in this Policy interchangeably with the expression “students, staff and faculty”. Member means (as defined in the [Code](#)) faculty, employees, administrative and support staff, postdoctoral fellows, members of the administration, students and interns, stagiaires or researchers.

“Report” means a statement made by a survivor/victim or a witness, bystander or concerned person who wishes to bring forward information to a member or unit of the University about an incident of sexual violence without necessarily seeking a recourse, support or follow up. A report may be considered a disclosure and may become a complaint, depending on the status and wishes of the person reporting. Statements made online or via social media platforms, such as Facebook and Twitter, are not considered to be a report.

“Respondent” means any member of the University against whom a report or complaint is made, as defined in the [Code](#).

“Sexual Assault” means an offence under the Criminal Code of Canada. It is illegal. Sexual assault is any unwanted act of a sexual nature imposed by one person upon another and includes such activities as kissing, fondling, oral or anal sex, intercourse, or other forms of penetration, without consent. Sexual assault can occur between strangers, acquaintances or be perpetrated by someone known to the survivor/victim. It can also occur in a dating relationship, between spouses, or in any other relationship.

“Sexual Assault Response Team” (SART) means the response team convened by the Sexual Assault Resource Centre (SARC) Coordinator in cases of sexual violence.

“Sexual Harassment” means a course of unwanted remarks, behaviours, innuendo, taunting or communications of a sexual nature and/or a course of unwanted remarks, behaviours or communications based on gender, gender identity, and/or sexual orientation where the person responsible for the remarks, behaviours or communications knows or ought reasonably to know that these are unwelcome. Sexual harassment may consist of unwanted attention of a sexual nature, such as personal questions about one’s sex life, unwelcome sexual invitations or requests, or unwelcome remarks about someone’s appearance. Sexual harassment may also consist of unwelcome remarks based on gender, gender identity or sexual orientation where such remarks may not be of a sexual nature, but are nevertheless demeaning, such as derogatory gender based jokes or comments. A single serious incident of such behaviour may

POLICY REGARDING SEXUAL VIOLENCE

Page 5 of 18

constitute harassment if it has the same consequences and if it produces a lasting harmful effect on the survivor/victim.

“Sexual Violence” means any violence, physical or psychological, carried out through sexual means or by targeting sexuality. This includes, but is not limited to, sexual assault, sexual harassment, stalking, indecent exposure, stealthing, voyeurism, degrading sexual imagery, distribution of sexual images or video of a member of the University without their consent, cyber harassment or cyber stalking of a sexual nature or related to a person’s sexual orientation and gender identity and/or presentation.

“Survivor/Victim” means a member of the University who has experienced sexual violence as defined in this Policy.

“Third party” means a person or an entity that provides services to or receives services from the University and/or acts as a partner or collaborator with the University. Examples include but are not limited to: consultants, conference organizers and participants, contractors, research partners and internship partners. Such parties are subject to this Policy as well as other policies (including the [Code](#)) to the extent that processes or recourses are applicable to them.

INTERSECTIONALITY

Sexual violence impacts people of all genders. Sexual violence is overwhelmingly committed against women and gender non-conforming people, and in particular younger people and individuals who experience the intersection of multiple identities such as, but not limited to, Indigenous people, racialized people, trans people and people with disabilities. The University strives to reduce barriers in order to better support survivors/victims in the community. To this end, the support or assistance provided under this Policy shall take into account, as needed and as requested, the different perspectives, voices or circumstances of each survivor/victim.

The University is a diverse community and every effort to address issues of sexual violence must be grounded in an understanding that each person’s experience is impacted by many factors. The University recognizes that a person’s perspective or circumstance (such as national or ethnic origin, sex, sexual orientation, gender identity, age, religion, faith, disability/ability, indigeneity, immigration status, medical condition such as HIV status, language ability, and/or socio-economic factors) could make them more vulnerable to sexual violence and could impact their needs and choices with regard to recourses. Systemic oppression, including but not limited

POLICY REGARDING SEXUAL VIOLENCE

Page 6 of 18

to, sexism, racism, colonialism, ableism, homophobia, and/or transphobia, can manifest into acts of sexual violence, and impact the resources and options a survivor/victim may pursue.

STANDARDS OF BEHAVIOUR

All members of the University, as defined in the [Code](#) may reasonably expect to pursue their work, studies and other activities related to university life in a safe and civil environment. As such, neither the University nor any of its members shall engage or condone any conduct which adversely affects this safe and civil environment or any of its members.

All members of the University are expected to conduct themselves in conformity with the behavioural standards set out in the [Code](#) at all events or activities organized by the University. Student associations also have adopted behavioural rules and guidelines which apply to events and activities including welcoming activities or “frosh” activities organized by their associations.

