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

Held on Friday, February 19, 2021,
immediately following the Closed Session
via Zoom Video Conferencing

Item		Presenter/s	Action
1.	Call to order	G. Carr	
1.1	Adoption of the Agenda	G. Carr	Approval
1.2	Adoption of December 4, 2020 Minutes	G. Carr	Approval
2.	Business arising from the Minutes not included on the Agenda	G. Carr	
3.	President's remarks	G. Carr	Information
4.	Academic update (US-2021-1-D1)	A. Whitelaw	Information
CONSENT AGENDA		G. Carr	
5.	Committee appointments (US-2021-1-D2)		Approval
6.	Academic Planning and Priorities report (US-2021-1-D3)		Information
7.	Research Committee report (US-2021-1-D4)		Information
8.	Registrar's report on Fall 2020 graduation statistics (US-2021-1-D5)		Information
9.	Academic Programs Committee – Report and recommendations (US-2021-1-D6)		Approval
9.1	Undergraduate curriculum proposal – Faculty of Arts and Science – Liberal Arts College (US-2021-1-D7)		

9.2   Undergraduate curriculum proposal – Gina Cody School of
        Engineering and Computer Science – Department of
        Computer Science and Software Engineering (US-2021-1-
        D8)

9.3   Undergraduate curriculum proposal – Office of the Provost
        – Recognition of SKIL courses under the program title
        Humanities+ (US-2021-1-D9)

9.4   Graduate curriculum proposals – Faculty of Arts and
        Science
9.4.1   Department of Economics (US-2021-1-D10)
9.4.2   Department of Philosophy (US-2021-1-D11)

9.5   Graduate curriculum proposals – Gina Cody School of
        Engineering and Computer Science
9.5.1   MASc and MCompSc programs (US-2021-1-D12)
9.5.2   Department of Computer Science and Software Engineering
        (US-2021-1-D13)

9.6   Graduate curriculum proposals – John Molson School of
        Business
9.6.1   MBA programs (US-2021-1-D14 and D15)
9.6.2   MSc in Management (US-2021-1-D16)

9.7   Graduate curriculum proposal – School of Graduate Studies
        - Graduate Certificate in University Teaching (UNIT) (US-
        2021-1-D17)

REGULAR AGENDA

10.	Presentation on Sustainable Development Goals	A. Whitelaw/ M. Di Grappa/ P. Wood-Adams	Information
11.	Presentation on Equity, Diversity and Inclusion Plan	L. Ostiguy/ L. White	Information
12.	Question period *(maximum - 15 minutes)*		
13.	Other business		
14.	Adjournment	G. Carr	

MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, December 4, 2020, at 2 p.m.
via Zoom Video Conferencing

PRESENT

Voting members: Graham Carr *(Chair)*; Md Foysal Ahmed; Adewunmi Ajike; Ali Akgunduz; Shimon Amir; Nicholas Bailey; Leslie Barker; Guylaine Beaudry; Elizabeth Bloodgood; Catherine Bolton; Sally Cooke; Frank Crooks; Anne-Marie Croteau; Selvadurai Dayanandan; Mourad Debbabi; Alex De Visscher; Effrosyni Diamantoudi; Sri Divya Doppalapudi; Linda Dyer; Mary Esteve; Medhi Farashahi; Elizabeth Fast; Ariela Freedman; Annie Gérin; Vince Graziano; Fiona Harrison-Roberts; Safwan Hye; Hannah Jamet-Lange; Isaiah Joyner; Colin Long; Sarah Mazhero; Christopher Moore; Catherine Mulligan; Helena Osana; Gilles Peslherbe; Duraichelvan Raju; Praneetha Reddy; Pascale Sicotte; Reza Soleymani; Robert Soroka; Ron Stern; Alexander Stojda; Kelly Thompson; Guylaine Vaillancourt; Anne Whitelaw; Paula Wood-Adams; Radu Zmeureanu

Non-voting members: Joanne Beaudoin; Philippe Beauregard; Paul Chesser; Stéphanie de Celles; Michael Di Grappa; Isabel Dunnigan; Nadia Hardy; Tom Hughes; Candace Jacobs; Frederica Jacobs

Also attending: Sandra Gabriele; Megan Marcoux

ABSENT

Voting members: Matthew Barker; Christopher Brett; James Hanna; Samantha Leger; Virginia Penhune; Natalia Whiteley

Non-voting members: Denis Cossette

1.   Call to order

The meeting was called to order at 2:05 p.m.

1.1   Adoption of the Agenda

R-2020-7-1   *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2 Adoption of November 13, 2020 Minutes

R-2020-7-2   *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of November 13, 2020.*

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

The President's remarks are summarized as follows:

- He congratulated the 1,831 graduates recognized on November 19 as part of CU Celebrate.

- Concordia's Centraide Campaign raised an all-time record of $204,000, surpassing our goal of $170,000. Centraide supports more than half a million people in the Montreal area through 350 agencies and projects.

- The Applied Science Hub on the Loyola Campus was officially inaugurated on December 1 via a virtual opening ceremony. He thanked the staff and faculty involved in planning and organizing of the event. The approximately 250 guests and many more on Facebook Live were given a virtual tour of the LEED adherent facilities.

- The Next-Generation Cities Institute was launched on November 26. Co-directed by Ursula Eicker (Canada Excellence Research Chair in Smart, Sustainable and Resilient Communities and Cities) and Carmela Cucuzzella (Concordia University Research Chair in Integrated Design, Ecology and Sustainability for the Built Environment), the institute combines over 200 researchers within 14 university research centres.

- Vanessa Mardirossian represented Concordia at the 2020 *Ma thèse en 180 secondes* competition, the French version of the internationally popular Three Minute Thesis competition. She finished third for her presentation "*Des couleurs saines pour un corps sain.*"

- The John Molson School of Business signed a partnership with Ivey Publishing to write, publish and distribute business cases written by the John Molson community to schools around the world.

- Distinguished chemistry and biomolecular sciences professor Howard Alper, a Concordia alumnus, was promoted to the rank of Companion within the Order of Canada, while Françoise Bertrand, a member of the Board of Governors, was appointed a Commander of the Order of Montreal.

4. Academic update (US-2020-6-D1)

Dr. Whitelaw had no additional comments to her written report.

5. Committee appointments (US-2020-7-D2)

_R-2020-7-3_   _That the committee appointments be approved._

6. Academic Programs Committee – Report and recommendations (US-2020-7-D3)

6.1 Undergraduate curriculum proposal – Faculty of Arts and Science – Simone de Beauvoir Institute (US-2020-7-D4)

_R-2020-7-4_   _That the undergraduate curriculum proposal in the Faculty of Arts and Science be approved._

6.2 Undergraduate curriculum proposal – Faculty of Fine Arts – Mel Hoppeheim School of Cinema (US-2020-7-D5)

_R-2020-7-5_   _That the undergraduate curriculum proposal in the Faculty of Fine Arts be approved._

6.3 Undergraduate curriculum proposals – John Molson School of Business
6.3.1 Addition of C.Edge Option to B. Comm (US-2020-7-D6)
6.3.2 Honours in Management (US-2020-7-D7)
6.3.3 Supply Chain Project (US-2020-7-D8)

_R-2020-7-6_   _That the undergraduate curriculum proposals in the John Molson School of Business be approved._

6.4 Graduate curriculum proposals – Faculty of Arts and Science
6.4.1 Department of Economics (US-2020-7-D9)
6.4.2 Department of Religions and Cultures (US-2020-7-D10)

_R-2020-7-7_   _That the graduate curriculum proposals in the Faculty of Arts and Science be approved._

7. Library Committee report (US-202-7-D11)

This report was provided for information purposes.

8. **Undergraduate curriculum proposal – Office of the Provost – Introduction of new University Skills courses** (US-2020-7-D12)

Dr. Gabriele presented the highlights of this new proposal, developed in collaboration with Concordia's FutureReady program of the Student Success Centre and the Future Skills Innovation Network (FUSION), a pan-Canadian initiative to develop innovative approaches to skills development led by Concordia in collaboration with five other universities.

This objective of this proposal is to address areas where there are gaps for students in workplace-ready skills. The new series of work-integrated learning courses includes four 0-credit courses: digital skills, professional skills and placement skills, 16.5 hours each, together with 400 hours of work-integrated experience. These courses will be built for the various clusters of disciplines that share common program outcomes, focused on addressing the transition from the University into the workforce. While we are starting with Humanities, this slate of courses would eventually be expanded to offer complementary skills for students in business programs, fine arts programs, etc.

Dr. Whitelaw commented that this initiative is exciting because it ties into Concordia's aim to provide every graduating student with an experiential learning opportunity by 2025.

In response to questions, the following information was provided:

➢ These courses will be reflected on the transcript.
➢ Students can enroll in this program through SIS.
➢ The program is aimed at current undergraduate students for the moment.
➢ There is no GPA requirement.
➢ This program does not conflict or compete with the Coop program, because it is currently targeting students enrolled in programs that do not have a coop option.
➢ Students need to be registered in a program to enroll in the University Skills+ program, and there is no additional cost.
➢ This program is scheduled to begin in February 2021.
➢ There is currently a capacity of 20 to 30 students per year but there is capacity to grow.
➢ Discussions are ongoing regarding a similar program at the graduate level.

R-2020-7-8   *Upon motion duly moved and seconded, it was unanimously resolved that the undergraduate curriculum proposal in the Office of the Provost regarding the new University Skills courses be approved.*

9. **Question period**

Ms. Harrison-Roberts commented that the anonymous feedback is a great idea and wondered how that feedback can be incorporated into the system. Dr. Whitelaw

answered that the mechanism to get the feedback on courses is to provide same to the Department Chairs. This will inform the development of the classes for the next term.

10.   Other business

There was no other business to bring before the meeting.

11.   Adjournment

The meeting adjourned at 2:46 p.m.