POLICY

Primary Resource regarding Sexual Violence

1. **Sexual Assault Resource Center (SARC)**. Detailed information about the SARC services and resources can be found at [SARC](#) and can be reached at sarc@concordia.ca.
 - SARC is the primary resource for support and response in the case of sexual violence as well as coordinating all education, training and communication at the University regarding sexual violence as set out in this Policy.
 - In addition, SARC shall maintain relevant records and denormalized statistics for the University pertaining to cases of sexual violence that it responds to under this Policy.
2. **The Standing Committee on Sexual Misconduct and Sexual Violence** is a permanent University committee of students, faculty and staff. Detailed information about the Committee can be found at [The Standing Committee on Sexual Misconduct and Sexual Violence](#) and can be reached at standing-cmt.msuv@concordia.ca.

POLICY REGARDING SEXUAL VIOLENCE

Page 7 of 18

Security and Responding to Sexual Violence

3. [Concordia Security](#) provides support and services to all members of the University, and in particular in cases of sexual violence. Some examples of services provided by Security include:
 - Accompaniment on campus of a student, staff or faculty who has safety concerns;
 - Monitoring and/or implementing no contact orders;
 - Responding or taking reports of any incident of sexual violence and providing support and options to the person reporting.
4. For situations requiring immediate emergency assistance call Security at 514-848-3717 (option 1).
5. For situations requiring support for survivors/victims, call the SARC Coordinator at 514-848-2424 extension 3353 or email at sarc@concordia.ca. The Coordinator will serve as the single point of contact in cases of sexual violence.

Informing SARC

6. Any member of the University could be the first person informed of an incident of sexual violence.

The first person aware of a non-immediate incident of sexual violence should encourage the survivor/victim to contact the [SARC](#).

Any member of faculty and staff who is made aware of an incident of sexual violence is encouraged to contact the SARC in order to:

- Consult with the SARC Coordinator as to how to assist or where to refer the survivor/victim (on an anonymous basis or with the consent of the survivor/victim);
- Debrief regarding the intervention or encounter with the survivor/victim.

Support

7. All members of the University (students and employees) may receive support through the appropriate office if they are affected by any form of sexual violence.

POLICY REGARDING SEXUAL VIOLENCE

Page 8 of 18

Support for Survivors/Victims

8. The [SARC](#) will work with individual survivors/victims in determining their support and/or workplace and academic accommodation needs and assist them in accessing these. The needs of each survivor/victim are different, and the types and forms of support and accommodation made available will be tailored to the survivor/victim's needs on a case-by-case basis.
9. Survivors/victims may access support within the University regardless of when, where and by whom they experienced an incident of sexual violence. Survivors/victims need only to disclose their experience to obtain support and will not be required or pressured to make a complaint in order to receive support.
10. Support and complaint options will be provided to the survivor/victim regardless of the circumstances or context in which the sexual violence occurred (such as the use of drugs or alcohol, or the possibility that the events occurred off University premises).

Support for alleged perpetrators

11. Students facing allegations of sexual violence may be provided with support or referrals from the Dean of Students.
12. In the case of staff or faculty facing such allegations, they may be provided with referrals to the appropriate internal or external resources from Human Resources.

Support for complainants and respondents throughout the process

13. Complainants and respondents will be provided with a contact person throughout the investigation and decision-making processes. Support for student complainants will be facilitated by the Office of Rights and Responsibilities. Support for student respondents will be provided by the Dean of Students. Contact information for staff or faculty complainants or respondents will be provided by Human Resources.
14. A list of support services can be found in Annex 1 of this Policy.

POLICY REGARDING SEXUAL VIOLENCE

Page 9 of 18

The Sexual Assault Response Team

15. The Sexual Assault Response Team (SART), chaired by the SARC Coordinator, is called to meet on an urgent and priority basis in the event of a reported incident of sexual violence and will act together to provide a coordinated and appropriate response. The SART is an ad hoc team composed of the most relevant resources, depending on each case, as determined by the SARC Coordinator and in accordance with the needs and wishes of the survivor/victim. In addition to the SARC Coordinator, the team may include a representative from:
- Security
 - Health Services
 - Office of Rights and Responsibilities
 - Dean of Students
 - Department Chair or Program Director (undergraduate or graduate)
 - Human Resources
 - Residence
 - University Secretariat
 - The Access Centre for Students with Disabilities
 - Office of the Provost
 - or any of their designates
16. The SARC Coordinator, acting as chair of the SART will:
- Act as the lead responder in cases of reported sexual violence and, with the consent of the survivor/victim, shall act as their voice, where needed, at the University;
 - Provide and/or coordinate case management of the file including calling the SART together, as required, and coordinating the University's response and the resources offered;
 - Contact and work with all relevant departments/units to address related internal issues for the survivor/victim (for example: class changes, work assignments, etc.);
 - Where appropriate, provide relevant departments with updates regarding court dates, court conditions, restraining orders and decisions.