Danielle Tessier
Secretary of Senate

Internal Memorandum

To:	Members of Senate
From:	Anne Whitelaw, Interim Provost and Vice-President, Academic
Date:	February 11, 2021
Re:	Academic Update

A lot has happened since the last Senate. The government announced a curfew a few days prior to returning to campus after the winter break and the first order of business was to implement a system to allow faculty and students to circulate after curfew to continue their research, studio and lab work. More recently, the government announced a gradual return to university campuses beginning on February 8th. Universities are given autonomy to plan these activities in accordance with their specific needs and physical locations. For Concordia, this means that our current ways of teaching, studying, and working remain unchanged to avoid any further disruptions. We are planning ways to give students more opportunities to use designated campus spaces to relieve the social isolation they may be feeling, and to undertake many of the activities that make the Concordia experience so positive. More on that soon.

The Office of Indigenous Directions is pleased to announce the launch of Pîkiskwêtân, a new learning series featuring workshops designed to help the Concordia community gain a better understanding of the experiences, perspectives and cultural diversity of the Indigenous Peoples of Canada. *Pîkiskwêtân* is a Cree word that means "let's talk". It reflects the vision behind the Indigenous Directions Learning Series as a safe space to foster discussion and engage participants in reflecting on and sharing their experiences living and working alongside Indigenous peoples.

Pîkiskwêtân is intended for members of the Concordia community who wish to acquire the necessary skills and knowledge to work effectively with members of the Indigenous community and provide culturally safe services to Indigenous students. The Office of Indigenous Directions is pleased to partner with Concordia Libraries to provide participants with resources to explore Indigenous issues further. A schedule of workshops for the Winter semester as well as registration information will soon be available.

The Beat the Odds Program supports those most likely to encounter barriers to employment and career advancement. Offered by Concordia's Experiential Learning Office, the program helps foster greater equity among students who will benefit most from a paid professional experience in their field of study. This semester, they are funding 32 internships for underserved students (each are between 70 to 560 hours in duration and valued at 900 to 6000 dollars per student).

Homeroom, a year-long virtual program to support new undergraduate students by creating a dedicated time and space to make new friends, navigate their university experience together and co-develop new skills, has started its second semester of programming and mentorship. Facilitated by Student Services, Residence Life and Recreation and Athletics, the program runs weekly with students in groups (pods) of 15-20 led by trained upper-year Student Facilitators. In Fall, 391 students from all four Faculties completed the full semester. 510 were involved overall. One new pod will be added for Winter, with 65 new students integrated into existing pods. Winter training for student staff included Indigenous awareness and managing difficult conversations. Homeroom was designed to increase new student success through connection to peers and the institution and to encourage a proactive approach to studies and student life;

feedback from the first semester shows our goals of breaking isolation and disengagement being met and much additional value being reported by students.

The Student Service Station is a weekly live Q&A on Zoom where students can drop in and ask questions to staff members from diverse Concordia units. Every service or department present has a breakout room dedicated to their unit where they can host students who have specific questions. The philosophy and goals of the Student Service Station are to provide a human connection and friendly face for students, to give detailed answers to student questions and prevent them from getting bounced around, and to learn from each other, as staff.

GradProSkills, Concordia's graduate professional development program, had an active online Fall term. One-hundred and thirty (130) workshops were offered and reached enrollment of 3758 participants. While fewer unique students enrolled in GradProSkills in the Fall term, the 1100 (approximate) active students took on average 3.3 workshops, recognizing that the pandemic is a chance to focus on one's professional and academic development. GradProSkills also added a new service, weekly meetups on Zoom for graduate students to write, code and chat together - helping break the isolation of studying from home.

December at 4TH SPACE began with the first virtual Graduate Student Town Hall which brought together hundreds of students, mostly international. This event was followed by three events showcasing major partnerships: an international collaboration between COHDS and l'Université Bordeaux brought together Rwandan community members, academics and museum professionals for "L'Atlas des Récits de vie Rwandais : Cartographier les récits pour mieux les écouter"; a partnership event with CityStudio Montreal and the Experiential Learning Office highlighted the "winning" projects developed in-class to address ongoing city challenges; and, the first two episodes in a collaborative podcast event series entitled "Black Perspectives live at Concordia" were launched with the Black Perspectives Office, in tandem with the 4TH SPACE Concordia University podcast channel: https://soundcloud.com/cu4thspace

With courses delivered online for 2020-21, Concordia University has undertaken to adapt the CityStudio Montreal program to the urban issues highlighted by the pandemic. Using an experiential learning approach, CityStudio Montreal provides an opportunity for students to research, develop, and prototype solutions to real-world challenges. Some key outcomes include:

- Over 300 students have worked on urban challenges since September 2019
- Fifteen Concordia University courses have been connected to urban challenges, including nine adapted to an online format for this academic year
- Twenty-two Montreal City Staff participate by providing their expertise on an urban challenge
- During the Fall 2020 semester, twenty student-led projects were developed to address Solidarity behaviors, mitigate Heat Island effects, assess large urban development and increase public spaces

Taking a deep-dive into "Consumer Behaviour," in mid-November, 4TH SPACE collaborated with over 200 JMSB students and their instructors to develop an eight-part breakfast webinar series spotlighting undergraduate research. This foray into consumer trends as affected by the pandemic, will be further examined in Part 2 of this series, in mid-April 2021.

Committed to providing students and community members with extra-curricular activities to compliment research and teaching-focused events, 4TH SPACE is running ten workshop series this winter to occupy the hands and mind while fostering community.

The Concordia Library Researcher-in-Residence 2021-2022 call for applicants is now open. The program was created to promote the conduct of research in the library and the use of research by practitioners. The program offers the opportunity for librarians, archivists, scholars, or doctoral students to focus on an area of inquiry in a supportive and enriching environment, and to interact with Concordia Library staff and resources. The call closes March 19th, 2021.

The call for applicants for the Indigenous student librarian is now open. The program offers the opportunity for an Indigenous student to work part-time as a student librarian (or archivist) at Concordia Library, while pursuing a master's degree in information studies at either McGill or Université de Montréal. This initiative, led by Concordia University Library, is a partnership between three universities: Concordia, McGill University, and Université de Montréal.

Twenty years ago, Concordia's Department of Music officially launched the Electroacoustic Studies program. The anniversary was celebrated last November with the announcement of the Kevin Austin Award. The award is a $35,000 contribution towards the Faculty of Fine Arts and the Campaign for Concordia: Next Gen. Now. Many alumni, faculty and friends in the music community joined Professor Austin to contribute to this new award, including a significant donation from alumnus Richard Reed Parry (BFA 03) of Arcade Fire. Austin has been a tireless supporter of electroacoustic students; over the last 35 years, he has funded 11 distinct student awards at Concordia and his gifts have helped more than 70 students.

In June 2020, the Ordre des comptables professionnels agréés du Québec re-accredited the 30-credit John Molson Graduate Diploma in Chartered Professional Accountancy, until June of 2025. However, the official letter attesting this re-accreditation was only received in December of 2020, so no announcements were made until now. We wish to thank Eva Lagou, Lecturer, Accountancy and Director of Graduate Diploma in Chartered Professional Accountancy for all her efforts to ensure that the CPA programs remains competitive and up-to-date, and for spearheading the re-accreditation process with the Ordre.

A video featuring the department of Chemistry and Biochemistry's at-home 'chem kits' has won a CASE District I Excellence Award, Bronze category, in the one-time-only 'Pivot' awards category. This record-breaking video received widespread media coverage, reaching an audience of millions. It highlighted the creative ways in which our staff and faculty have been adjusting their teaching methods to deliver next-generation educational experiences to our undergraduate students during the pandemic.

The Department of Psychology is putting together a series of short videos which will feature its experts discussing various topics related to mental health that may be more prevalent during the pandemic, such as stress and depression. While not intended to replace therapy, it is hoped these videos will be a useful resource to staff, students and faculty during the Winter term. Links to the videos will also be placed on the Concordia Wellness hub and other student services websites.

Concordia's John Molson School of Business, in partnership with Mitacs, launched its first-ever Business Strategy Internship (BSI) program for undergraduate and graduate students this fall. The program was structured to allow participants to undertake a strategic analysis of an organization to help them restore or modify operations in a new business environment disrupted by the COVID-19 pandemic. Mitacs is a

national not-for-profit organization that works with companies, government organizations and universities to support industrial and social innovation in Canada. Throughout the project, Mitacs provided online professional development opportunities to students. Those selected were awarded $10,000 to undertake a four-month strategic project with a for-profit or not-for-profit Canadian organization, specifically aiming at improving its organizational health following the impacts of the pandemic.

Concordia's John Molson Executive Centre has launched a Real Estate Management Certification in partnership with the Urban Development Institute of Quebec (UDI) and the university's new Jonathan Wener Centre for Real Estate. The program will help participants develop the management skills required by professionals in the real estate field who wish to advance their careers. Founded in 1987, the UDI is an independent, non-profit organization that brings together major institutional owners, important real estate developers and managers, as well as industry professionals and companies working in related sectors. It is the largest representative of the commercial real estate industry in Quebec. The new certification also offers continuing education credits approved by the Organisme d'autoréglementation du courtage immobilier du Québec (OACIQ), the province's real estate brokerage authority.

Indigenous artists with close connections to Concordia are behind daphne, Quebec's first Indigenous artist-run centre set to open in Tiohtià:ke/Mooniyang/Montreal in 2021. Co-founders Hannah Claus and Nadia Myre (MFA 02), are both assistant professors in studio arts and alumna Skawennati (BFA 92, GrDip 96) is co-founder and co-director of Aboriginal Territories in Cyberspace. The non-profit art centre will serve the needs of emerging, mid-career and established Indigenous artists through exhibitions and associated programming, workshops, residencies and curatorial initiatives. Lori Beavis (MA 06, PhD 16) is daphne's executive director.