POLICY REGARDING SEXUAL VIOLENCE

Page 10 of 18

Internal Collaboration

17. All relevant units contacted by the SARC Coordinator in the application of this Policy are bound to collaborate with the SARC Coordinator and identify and implement all appropriate and reasonable accommodations and/or arrangements in support of the survivor/victim, the whole in accordance with existing policies and procedures.

Accommodation Measures

18. Interim academic, safety and employment accommodation measures can be put in place to secure the parties, to protect a person from retaliation or the threat of retaliation, to address safety concerns and to support the survivor/victim. Once determined, appropriate measures must be offered immediately and put in place no later than 7 calendar days (plus extra days if the end date falls on a statutory holiday) from that date.

Examples of measures available for a student include exam or assignment deferral, class or schedule changes, housing changes, no-contact orders and safety measures that set out where a respondent can or cannot circulate on University premises.

Examples of interim measures for employees include taking precautionary non-disciplinary steps to limit contact between the parties.

19. In all cases the survivor/victim will be provided with information on methods available to facilitate a resolution, the process for filing a complaint, and other available options to address or resolve the matter.

Confidentiality of Disclosures

20. Ensuring confidentiality of disclosures is vital in creating an environment and culture where survivors/victims feel safe to disclose and seek support and accommodation. There are, however, limits to the confidentiality that can be assured under certain circumstances, such as:
 - An individual is judged to be at imminent risk of self-harm or of harming another;
 - Evidence of sexual violence is available in the public realm (for example: video shared publicly on social media);

POLICY REGARDING SEXUAL VIOLENCE

Page 11 of 18

- Reporting or action is required by law (for example: subpoena, a minor at risk of harm).
21. The University reserves the right to initiate an internal investigation and/or inform the police of the need for a criminal investigation, even without the consent of the survivor/victim, if the University believes that the safety of the community is at risk. A decision by the University to initiate an internal investigation and/or pursue other recourses without the consent of the survivor/victim will only be taken in extraordinary circumstances following an assessment by the appropriate University administrators.

Education, Training and Communication

22. The University is committed to promoting a safe environment for its members and visitors. The University will work to eliminate sexual violence through the dissemination of educational material and training for students, faculty and staff. The University through SARC will collaborate with on and off campus partners to develop and deliver an education plan that will include campaigns, training, workshops, online and print resources, programs and events on the topic of sexual violence on campus. These educational initiatives will include issues such as rape culture, consent culture, power dynamics, sexual violence awareness, how to seek support, resources for survivors/victims, resources for first responders and options for disclosing or reporting. These educational initiatives will also include related University policies, guidelines and processes.
23. In order to create an informed culture on sexual violence within the University, the University will employ a variety of methods for training:
- Training methods for students may include information packages, on-line training, workshops and our website;
 - All new incoming students will receive information on this sexual violence Policy, the SARC, and options for training;
 - Mandatory training will be required annually for the following groups as per the [Act](#): faculty, staff, student association representatives and union representatives.

POLICY REGARDING SEXUAL VIOLENCE

Page 12 of 18

24. SARC is responsible for:

- Coordinating education and training communication at the University regarding sexual violence;
- Representing and updating the Standing Committee on Sexual Misconduct and Sexual Violence on training and education initiatives;
- Working with relevant departments to provide education to the University as a whole regarding sexual violence;
- Providing and coordinating information and training related to new issues arising in the field of sexual violence to individuals and departments involved in responding to sexual violence;
- Consulting and collaborating with individuals and groups both on and off campus who provide alcohol education, bystander training and sexual violence and sexual harassment prevention education;
- Providing and coordinating support and education to the University as required around issues related to the survivor/victim, respondent, this Policy and procedures and general information on sexual violence;
- Providing a yearly report to the Special Advisor to the Provost on Campus Life regarding the application of this Policy. Such report shall include data collected and any appropriate recommendations on training and education requirements;
- Coordinating with University Communications Services on awareness campaigns;
- Providing the University with ongoing education and training about sexual violence including information on how to respond to the disclosure of sexual violence.

25. The University encourages students, faculty and staff to regularly review policies, programs and services within the University designed to promote a safe educational and working environment.