To celebrate the 20th anniversary of the renaming of the John Molson School of Business, the faculty is hosting a series of speaking events (four in total). Each presentation in this series highlights one of the four research clusters at the business school. The second one took place on Thursday, February 4th, and was titled (In)Decent Exposure: Does successful entrepreneurship always equal increased growth and visibility? The research cluster highlighted is Innovation and Entrepreneurship, and will welcome Joel Bothello, Assistant Professor, Concordia's Department of Management and Concordia University Research Chair in Resilience and Institutions, and Johannes Kau, President, Mobilia. The moderator will be Pierre-Yann Dolbec, Assistant Professor, Department of Marketing.

With the support of Hospitality Concordia, the School of Graduate Studies hosted the 7th Annual Postdoctoral Career Conference. This four-day online conference for Quebec's Postdoctoral community offered three panel discussions on industrial, academic and entrepreneurial career paths as well as multiple workshops on career planning, communications and immigration. This annual event is an example of inter-university collaboration and an important contribution to the development of postdoctoral fellows and research communities in Quebec. Over 415 Postdocs from eight universities registered for the event and will be able to access the recordings for two months. This was the first year this event was offered online.

The Department of English's popular literary speaker series Writers Read is kicking off its new season. Founded and directed by Sina Queyras, professor in the Department of English, the new season welcomes three undergraduate students to the programming and promotional team. Speakers will be announced soon.

On January 12th, PERFORM welcomed 195 zoom attendees at its colloquium on, "Sleep and circadian factors in health and disease" with Sarah Chellappa, MD, PhD, Associate Neuroscientist Harvard Medical School.

Milieux held the following research-creation activities:

- Alice Jarry, faculty member in the Textiles and Materiality cluster, is working on a bioplastics project for a large event at the Pompidiou Center in Paris, France at the end of January.
- Chris Salter, Associate Director, curated an online exhibit "Sensory Orders," along with Erik Adigard that's on at the Laznia Center for Contemporary Art in Poland.
- 11 undergraduates were awarded a fellowship at Milieux that will include $500, access to Milieux space (subject to Covid restrictions), and the opportunity to share their work with the Milieux community during a Pecha-Kucha event in February.
- The machine agencies research group led by Fenwick McKelvey (faculty member in the Media History cluster) finished a virtual speaker series on AI and governance that attracted over 500 attendees across four talks from September through December.

The 2021 edition of *The Economist's* annual Which MBA? survey has ranked the John Molson MBA program 68th in the world, which is its highest placement to date in the survey and up from 91st in 2019. The program also placed 4th in Canada. The program's top marks were for its ability to open new career opportunities. *The Economist* ranked the John Molson MBA 26th globally and number two in Canada in that category.

Artist Jenny Lin is co-winner of the prestigious Prix Powerhouse 2020, presented annually by La Centrale Galerie Powerhouse. Lin received her MFA from Concordia in 2001 and is currently an award-winning part time professor in our Print Media Program. She works with experimental narrative and autobiographical fiction, primarily in the form of print-based installations, artists' books and zines. Her practice also extends to video, web-based and augmented reality projects. This biennial prize recognizes and celebrates the work of women and gender minorities in the mid-stage of their careers. Lin will receive $5,000 and will present her work in the gallery's vitrine.

Recent MFA Painting and Drawing grad James Gardner has won the 2020 Nancy Petry Award. The $10,000 award, one of Canada's top painting awards, will allow him to travel to Europe for two months, where he plans to stay in Greece, Italy and Ireland to further develop his ideas about the intersection between "Western esotericism" and image making.

Francesca Scala (Political Science) received a SSHRC Partnership Engage grant of $20,270 for her project entitled, "Covid-19: Perceptions of Time and Well-Being during the Covid-19 Pandemic: An Analysis of Social Media Sites in Canada and Israel".

Mamoun Medraj (Mechanical, Industrial and Aerospace Engineering) is leading a four-year collaborative research project funded by Safran Landing Systems Canada and NSERC entitled, "Development of a non-destructive technique for the detection of hydrogen embrittlement in landing gears". Together with *l'École de Technologie Supérieure*, the project aims to develop a non-destructive technique for the detection of hydrogen embrittlement, in turn reducing the risk of costly failures of landing gear systems. The project is valued at $575,588.

The research of Marc-André Argentino, Public Scholar and PhD student in the INDI program, has gained increasing visibility in recent weeks. His research explores online extremism with a focus on QAnon, the popular conspiracy movement most recently credited for the recent upheaval in Washington, D.C. A frequent contributor to *The Conversation*, Marc-Andre and his research have been cited in major publications all over the world in recent months, and he has been interviewed on many podcasts and radio shows. Since January 6th, he has contributed to pieces in *The Conversation*, *VICE* and *The New York Times*, among others.

Erica Pimentel, Public Scholar and PhD student in the John Molson School of Business, has received recognition for her research into the changing nature of work in a digitized, tech-reliant environment. She has been featured in *The Conversation* and other national publications and is currently working on a piece for the *Wall Street Journal*.

Five Canada Research Chairs were renewed for a second term:

- Christian Moreau (Mechanical, Industrial and Aerospace Engineering) NSERC Tier 1 in Thermal Spray and Surface Engineering
- Malcolm Whiteway (Biology) NSERC Tier 1 in Microbial Genomics
- Nathan Brown (English) SSHRC Tier 2 in Poetics
- Joshua Neves (Mel Hoppenheim School of Cinema) SSHRC Tier 2 in Global Emergent Media
- Krzysztof Skonieczny (Electrical and Computer Engineering) NSERC Tier 2 in Aerospace Robotics

The Library continues to offer emergency services during the lockdown: contactless book pick-up, article/chapter scan and delivery, and interlibrary loans. Both Webster Library and Vanier Library offer study space for students, by reservation, all week. Also available is the Ask a Librarian service (including chat and email reference, and a virtual reference desk on Zoom, and individual consultations with librarians. Given the curfew, the reading rooms will be open from 8:30 a.m. to 7:30 p.m. Monday through Friday, and 10 a.m. to 5 p.m. Saturday and Sunday.

The Library Service Fund Committee, a collaboration between the Concordia Student Union and the Library, has created a one-time Textbook Bursary Program for undergraduate students to offset the cost of course material this semester. As the Library's course reserves rooms are currently closed, print items from the course reserves collection cannot be borrowed at this time. The Library is working with the Financial Aid & Awards Office to manage the program. The bursary provides one-time assistance of $250 for the purchase of textbooks or e-textbooks. It is estimated that approximately 400 bursaries will be awarded when the bursary application period closes, February 11th.

And finally, the Library Special Collections reopened for research on January 19th to members of the Concordia University community (students, faculty, and staff). The reading room is open by appointment 3 days per week (Tuesday to Thursday) for 2 separate shifts (9 a.m. to 12 p.m. and 1 p.m. to 4 p.m.). In order to ensure proper distancing, only one researcher will be able to reserve a space in the reading room at a time. For more information about making an appointment in Special Collections, please consult the Special Collections page on the Library website.

A big thank you to all the members of the community who have contributed to this Academic Update to Senate, and of course to all our faculty, staff and students who continue to work hard to make Concordia an exciting place to work, think and learn.

COMMITTEE APPOINTMENTS

Committee	**Appointee**	**Term**
Library	Colin Long (CSU)	Winter 2021
Special Graduation Awards	Debra Irabor (CSU)	Winter 2021

Appointments requiring Senate ratification	**Appointee**	**Term**
Student Tribunal Pool	Sedda Djaoud (CSU)	2021/2022
	Nick Spicer (GSA)	2021/2022
	Jose Tornes (CSU)	2021/2022

February 11, 2021

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
REPORT TO SENATE
Dr. Anne Whitelaw
February 19, 2021**

The Academic Planning and Priorities Committee met on December 10, 2020.

The Academic Planning and Priorities committee (APPC) met on December 10, 2020. Ms. Julie Johnston, University Curriculum Administrator, joined the meeting to discuss the findings of research into alternate grading policies at Canadian universities undertaken at the request of the Provost. Dr. Whitelaw explained that having a pass/fail or successful/unsuccessful notation in the Academic Calendar would allow Concordia more flexibility with respect to assessing student learning outcomes. The existence of a non-graded notation would allow the University to support student experimentation and curiosity in their learning journey by allowing them to take courses outside their core program requirements with no impact on the GPA. On the President's recommendation, APPC will undertake a review of such notations and make a recommendation to Senate. The committee reviewed the research findings and discussed various approaches at other universities. The APPC will continue to review this mandate at its next meeting.

RESEARCH COMMITTEE
REPORT TO SENATE
Dr. Paula Wood-Adams (Chair)
February 19, 2021

Meeting of December 11, 2020

1. **Equity, Diversity and Inclusion (EDI) Action Plan for the Canada Research Chairs (CRC) Program – for information**

    A presentation by the Associate Vice-President Research, Development and Outreach – Dr. Monica Mulrennan and Dr. Eli Friedman (Associate Advisor, Institutional Research Initiatives) - on the implementation of the approved EDI Action Plan (Senate-approved April 2020) resulted in a fruitful discussion about next steps and what will be needed to fully implement the Plan – specifically the Action items listed in the Plan – which for the most part will require the collaboration of multiple university departments/sectors. The Senate Research Committee will play an important role in overseeing this implementation and other aspects of the Plan.

    The OVPRGS is also hiring an EDI consultant who will be auditing Concordia's processes and practices in relation to hiring of persons with disabilities for the Canada Research Chair Program ("**CRCP**"), and preparing a guidelines document for best practices.

    The OVPRGS will keep the University community informed of new developments through Town Halls, Faculty Councils, and 4th Space activities.

2. **Procedures and Guidelines for Research Chairs (VPRGS-7) – for information**

    A presentation by the Associate Vice-President Research, Strategic Initiatives and Partnerships – Dr. Justin Powlowski – on revisions made to the Procedures and Guidelines for Research Chairs (now posted on the website at https://www.concordia.ca/content/dam/concordia/offices/vprgs/docs/ProceduresGuidelinesResearchChairs.pdf) was brought for discussion. For the most part, members expressed favourable opinions of the changes made and there was additional discussion about other possible changes in the future. In the coming term the associated Policy for Research Chairs (VPRGS-7), last modified in 2013, will be revised and presented to the SRC. In particular, elements of Concordia's Equity, Diversity and Inclusion (EDI) Action Plan will be integrated into the Policy on Research Chairs and accompanying documents.

FALL 2020 GRADUATION STATISTICS

Fall 2020 Graduation Statistics Summary

Fall 2020

A total of 1836 degrees, diplomas and certificates were awarded in Fall 2020. 48% of these were at the undergraduate level and 52% at the graduate level.

At the undergraduate level, male students made up 47% of the student population and females 53%.

At the graduate level, male students make up 56% of the student population and females 44%.

Combined, males made up 52% and females 48% of total graduates.

The greatest increase in a given degree in 2020 was Master of Engineering.

The only Faculty to have fewer graduates than in 2019 was the Faculty of Arts with an almost 6% decrease, primarily with Bachelor of Arts, and Graduate Diplomas.

The Faculty of Fine Arts has the smallest number of graduates, but the largest percentage increase with over 10% more graduates compared to 2019.

Fall 2020 Graduation Statistics Summary
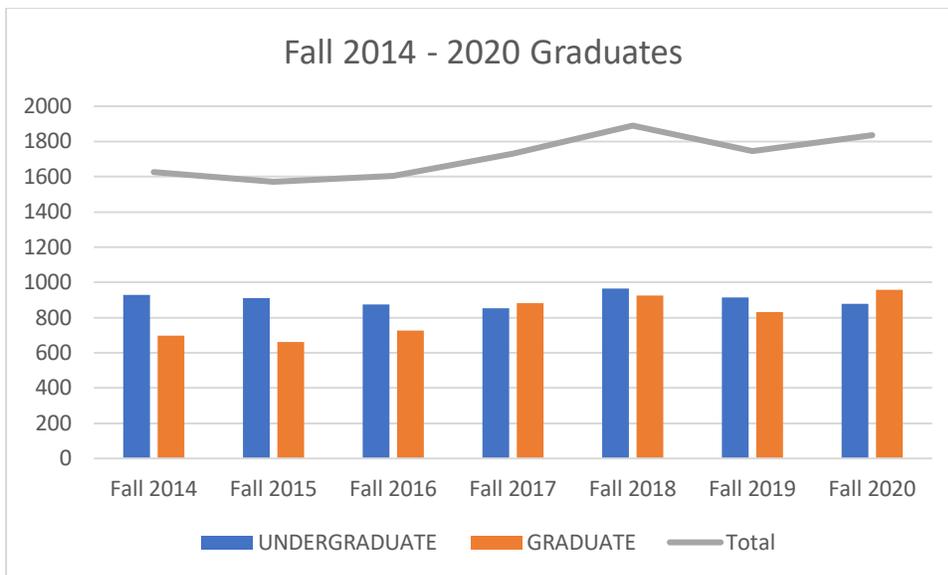
Fall 2020 Reports Table of Contents

Degree Statistics Final
Fall 2020 Graduation
2020-12-21

	Male	Female	Total
Faculty of Arts & Science	**214**	**386**	**600**
Graduate	76	143	219
Certificate - Graduate	1	1	2
Diploma - Graduate	5	17	22
Doctor of Philosophy	14	13	27
Master of Arts	41	81	122
Master of Arts - COOPs	0	1	1
Master of Science	15	26	41
Masters of Environment	0	4	4
Undergraduate	138	243	381
Bachelor of Arts	105	191	296
Bachelor of Arts - COOPs	2	1	3
Bachelor of Education	1	3	4
Bachelor of Science	26	35	61
Bachelor of Science - COOPs	0	4	4
Certificate - Undergraduate	4	9	13
Faculty of Fine Arts	**57**	**122**	**179**
Graduate	24	59	83
Diploma - Graduate	2	9	11
Doctor of Philosophy	2	1	3
Master of Arts	13	44	57
Master of Design	1	2	3
Master of Fine Arts	6	3	9
Undergraduate	33	63	96
Bachelor of Fine Arts	33	63	96
Gina Cody School	**447**	**172**	**619**
Graduate	370	154	524
Certificate - Graduate	1	1	2
Diploma - Graduate	18	8	26
Doctor of Philosophy	15	8	23
Master of Applied Comp Science	27	9	36
Master of Applied Science	38	22	60
Master of Computer Science	8	2	10
Master of Engineering	263	104	367
Undergraduate	77	18	95
Bachelor of Comp Sc - COOPs	4	1	5
Bachelor of Computer Science	23	5	28
Bachelor of Engineering	40	11	51
Bachelor of Engineering-COOPs	9	1	10
Certificate - Undergraduate	1	0	1

John Molson School of Business	232	205	437
Graduate	69	62	131
Certificate - Graduate	4	3	7
Diploma - Graduate	23	25	48
Doctor of Philosophy	6	5	11
Master of Bus. Admin - COOPs	12	2	14
Master of Business Admin	14	10	24
Master of Science	8	16	24
Master of Supply Chain Mgmt	2	1	3
Undergraduate	163	143	306
Bachelor of Administration	2	3	5
Bachelor of Commerce	143	128	271
Bachelor of Commerce - COOPs	17	9	26
Certificate - Undergraduate	1	3	4
School of Extended Learning	1	0	1
Undergraduate	1	0	1
Compl Univ Credit Certificate	1	0	1
	951	885	1836

Fall 2020 Historical Graduation Statistics – Summary
2020-12-21

Expected Grad. Term	2141	2144	2151	2154	2161	2164	2171	2174	2181	2184	2191	2194	2201
Convocation in	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
GRADUATE	**698**	**1121**	**661**	**1245**	**727**	**1146**	**880**	**1260**	**926**	**1456**	**832**	**1569**	**957**
Faculty of Arts & Science	200	267	214	299	232	263	243	262	232	299	213	282	219
Certificate - Graduate	0	0	0	1	0	0	1	1	0	0	0	2	2
Diploma - Graduate	22	52	38	67	41	47	64	59	46	44	44	42	22
Master of Arts	111	151	108	163	112	153	122	140	105	181	115	158	122
Master of Arts - COOPs	1	1	0	1	2	2	0	0	2	1	0	0	1
Masters of Environment	5	6	6	11	3	13	5	13	7	11	4	9	4
Master of Science	30	23	26	33	32	22	29	25	40	23	27	28	41
Master of Teaching of Math	1	1	2	4	0	1	1	7	1	1	0	0	0
Doctor of Philosophy	30	33	34	19	42	25	21	17	31	38	23	43	27
Faculty of Fine Arts	62	58	70	73	70	87	64	67	67	68	75	66	83
Certificate - Graduate	20	1	17	2	6	2	0	0	0	0	0	0	0
Diploma - Graduate	0	0	0	0	9	1	15	0	8	0	13	0	11
Master of Arts	28	23	38	36	43	39	40	29	44	21	48	33	57
Master of Design	0	0	0	0	0	0	0	0	3	2	0	3	3
Master of Fine Arts	8	26	13	27	3	35	5	33	7	32	7	19	9
Doctor of Philosophy	6	8	2	8	9	10	4	5	5	13	7	11	3
Gina Cody School	302	547	275	623	356	605	330	658	464	808	437	898	524
Certificate - Graduate	2	8	3	13	6	6	4	14	5	5	4	4	2
Diploma - Graduate	6	8	5	7	17	12	16	16	26	3	15	8	26
Master of Applied Comp Science	11	35	7	36	10	31	10	39	14	60	38	85	36
Master of Applied Science	55	67	48	65	52	69	43	54	73	78	53	86	60
Master of App. Science - COOPs	1	0	1	0	0	1	0	0	0	0	0	0	0
Master of Computer Science	8	12	10	15	7	6	8	7	7	14	15	18	10
Master of Engineering	182	380	171	440	227	441	228	478	294	601	284	645	367
Master of Science	0	0	0	1	0	0	0	0	0	0	0	0	0
Doctor of Philosophy	37	37	30	46	37	39	21	50	45	47	28	52	23
John Molson School of Business	134	249	102	250	69	191	243	273	163	281	107	323	131
Certificate - Graduate	10	32	16	41	6	25	3	34	13	29	9	18	7
Diploma - Graduate	82	61	25	55	19	55	110	79	106	106	28	137	48
Master of Business Admin	19	119	34	120	23	74	104	112	20	105	20	116	24
Master of Bus. Admin - COOPs	8	5	3	6	6	7	6	19	9	8	21	20	14
Master of Science	11	25	21	25	7	26	14	19	14	25	27	24	24
Master of Supply Chain Mgmt	0	0	0	0	0	0	0	1	0	1	0	2	3
Doctor of Philosophy	4	7	3	3	8	4	6	9	1	7	2	6	11
Total Graduate	**698**	**1121**	**661**	**1245**	**727**	**1146**	**880**	**1260**	**926**	**1456**	**832**	**1569**	**957**