Reporting, Making a Complaint and Discipline

26. Survivors/victims of sexual violence have options when deciding where and how to file a complaint in response to an incident or incidents of sexual violence. Note that disclosing is not the same as reporting or making a complaint. Disclosure of an incident of sexual violence for the purposes of support, assistance and/or accommodation is confidential, subject to the limits set out in this Policy. Making a complaint is a choice made by a

POLICY REGARDING SEXUAL VIOLENCE

Page 13 of 18

survivor/victim who wishes to move towards a legal and/or disciplinary process in which anonymity is not possible.

27. Reporting is an option for a witness or any member of the University who may have information and/or a concern about an incident of sexual violence in the community that they wish to bring forward. In these situations, such a report can be made to [Concordia Security](#) and/or a member of faculty or staff, who will receive the report, support the person making the report and determine, in consultation with the appropriate unit, what steps need to be taken.
28. Survivors/victims of sexual violence may choose not to file an internal and/or external complaint. The full range of supports and services outlined in this Policy remain available to the survivor/victim.
29. The SARC Coordinator shall assist survivors/victims in understanding each of these options and in ensuring that they have all the information that they need in order to make a decision on next steps. The SARC Coordinator will accompany members through internal and/or external options as well as assist them in accessing administrative compensation bodies such as the [Indemnisation des victimes d'actes criminels](#) (the "IVAC") which offers compensation to victims of criminal acts. Victims of criminal acts do not have to make internal and/or external complaints to apply for benefits from [IVAC](#).
30. Additional detailed information about options and what to expect for all parties, survivors/victims and respondents, are provided at [SARC](#).

Recourses

31. Members of the University are encouraged to engage with any internal option or recourse they feel is appropriate. The availability of some options will depend on the member status of the survivor/victim and/or the respondent.

Internal options

32. The [Code](#) (when both parties are subject to the jurisdiction of the [Code](#)). Complaints made under the [Code](#) are treated confidentially, subject to the limits of that policy.

POLICY REGARDING SEXUAL VIOLENCE

Page 14 of 18

33. In the case of an allegation against a staff or faculty member, reports/complaints can also be made to the appropriate supervisor, depending on the parties involved, or through a grievance under a collective agreement for unionized employees.
34. Members can also notify [Concordia Security](#) of an incident of sexual violence in order to have on-campus safety concerns addressed and/or be informed about internal and/or external resources such as the [SARC](#). Concordia Security is available 24 hours a day, 7 days a week, including statutory holidays.

External options

35. Members of the University are free to engage with any outside recourse they feel is appropriate. This Policy and the internal complaint process do not prevent and are not intended to limit a member from also reporting sexual violence to the police and pursuing a complaint of sexual violence through the criminal justice system; and/or pursuing civil justice options. This Policy also does not prevent a unionized employee from pursuing a grievance under the collective agreement.

Criminal option

36. Reports/complaints can be made to the police with the goal of pursuing criminal charges under the Criminal Code of Canada.

Civil option

37. Legal resources such as lawyers and legal clinics can help orient survivors/victims as to other external reporting options. Such options may include civil lawsuits against the respondent or other responsible parties.

Processes and Possible Outcomes

38. The processes and outcomes of an internal complaint process vary depending on the status (for example: student or faculty/staff) of the survivor/victim and of the respondent. For example, in the case of students (where both the survivor/victim and the respondent are students) the [Code](#) provides for the possibility of informal resolution if both parties agree, or a complaint. A complaint is heard and decided by a student tribunal as per the

POLICY REGARDING SEXUAL VIOLENCE

Page 15 of 18

[Code](#). In these cases both parties participate in the hearing and receive a copy of the tribunal decision outlining the case, facts and the decision. The [Code](#) provides that if a charge is upheld, a range of sanctions could be imposed. Examples of such sanctions include:

- a written reprimand;
 - placing restricted access conditions (for example: restricted access, noncontact/communication, space and time restrictions) on the respondent while they are on University premises or at University events, the whole subject to the confirmation or modification by the appropriate unit at the University;
 - relevant specified community service at the University or elsewhere of up to 10 hours per week for a specified period of time, which can be modified at the Dean of Student's sole discretion, not exceeding a total number of 60 hours;
 - a recommendation of suspension, subject to confirmation by the Provost and Vice-President, Academic Affairs;
 - a recommendation of expulsion, subject to confirmation by the Provost and Vice-President, Academic Affairs.
39. If the respondent is a faculty or staff member, the applicable processes are set out in collective agreements, employment contracts, policies and laws which provide that the investigation into the allegations may be performed by an internal or an external investigator, and is confidential. The details of the outcome of the investigation cannot be shared due to privacy and confidentiality reasons. In these cases a survivor/victim will be informed when the processes have been carried out. If the complaint is founded, then the appropriate measures will be applied. The range of sanctions includes:
- a letter of concern or warning;
 - suspension;
 - dismissal.
40. Information pertaining to safety concerns can be shared with the complainant. Such information could, for example, include details about the presence, or not, of the respondent in certain buildings at certain times.
41. Complaints regarding sexual violence will normally be processed within 90 days (calendar days except if the last day falls on a statutory holiday in which case it is