Graduation Statistics – Summary
2020-12-21

Expected Grad. Term Convocation in	2141 Fall 2014	2144 Spring 2015	2151 Fall 2015	2154 Spring 2016	2161 Fall 2016	2164 Spring 2017	2171 Fall 2017	2174 Spring 2018	2181 Fall 2018	2184 Spring 2019	2191 Fall 2019	2194 Spring 2020	2201 Fall 2020
UNDERGRADUATE	929	4208	910	4305	876	4347	852	4490	964	4493	915	4716	879
Faculty of Arts & Science	442	2023	431	1986	396	2024	378	2076	407	1975	424	2171	381
Bachelor of Arts	363	1612	347	1616	295	1583	289	1586	307	1525	322	1690	296
Bachelor of Arts - COOPs	0	9	1	11	5	11	1	11	3	19	3	21	3
Bachelor of Education	7	36	4	25	7	16	2	41	5	39	5	46	4
Bachelor of Science	55	321	62	281	70	366	71	395	77	351	81	363	61
Bachelor of Science - COOPs	0	15	0	11	1	14	1	19	0	22	2	21	4
Certificate - Undergraduate	17	30	17	42	18	34	14	24	15	19	11	30	13
Faculty of Fine Arts	107	419	105	487	83	511	76	471	97	501	87	489	96
Bachelor of Fine Arts	106	419	104	481	82	507	76	467	97	501	87	489	96
Bachelor of Fine Arts - COOPs	1	0	1	6	1	4	0	4	0	0	0	0	0
Gina Cody School	38	554	45	502	66	550	73	665	80	708	85	765	95
Bachelor of Computer Science	8	86	11	66	16	98	14	90	21	106	24	127	28
Bachelor of Comp Sc - COOPs	3	9	3	12	1	8	3	14	4	9	4	17	5
Bachelor of Engineering	22	383	28	354	41	361	44	452	50	464	50	476	51
Bachelor of Engineering-COOPs	5	76	3	69	8	83	12	108	5	129	7	144	10
Certificate - Undergraduate	0	0	0	1	0	0	0	1	0	0	0	1	1
John Molson School of Business	329	1180	326	1279	324	1258	324	1277	379	1309	319	1291	306
Bachelor of Administration	32	87	30	82	16	57	17	25	5	15	3	20	5
Bachelor of Commerce - COOPs	28	92	24	101	24	106	26	112	25	102	24	131	26
Bachelor of Commerce	257	989	270	1086	277	1080	275	1128	342	1180	285	1123	271
Certificate - Undergraduate	12	12	2	10	7	15	6	12	7	12	7	17	4
School of Extended Learning	13	32	3	51	7	4	1	1	1	0	0	0	1
Compl Univ Credit Certificate	13	32	3	51	7	4	1	1	1	0	0	0	1
Total Undergraduate	929	4208	910	4305	876	4347	852	4490	964	4493	915	4716	879

Concordia University
Graduation Statistics – Overall by Faculty
As of 2020-12-21

	2191 Fall 2019	2201 Fall 2020	Difference
Faculty of Arts & Science	**637**	**600**	**-37**
Bachelor of Arts	322	296	-26
Bachelor of Arts - COOPs	3	3	0
Bachelor of Education	5	4	-1
Bachelor of Science	81	61	-20
Bachelor of Science - COOPs	2	4	2
Certificate - Graduate	0	2	2
Certificate - Undergraduate	11	13	2
Diploma - Graduate	44	22	-22
Doctor of Philosophy	23	27	4
Master of Arts	115	122	7
Master of Arts - COOPs	0	1	1
Master of Science	27	41	14
Masters of Environment	4	4	0
Faculty of Fine Arts	**162**	**179**	**17**
Bachelor of Fine Arts	87	96	9
Diploma - Graduate	13	11	-2
Doctor of Philosophy	7	3	-4
Master of Arts	48	57	9
Master of Design	0	3	3
Master of Fine Arts	7	9	2
Gina Cody School of Engineering & Computer Science	**521**	**619**	**98**
Bachelor of Comp Sc - COOPs	4	5	1
Bachelor of Computer Science	24	28	4
Bachelor of Engineering	49	51	2
Bachelor of Engineering-COOPs	7	10	3
Certificate - Graduate	4	2	-2
Certificate - Undergraduate	0	1	1
Diploma - Graduate	15	26	11
Doctor of Philosophy	28	23	-5
Master of Applied Comp Science	38	36	-2
Master of Applied Science	53	60	7
Master of Computer Science	15	10	-5
Master of Engineering	284	367	83
John Molson School of Business	**426**	**437**	**11**
Bachelor of Administration	3	5	2
Bachelor of Commerce	285	271	-14
Bachelor of Commerce - COOPs	24	26	2
Certificate - Graduate	9	7	-2
Certificate - Undergraduate	7	4	-3
Diploma - Graduate	28	48	20
Doctor of Philosophy	2	11	9
Master of Bus. Admin - COOPs	21	14	-7
Master of Business Admin	20	24	4
Master of Science	27	24	-3
Master of Supply Chain Mgmt	0	3	3
School of Extended Learning	**0**	**1**	**1**
Compl Univ Credit Certificate	0	1	1
Total	**1746**	**1836**	**90**

CONCORDIA UNIVERSITY
Fall 2020

THE GOVERNOR GENERAL'S GOLD MEDAL – PEOPLE AND SOCIETY CATEGORY
Conferred by Her Excellency, the Governor General of Canada.

Mohaned Chraiti, PhD
Department of Electrical and Computer Engineering
Gina Cody School of Engineering and Computer Science

Thesis Title: *Enabling Technologies for 5G and Beyond: Bridging the Gap between Vision and Reality*

Supervisors: Dr. Chadi Assi and Dr. Ali Ghrayeb

CONCORDIA UNIVERSITY – FALL 2020

THE GOVERNOR GENERAL'S SILVER MEDAL

Conferred by Her Excellency, the Governor General of Canada, and awarded to the highest ranking undergraduate student graduating from Concordia University.

PRIZE WINNER

Student Name	Degree and Concentration(s)
Gagnon, Pierre-André	BCompSc Software Systems

N.B. Only Concordia University courses (and Quebec Interuniversity courses taken since the Summer 1997 academic term) are included in the calculation of the Prize GPA.

ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
February 19, 2020

The Academic Programs Committee requests that Senate consider the following changes for the Fall 2022 Undergraduate Calendar:

Following approval of Faculty Councils, on December 1, 2020, and January 21, 2021, APC members reviewed the undergraduate curriculum submissions from the Faculty of Arts and Science, the Gina Cody School of Engineering and Computer Science, and the Office of the Provost. As a result of discussions, APC resolved that the following undergraduate curriculum proposal be forwarded to Senate for approval:

Faculty of Arts and Science
Liberal Arts College
US-2021-1-D7 (For May 2021 Implementation)
[The proposal involves revisions to six course descriptions and two course titles to better describe the content of the courses as they are currently taught.]
- Courses
- Requirements

Gina Cody School of Engineering and Computer Science
Department of Computer Science and Software Engineering
US-2021-1-D8 (For September 2021 Implementation)
[The proposal involves the removal of MAST 234 and 235 from the Mathematics Electives and the addition of SOEN 357 to the Computer Science Electives]
- Courses
- Requirements

Office of the Provost
US-2021-1-D9 (For April 2022 Implementation)
[The proposal involves the formal recognition of courses SKIL 401, 402, 403, and 404 under the program title Humanities+.]
- Requirements

The Academic Programs Committee requests that Senate consider the following changes for the Fall 2021 Graduate Calendar:

Following approval of Faculty Councils and the Graduate Curriculum Committee, on December 1, 2020, and January 21, 2021, APC members reviewed the graduate curriculum submissions from the Faculty of Arts and Science, the Gina Cody School of Engineering and Computer Science, the John Molson School of Business and the School of Graduate Studies. As a result of discussions, APC resolved that the following graduate curriculum proposal be forwarded to Senate for approval:

Faculty of Arts and Science
Department of Economics
US-2021-1-D10 (For February 2021 Implementation)
[The proposal involves the addition of ECON 802 and 804 to the PhD in Economics, bringing the comprehensive exam in line with other institutions.]
- Courses
- Requirements

Department of Philosophy
US-2021-1-D11 (For September 2022 Implementation)
[The proposal involves the modification of the names of the options in the Master of Arts program to Option A. Research Thesis and Option B. Monograph Thesis]
- Courses
- Requirements
- Option Name Change

Gina Cody School of Engineering and Computer Science
US-2021-1-D12 (For February 2021 Implementation)
[The proposal involves a modification to the language of the degree requirements for all MASc and MCompSc programs in order to clarify the composition of the Examining Committee and the requirement of an oral examination]
- Courses
- Requirements

Department of Computer Science and Software Engineering
US-2021-1-D13 (For September 2021 Implementation)
[The proposal involves the addition of a note to the degree requirements of the MAPCompSc and the MEng programs to encourage students to complete the core courses in a timely manner.]
- Requirements

John Molson School of Business
US-2021-1-D14 (For May 2021 Implementation)
[The proposal involves the addition of two new courses to the MBA in Investment Management.]
- Courses
- Requirements

US-2021-1-D15 (For May 2021 Implementation)
[The proposal involves the addition of course descriptions and prerequisites to elective courses, minor revisions to program requirements, and the conversion of four slot courses to permanent courses.]
- Courses

- Requirements

US-2021-1-D16 (For September 2021 Implementation)
[The proposal involves modifications to the degree requirements for the MSc in Management resulting from a broad curriculum review.]
- Courses
- Requirements

School of Graduate Studies
US-2021-1-D17 (For September 2021 Implementation)
[The proposal involves the redesign the Graduate Certificate in University Teaching (UNIT) in order to capture a wider range of potential applicants and to revitalize the program's curriculum and structure.]
- Program Name Change
- Courses
- Requirements

Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning February 3, 2021

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. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: November 20, 2020

SUBJECT: Undergraduate Calendar Curriculum Changes
Liberal Arts College (LBCL-6)

The following proposal was presented under ASFC-2020-7M-B and approved at the Arts and Science Faculty Council meeting of November 20, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: November 6, 2020

SUBJECT: Undergraduate Calendar Curriculum Changes
Liberal Arts College
LBCL-6
Changes to LBCL 291, 292, 295, 391, 393, 490; editorial changes to
program text

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Liberal Arts College**, in this first phase of changes, is updating six of its course descriptions (LBCL 291, 292, 295, 391, 393, 490) to better describe the content of the courses as they are currently taught and demonstrate contemporary approaches to classic texts.

Title changes are also proposed for two of these courses with an aim to reflect the current multidisciplinary curriculum and highlight their renewed perspective. LBCL 291 *Structure and Dynamics of Western Civilization I* is changed to *Political and Philosophical Foundations I* and LBCL 391 *Political and Philosophical Foundations II* is changed to *Structure and Dynamics of Western Civilization II.*

In addition, the prerequisite "Registration in the Liberal Arts College, or permission of the College" is removed from LBCL 291, 292 and 295 as these blocks were in practice removed for most students wanting to enrol in these courses. The College believes that removing these prerequisites will contribute to increase accessibility and interest.

Finally, the front matter was also edited. The *Objectives* section is revised, and expanded on, relative to the mission of the College. In addition, the *Admission and Program Requirements* have been redacted to remove outdated requirements that were not regularly enforced (e.g., acquiring knowledge of a second language, requiring a B+ average for entry into the honours program and maintaining a C in the core curriculum).

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

Liberal Arts College

LBCL-6

Memo from Principal

Editorial changes

Objectives, Admission and Program Requirements

Program Introduction

Course title, prerequisite and description change

LBCL 291   *Political and Philosophical Foundations I*

Prerequisite and course description change

LBCL 292   *Modes of Expression and Interpretation I*

LBCL 295   *History of Art*

Course title and course description change

LBCL 391   *Political and Philosophical Foundations II*

Course description change

LBCL 393   *Modes of Expression and Interpretation II*

LBCL 490   *The 20th Century: Forms, Themes, Critiques*

To: Richard Courtemanche, PhD
        Associate Dean, Academic Programs, Faculty of Arts and Science
        Chairperson, Faculty Curriculum Committee

From: William M. Bukowski
        Interim Principal, Liberal Arts College

Date: October 7, 2020 (revised November 7, 2020)

I am writing on behalf of the members of the Liberal Arts College. In late summer the College submitted a set of changes for the course catalog. We received comments a few weeks ago from the FCC. The revision we submitted them have been reviewed again. We are now submitting a new set of revisions. We are grateful to the FCC for its interest in our requests.

The initial document outlining proposed changes has been revised. The revised sections are highlighted in the attached document. The proposed changes have (a) altered the tone of some long-standing text in the description of the college in response to FCC recommendations, (b) eliminated some text regarding the internal workings of the college, (c) highlighted contemporary issues and perspectives in texts used in the college's courses, and (d) expanded the description of the skill acquisition goals of individual courses.

We are also asking that a prerequisite be removed from LBCL 291, 292, and 295. The current text in the undergraduate calendar states: "Registration in the College, or permission of the College." We would like to remove this "registration block." This prerequisite is typically waived by the College. Accordingly, it functions as an impediment to registration for non-LAC students. We believe that its removal will make registration in our classes easier for students who are not already registered in LAC programs.

We appreciate the suggestions of the FCC especially the recommendation that we expand our courses and readings to include a more diverse and inclusive global canon. The current set of requested changes is the first step in a larger effort to revise the curriculum and courses offered by the Liberal Arts College. Subsequent curriculum revisions will be aimed at adding to the diversity and breadth of our courses. At the moment, our goal is to implement these interim changes to more accurately reflect the content and skills presented in Liberal Arts courses and to initiate process of curricular revision.

INTERNAL MEMORANDUM

TO: Richard Courtemanche, Associate Dean, Academic Programs, L-AD 225

FROM: Mark Russell, Liberal Arts College, RR #304

DATE: 17 August 2020

SUBJECT: Proposal for Calendar Changes

The Liberal Arts College is submitting the following curriculum changes to its undergraduate program for your consideration:

Program Objectives and Requirements

Course Titles: LBCL 291 and 391

Course Descriptions: LBCL 291, 292, 295, 391, 393, and 490

After a consideration of recruitment challenges and an examination of our curriculum, members of the Liberal Arts College have concluded that the current description of our program's objectives and requirements does not accurately reflect those objectives and requirements. Furthermore, descriptions of the courses - and in two cases their titles - in our core curriculum do not accurately reflect the content of these courses. We are thus proposing changes to the description of our program's objectives and requirements that are more accurate and succinct, and that remove an emphasis on the fact that our focus is on fostering the "major values of the Western tradition." The aim of the College is to help its students become well-rounded, open-minded, informed, creative, intellectually versatile, and highly articulate critical thinkers. We are proposing changes to our course descriptions and titles to emphasize their multidisciplinary nature; provide an indication of the ideas and topics that constitute their content; and to emphasize that classic texts are approached from contemporary perspectives with the intention of better understanding on-going and present-day cultural, social, and political issues, questions, and concerns. Making these changes would aid in increased enrollment. Furthermore, new course descriptions will more accurately reflect the nature and breadth of the education we offer, especially as we renew our curriculum with the intention of greater inclusivity and diversity. Please note that there are no resource implications relative to these changes.

These changes are being proposed following the unanimous decision to do so by the Full-time Faculty Committee at its meeting of 20 July 2020.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **LBCL-6** VERSION:2

PROGRAM CHANGE: Objectives

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2021

Faculty/School: Arts and Science
Department: Liberal Arts College
Program:
Degree:
Calendar Section/Graduate Page Number: 31.520

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2021/2022) calendar	Proposed Text
Objectives The Liberal Arts College, a small community of ~~fellows~~ and students, provides a unique liberal arts emphasis within the Faculty of Arts and Science. Built on a core of eight courses, the multidisciplinary curriculum ~~is designed to guide students in exploring the foundations and development of Western civilization and culture. The aim is to foster the major values of the Western tradition — those of critical thinking and respect for intellectual freedom.~~ ~~The major goal of Liberal Arts College is to assist the student in the process of becoming an educated person. The College seeks to translate into modern idioms the traditional vision of education as a preparation for life. Its core courses and seminars, sharing a common concern with the changing nature of society and culture, aim at the development of an informed critical consciousness.~~ ~~Emphasis is also placed on sharpening the basic expressive and analytic tools indispensable to social and cultural understanding. All College students are expected to present, or to acquire, a knowledge of a second language (normally, French), necessary for their research and to write and to express themselves clearly. Training in research techniques is stressed,~~ ~~and original, independent work encouraged.~~ ~~Liberal Arts College, linking demanding general education to significant specialization, is committed to serious intellectual work. Through its curriculum, staff, standards, and academic environment, it hopes to communicate the excitement and creativity of such engagement to its students.~~ **Liberal Arts College Admission and Program Requirements** Students admitted to the University and seeking to enter the College must have a "B" average from Cegep~~,~~ or its equivalent. ~~All students upon admission must demonstrate proficiency in English composition and a second language, or undertake necessary make-~~	**Objectives** The Liberal Arts College, a small community of <u>dedicated faculty</u> and students, provides a unique liberal arts emphasis within the Faculty of Arts and Science. Built on a core of eight courses, the multidisciplinary curriculum <u>traces, in a chronological arc, the changing nature of society, culture, science, and the arts. Instruction takes place in small-class seminars in which primary texts, including works of literature, philosophy, art history, history of science, and music, are read and discussed</u>. <u>The multidisciplinary curriculum of the Liberal Arts College provides a strong foundation in the humanities through the appreciation and critical analysis of texts in their historical, literary, and cultural contexts, and through a small-class environment that encourages participation, dialogue and debate and builds skills of argument and expression.The aim of the College is to help its students become well-rounded, open-minded, informed, creative, intellectually versatile, and highly articulate critical thinkers, ready to meet the challenges of our diverse and swiftly changing world with passion and insight.</u> <u>The College offers excellent preparation for a broad range of careers in the public and private sector or for graduate or law school.</u> **Liberal Arts College Admission and Program Requirements** Students admitted to the University and seeking to enter the College must have a "B" average from Cegep or its equivalent. <u>Prospective students</u> should apply through the Office of the Registrar; they should also <u>contact</u> the College <u>to arrange</u> for an interview.

D1

~~up work.* All applicants~~ should apply through the Office of the Registrar; they should also ~~call or write~~ the College for an interview. ~~Mature~~ students are admitted to the College on the basis of an interview and an examination of their student record. ~~Full-time degree candidates will normally complete their College core curriculum within three academic years; part-time degree candidates should complete their College core curriculum within six academic years. Students who have been admitted to the departmental honours program must maintain a "B+" average in their College core curriculum; all others must maintain a "C" average in their College core curriculum. All honours students in the College are expected to undertake significant original work, on a staff-guided basis, in their final year.~~

~~*Les étudiantes et étudiants francophones devront donner la preuve de leur connaissance de la langue anglaise.~~

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 College's honours advisor normally following the completion of 30 credits.

~~**Staff**~~
~~Permanent fellows are resident in the College, as is its Principal, who also teaches in the core curriculum.~~

Facilities
Liberal Arts College ~~is located~~ on Concordia University's downtown Sir George Williams Campus. ~~Its~~ seminar ~~and tutorial teaching is done in the same building that houses the College's Principal and permanent fellows. The College has student study areas, a course-materials library, and audiovisual facilities, as well as common room and a collection of important newspapers, journals, and periodicals.~~ The College~~, the focus of~~ an extracurricular program of visiting speakers ~~and~~ cultural events, ~~is a place~~ where the exchange of ideas and views generated in courses and seminars continues on a more informal basis.

~~**Counselling**~~
~~Close student-faculty contact and exchange is part of the Liberal Arts College's stress on serious intellectual work. Each student is assigned to a faculty fellow who acts as a personal advisor, and who follows the student's progress through the College, advising on the choice of disciplinary or area specialization. All students' work is evaluated annually by the Principal and fellows.~~

~~**College Council**~~
~~Council, composed of fellows and students, is the formal decision-making body of Liberal Arts College. It meets regularly, chaired by the Principal, as a forum in which current issues and future policy are discussed and decisions taken. Council is that body which ensures the democratic participation of all members of the College in its ongoing academic and extracurricular work.~~

Students are admitted to the College on the basis of an interview and an examination of their student record; they must also demonstrate proficiency in English composition.

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 College's Honours advisor normally following the completion of 30 credits.