POLICY REGARDING SEXUAL VIOLENCE

Page 16 of 18

extended). This delay is subject to modification where the process is governed by employment or collective agreements or applicable law. The delay may be extended due to the needs of the survivor/victim and/or any legal requirement such as a court order.

42. Note that in all cases interim measures designed to ensure the safety of the survivor/victim and the community can be put in place while the applicable processes are taking place. Regardless of whether or not a complaint is filed, the full range of supports and services outlined in this Policy remain available to the survivor/victim.
43. Reprisals against individuals who report an incident or incidents of sexual violence or make a complaint of sexual violence are prohibited and disciplinary action may be taken following retaliation or any attempt to retaliate.

Consensual Romantic or Sexual Relationships between Instructors and Students

44. The foundation of the University's educational mission is the integrity of the instructor-student relationship. As clearly stated in the [Guidelines](#) this relationship vests considerable trust in the instructor, who, in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship can potentially heighten the vulnerability of the student. Students may have difficulty communicating freely that they do not want to be in a romantic or sexual relationship, or that they want the relationship to end, because of concern over the impact such a communication may have on their academic progress. The pedagogical relationship between an instructor and a student must be protected from influences or activities that can interfere with learning and personal development. Engaging in such relationships is a conflict of interest for instructors. Instructors are strongly urged to avoid such relationships. Notwithstanding the foregoing, if a consensual or romantic relationship exists or develops between a student and an instructor, the process outlined in the [Guidelines](#) applies. Disclosure of such a relationship is required and a failure to do so can have disciplinary consequences.
45. The [Guidelines](#) aim to provide guidance solely with respect to consensual romantic or sexual relationships between instructors and students. Any student with a complaint or charge of discrimination or sexual harassment involving an instructor, which may or may not arise from a consensual romantic or sexual relationship, may seek the necessary support at the University as set out in this Policy.

POLICY REGARDING SEXUAL VIOLENCE

Page 17 of 18

Roles and Responsibilities

46. All members of the University are responsible for complying with this Policy and must take steps to make themselves aware of it and participate in any mandatory training and education programs.
47. If an incident is reported or disclosed by a survivor/victim, or a witness or a concerned member, members of the University will refer them to the [SARC](#) or to the [Office of Rights and Responsibilities](#) to ensure that support and options are provided.
48. Any member of the University may make a report to [Concordia Security](#) or to the [Office of Rights and Responsibilities](#) if they witness or become aware of an incident of sexual discrimination, intimidation, harassment and/or assault on campus.

Policy Responsibility and Review

49. The overall responsibility for the implementation and recommended amendments to this Policy shall rest with the Special Advisor to the Provost on Campus Life.
50. This Policy will be reviewed by a committee including representatives from SARC, the University Secretariat, the Office of Rights and Responsibilities and the student body one year after its initial adoption, which shall make any necessary recommendations to the Special Advisor to the Provost on Campus Life.

Approved by the Board of Governors on May 20, 2016 and amended on December 12, 2018.

POLICY REGARDING SEXUAL VIOLENCE

Page 18 of 18

ANNEX 1

Support Services

Sexual Assault Resource Centre (SARC)	https://www.concordia.ca/students/sexual-assault.html
Office of Rights and Responsibilities	http://www.concordia.ca/students/rights.html
Security	https://www.concordia.ca/campus-life/security.html
Dean of Students	http://www.concordia.ca/offices/dean-students.html
Human Resources	https://www.concordia.ca/hr.html
Special Advisor to the Provost on Campus Life	(514) 848-2424 ext. 4754
Centre for Gender Advocacy Peer-to-Peer Support	https://genderadvocacy.org/
CSU Legal Information Clinic	https://www.csu.qc.ca/services/lic/
CSU Student Advocacy Centre	https://www.csu.qc.ca/services/advocacy-centre/
CSU Off-Campus Housing and Job Bank	https://www.csu.qc.ca/services/housing-and-job-bank-hojo/
Employee Assistance Program	http://www.concordia.ca/hr/benefits/eap.html
Montreal Sexual Assault Centre hotline	(514) 933-9007 http://www.cvasm.org/en/