Facilities
The Liberal Arts College is housed on Concordia University's downtown Sir George Williams Campus, within its own building with seminar rooms, its own library, a student lounge, study areas, and the office of the Liberal Arts Society. The College runs an extracurricular program of visiting speakers, cultural events, and regular social gatherings, where the exchange of ideas and views generated in courses and seminars continues on a more informal basis.

Rationale:
We are proposing changes to the description of our program's objectives and requirements that are more accurate and succinct, and that remove an emphasis on the fact that our focus is on fostering the "major values of the Western tradition." The requirement to acquire knowledge of a second language has never been enforced and should be removed. The

B+ average required for admittance to the Honours program, and the C in the College core curriculum, are guidelines that are not always strictly enforced. Students who do not meet these requirements are granted entry to the Honours program, and allowed to continue in the core curriculum, if their individual circumstances warrant it. Advising no longer is administered by individual faculty fellows, and has not in a long time, and College Council is no longer an annual fixture so both those should be removed.

Resource Implications:
None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **LBCL-6** VERSION: 2

PROGRAM CHANGE: Program introduction

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2021

Faculty/School: Arts and Science
Department: Liberal Arts College
Program:
Degree:
Calendar Section/Graduate Page Number: 31.520

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2021/2022) calendar	Proposed Text
Programs	Programs
All Liberal Arts College students must take the core curriculum. These interrelated courses constitute a significant segment of the coursework required for College-sponsored BA programs. Liberal Arts ~~College stresses honours-level work, although a student may, with~~ the ~~permission of the College,~~ combine the core curriculum with a ~~departmental~~ specialization ~~or~~ major program, or with ~~the Individual~~ Studies programs.	All Liberal Arts College students must take the core curriculum. These interrelated courses constitute a significant segment of the coursework required for College-sponsored BA programs. Liberal Arts students are encouraged to combine the core curriculum with an honours, specialization, major or minor in another department, or with Interdisciplinary Studies programs.

	Liberal Arts College **–** Core Curriculum (42 credits)				Liberal Arts College **–** Core Curriculum (42 credits)	
18	*Credits from the* Liberal Arts College Core - Stage I		18	*Credits from the* Liberal Arts College Core - Stage I	
18	*Credits from the* Liberal Arts College Core - Stage II		18	*Credits from the* Liberal Arts College Core - Stage II	
6	*Credits from the* Liberal Arts College Core - Stage III		6	*Credits from the* Liberal Arts College Core - Stage III	

	Liberal Arts College Core - Stage I (18 credits)				Liberal Arts College Core - Stage I (18 credits)	
LBCL 291	Structure and Dynamics of Western Civilization I	6.00		LBCL 291	Political and Philosophical Foundations I	6.00
LBCL 292	Modes of Expression and Interpretation I	6.00		LBCL 292	Modes of Expression and Interpretation I	6.00
LBCL 295	History of Art	6.00		LBCL 295	History of Art	6.00

	Liberal Arts College Core - Stage II (18 credits)				Liberal Arts College Core - Stage II (18 credits)	
3	*Credits chosen from the following courses:*		3	*Credits chosen from the following courses:*	
LBCL 390	History of Music: Ancient to Classical	3.00		LBCL 390	History of Music: Ancient to Classical	3.00
LBCL 392	History of Music: Classical to Contemporary	3.00		LBCL 392	History of Music: Classical to Contemporary	3.00
12	*Credits:*		12	*Credits:*	
LBCL 391	Structure and Dynamics of Western Civilization II	6.00		LBCL 391	Political and Philosophical Foundations II	6.00
LBCL 393	Modes of Expression and Interpretation II	6.00		LBCL 393	Modes of Expression and Interpretation II	6.00
3	*Credits chosen from the following courses:*		3	*Credits chosen from the following courses:*	
LBCL 394	The History of Science: Antiquity to the Renaissance	3.00		LBCL 394	The History of Science: Antiquity to the Renaissance	3.00
LBCL 394	The History of Science: Early Modern to Contemporary	3.00		LBCL 394	The History of Science: Early Modern to Contemporary	3.00

Liberal Arts College Core - Stage III (6 credits)

LBCL 490   The 20th Century: Forms, Themes, Critiques   6.00

In addition to completing the core curriculum, students must meet the Faculty of Arts and Science degree requirements and complete a departmental major, specialization, or honours program, or the Individual Studies program, or the Major in Liberal Arts.
The core curriculum may also be applied towards specialization or honours work in the Individual Studies program. (See §31.170 of this Calendar).
All College students must consult with a College advisor before selecting courses in other disciplines or fields. Generally, courses in the Liberal Arts College are open only to members of the College.

Honours candidates must maintain a GPA of 3.30 (B+) in their College courses, with no grade lower than a "C." Students in a major or specialization program must maintain a "C" average in their College courses, with no grade lower than a "D."

	Left Column				Right Column		

Left Column:

60   BA Honours in Liberal Arts

42   *Credits from the* Liberal Arts College – Core Curriculum

6   *Credits:*
LBCL 496   Liberal Arts College Honours Essay Seminar   6.00

6   *Credits chosen from:*
LBCL 494   Liberal Arts College Special Studies: Antiquity to Renaissance/Reformation   3.00
LBCL 495   Liberal Arts College Special Studies: 17th Century to the Present   3.00
LBCL 498   Liberal Arts College Advanced Topics   3.00

6   *Credits chosen in consultation with the honours advisor*

42   BA Major in Liberal Arts

42   *Credits from the* Liberal Arts College – Core Curriculum

Note: The College advises students who are enrolled in the BA Major in Liberal Arts to take, in addition, some form of concentrated study (e.g. major, minor) within a single department or field of study.

30   Minor in Liberal Arts

Stage I

18   *Credits:*
LBCL 291   Structure and Dynamics of Western Civilization I   6.00
LBCL 292   Modes of Expression and Interpretation I   6.00
LBCL 295   History of Art   6.00

Stage II

12   *Credits:*
LBCL 391   Structure and Dynamics of Western Civilization II   6.00
LBCL 393   Modes of Expression and Interpretation II   6.00

Further information on core courses and College programs generally may be obtained either by writing for the Liberal Arts College Informational Brochure or by calling the Liberal Arts College. Personal interviews with a fellow of Liberal Arts College may be arranged through the secretary.

Admission into a departmental honours program requires the approval of the Department. Admission into the College's honours program requires the approval of the College.

Students seeking admission to a departmental or College honours program are bound by the honours requirements outlined in §16.2.4 of this Calendar.

Right Column:

42   BA Major in Liberal Arts

42   *Credits from the* Liberal Arts College – Core Curriculum

30   Minor in Liberal Arts

Stage I

18   *Credits:*
LBCL 291   Political and Philosophical Foundations I   6.00
LBCL 292   Modes of Expression and Interpretation I   6.00
LBCL 295   History of Art   6.00

Stage II

12   *Credits:*
LBCL 391   Political and Philosophical Foundations II   6.00
LBCL 393   Modes of Expression and Interpretation II   6.00

Further information on core courses and College programs generally may be obtained by contacting the College directly. Personal interviews with faculty members may be arranged through the College administrator.

Students seeking admission to the College honours program are bound by the honours requirements outlined in §16.2.4 of this Calendar.

Rationale:
The text in this section has been edited to reflect the fact that the permission of the College is not required to participate in a program in another department, nor is it required for admission to our Honours program. Advising students to participate in a concentrated field of study outside the College is done in person in advising sessions.
Resource Implications:
None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **LBCL-6** VERSION: 2

COURSE CHANGE: LBCL 291   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2021

Faculty/School: Arts and Science
Department: Liberal Arts College
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.520

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
LBCL 291 ~~Structure and Dynamics of Western Civilization I~~ (6.00 credits) ~~Prerequisite/corequisite: Registration in the Liberal Arts College is required. If prerequisites are not satisfied, permission of the College is required.~~ *Description:* ~~This course emphasizes the intellectual, cultural, and political traditions from the Biblical period and classical antiquity to the mid-17th century. Texts studied are related to changing social and historical contexts. Primary sources may include *Genesis*, Plato, *Republic*, Marcus Aurelius, *Meditations*, Thomas Aquinas, *Summa Theologica*, Machiavelli, *Prince and Discourses*, and Hobbes, *Leviathan*.~~ *Component(s):* ~~Conference; Laboratory.~~	LBCL 291 **Political and Philosophical Foundations I** (6.00 credits) *Description:* In this multidisciplinary seminar, key philosophic and historical texts from Hebrew and Greco-Roman antiquity to 17th-century Europe are read and discussed. Major political and philosophic questions concerning the best life, the best government, the nature of knowledge, the nature of God, and the basis of morality are examined and debated. This seminar introduces both historical contexts and contemporary issues and perspectives to our readings, and seeks to develop writing, reading, and participation skills. Readings may include Plato's *Republic, The Bible*, Aristotle's *The Politics*, Augustine's *City of God,* and Machiavelli's *The Prince.* *Component(s):* Lecture: Seminar.

Rationale:
The title is being changed to "Political and Philosophical Foundations" because "Structure and Dynamics of Western Civilization" is vague and does not provide an adequate indication of the course's content. The new title better reflects what is actually taught. The course description is being changed to emphasize its multidisciplinary nature; provide an indication of the ideas and topics that constitute its content; and to emphasize that classic texts are approached from contemporary perspectives with the intention of better understanding on-going and present-day cultural, social, and political issues, questions, and concerns.

The prerequisite registration in the Liberal Arts College, or permission of the College is often waived in practice. It is removed to facilitate easier registration and attract new students to this course.

Resource Implications:
None.

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **LBCL-6** VERSION: 2

COURSE CHANGE: LBCL 292   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2021

Faculty/School: Arts and Science
Department: Liberal Arts College
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.520

Type of Change:

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

Present Text (from 2021/2022) calendar	**Proposed Text**
LBCL 292 *Modes of Expression and Interpretation I* (6.00 credits) ~~Prerequisite: Registration in the Liberal Arts College is required. If prerequisites are not satisfied, permission of the College is required.~~ *Description:* ~~A study of major Western literary, religious, and philosophical traditions, involving the reading and interpretation of significant texts from antiquity to the mid-17th century. Emphasis is placed on development of writing skills and interpretive analysis. Primary texts may include Homer, *Odyssey*, Plato, *Symposium*, Augustine, *Confessions*, Dante, *The Divine Comedy*, and Cervantes, *Don Quixote*.~~ *Component(s):* ~~Conference~~.	LBCL 292 *Modes of Expression and Interpretation I* (6.00 credits) *Description:* In this multi-disciplinary seminar primary texts from antiquity to the mid-17th century that continue to shape Western culture are read and discussed in a chronological sequence. Questions are asked about justice and injustice, evil and its punishment, social responsibility, the nature of the gods, the meaning of suffering, the source of happiness, social constructions of gender and sexuality and attitudes towards nature and culture. Historical context as well as contemporary perspectives are brought to epics, poetry, essays, plays and philosophical texts that still influence our lives today. The class develops confidence in speaking and improves writing skills through the building of original, convincing and informed arguments to support interpretation. Readings may include Homer's *Odyssey*, Sappho's poetry, Dante's *Divine Comedy*, Cervantes' *Don Quixote* and Milton's *Paradise Lost.* *Component(s):* Seminar.

Rationale:
The course description is being changed to emphasize its multidisciplinary nature; provide an indication of the ideas and topics that constitute its content; and to emphasize that classic texts are approached from contemporary perspectives with the intention of better understanding on-going and present-day cultural, social, and political issues, questions, and concerns.

The prerequisite registration in the Liberal Arts College, or permission of the College is often waived in practice. It is removed to facilitate easier registration and attract new students to this course.

Resource Implications:
None.

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **LBCL-6** VERSION: 2

COURSE CHANGE: LBCL 295   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

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Calendar for academic year: 2022/2023
Implementation Month/Year: May 2021

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Faculty/School: Arts and Science
Department: Liberal Arts College
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.520

Type of Change:

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

Present Text (from 2021/2022) calendar	**Proposed Text**
LBCL 295 History of Art (6.00) *Prerequisite/corequisite:* Registration in the College is required. If prerequisites are not satisfied, permission of the College is required. *Description:* This course is an integrated study of the nature of the visual arts from antiquity to the 20th century. Artistic expression is examined through chronological and thematic approaches, with attention to the relation between art and society. *Component(s):* Conference.	LBCL 295 History of Art (6.00) *Prerequisite/corequisite:* Registration in the College is required. If prerequisites are not satisfied, permission of the College is required. *Description:* This course familiarizes students with the historical development of the visual arts of the Western tradition, from the Archaic Greek to the Postmodern periods, both in terms of the broad currents of that tradition and in terms of specific works. Emphasis is placed on reading artworks as artifacts that provide important insights into the cultures that produced them. The course introduces some of the literature in the field of Art History and criticism, and explores some of the most influential theories and methodologies that have shaped the discipline. It also develops an understanding of the formal characteristics and language of art, and equips students with the methodological tools necessary to analyze, interpret, enjoy, and write about architecture, painting, and sculpture. *Component(s):* Seminar.

Rationale:
The course description is being changed because the original was perfunctory and did not provide an adequate indication of the focus, aims, and breadth of the course's content. The prerequisite registration in the Liberal Arts College, or permission of the College is often waived in practice. It is removed to facilitate easier registration and attract new students to this course.

Resource Implications:
None.

Other Programs within which course is listed:
None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **LBCL-6** VERSION: 2

COURSE CHANGE: LBCL 391   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2021

Faculty/School: Arts and Science
Department: Liberal Arts College
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.520

Type of Change:

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

Present Text (from 2021/2022) calendar	**Proposed Text**
LBCL 391 ~~Structure and Dynamics of Western Civilization II~~ (6.00 credits) *Prerequisite/corequisite* The following courses must be completed previously: LCBL 291; LBCL 292; LBCL 295. If prerequisites are not satisfied, permission of the College is required. *Description:* ~~This course emphasizes the intellectual, cultural, and political traditions from the mid-17th century to 1914. Texts studied are related to changing social and historical contexts. Primary texts may include Spinoza, Theological Political Treatise, Locke, Second Treatise of Government, Rousseau, The Social Contract, Wollstonecraft, A Vindication of the Rights of Woman, Marx, Capital, and Nietzsche, Genealogy of Morals.~~ *Component(s):* ~~Conference~~.	LBCL 391 Political and Philosophical Foundations II (6.00 credits) *Prerequisite/corequisite:* The following courses must be completed previously: LCBL 291; LBCL 292; LBCL 295. If prerequisites are not satisfied, permission of the College is required. *Description:* In this multidisciplinary seminar, key philosophic and historical texts from the 17th-century and European Enlightenment to the beginning of the 20th-century are read and discussed. Major political and philosophic questions concerning the origin of rights, the basis of knowledge, the meaning of history, and the nature of freedom are examined and debated. This seminar introduces both historical contexts and contemporary issues and perspectives to our readings, and seeks to develop writing, reading, and participation skills. Readings may include Rousseau's *Social Contract*, Voltaire's *Candide*, Wollstonecraft's *Vindication of the Rights of Woman*, Mill's *On Liberty*, and Nietzsche's *Genealogy of Morals.* *Component(s):* Seminar.

Rationale:
The title is being changed to "Political and Philosophical Foundations" because "Structure and Dynamics of Western Civilization" is vague and does not provide an adequate indication of the course's content. The new title better reflects what is actually taught. The course description is being changed to emphasize its multidisciplinary nature; provide an indication of the ideas and topics that constitute its content; and to emphasize that classic texts are approached from contemporary perspectives with the intention of better understanding on-going and present-day cultural, social, and political issues, questions, and concerns.

Resource Implications:
None.

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **LBCL-6** VERSION:2

COURSE CHANGE: LBCL 393   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

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Calendar for academic year: 2022/2023
Implementation Month/Year: May 2021
</div>

Faculty/School: Arts and Science
Department: Liberal Arts College
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.520

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
LBCL 393 Modes of Expression and Interpretation II (6 credits) Prerequisite: The following courses must be completed previously: LCBL 291; LBCL 292; LBCL 295. If prerequisites are not satisfied, permission of the College is required. *Description:* ~~A study of major Western literary, religious and philosophical traditions from the mid-17th century to 1914. Primary texts may include Stendhal, *The Red and the Black*, Diderot, *Le neveu de Rameau*, Goethe, *Faust,* Nietzsche, *Thus Spoke Zarathustra,* and Baudelaire, *Les fleurs du mal.*~~ *Component(s):* ~~Conference~~.	**LBCL 393 Modes of Expression and Interpretation II** (6 credits) Prerequisite: The following courses must be completed previously: LCBL 291; LBCL 292; LBCL 295. If prerequisites are not satisfied, permission of the College is required. *Description:* In this multi- disciplinary seminar primary texts from the Enlightenment to the beginning of the 20th century are read and discussed in a chronological sequence. Questions are asked about the value and limitations of reason, the influence of Romanticism, the consequences of technology, the effects of colonialism, different conceptions of beauty, transgression and rebellion, monstrosity, the challenges of modernity, the pressure of social conformity, the role of the artist within society, urbanization and globalization, values and nihilism, and other challenging topics. Historical context as well as contemporary perspectives are brought to novels, poetry, plays and philosophical texts. The class develops confidence in speaking and improve writing skills through the building of original, convincing and informed arguments to support interpretation. Readings may include Kant's *Critique of Judgment*, Mary Shelley's *Frankenstein*, Goethe's *Faust*, Austen's *Pride and Prejudice*, Kierkegaard's *Fear and Trembling*, Dickinson's poetry, Melville's *Moby Dick*, Nietzsche's *Thus Spoke Zarathustra*, and Frederick Douglass's *Narrative of the Life of Frederick Douglass.* *Component(s):* Seminar.

Rationale: The course description is being changed to emphasize its multidisciplinary nature; provide an indication of the ideas and topics that constitute its content; and to emphasize that classic texts are approached from contemporary perspectives with the intention of better understanding on-going and present-day cultural, social, and political issues, questions, and concerns.
Resource Implications: None.

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Other Programs within which course is listed:

None.

COURSE CHANGE: LBCL 490   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2021

Faculty/School: Arts and Science
Department: Liberal Arts College
Program: Honours, Major
Degree: BA
Calendar Section/Graduate Page Number: 31.520

Type of Change:

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

Present Text (from 2021/2022) calendar	Proposed Text
LBCL 490 *The 20th Century: Forms, Themes, Critiques* (6.00 credits) *Prerequisite.corequisite:* The following courses must be completed previously: LCBL 391; LBCL 393. If prerequisites are not satisfied, permission of the College is required. *Description:* ~~This course emphasizes key issues in contemporary society and culture. Major 20th-century texts and documents — philosophical, literary, political, and artistic, as well as analytical materials drawn from history and the social sciences, are read. Primary sources may include de Beauvoir, *The Second Sex*, Woolf, *To the Lighthouse*, Levi, *Survival in Auschwitz*, Hayek, *The Road to Serfdom*, Heidegger, *Being and Time*, as well as theorists such as Foucault, Lévi-Strauss, Barthes, and Derrida.~~ *Component(s):* ~~Conference: Laboratory.~~	LBCL 490 *The 20th Century: Forms, Themes, Critiques* (6.00 credits) *Prerequisite/corequisite:* The following courses must be completed previously: LCBL 391; LBCL 393. If prerequisites are not satisfied, permission of the College is required. *Description:* This course emphasizes key texts and issues in contemporary society and culture, from modernism, liberalism, and fascism, to feminism, postcolonialism, and environmental studies. This interdisciplinary course includes films, novels, short stories, poetry, psychoanalysis, non-fiction, and contemporary theory, and examines themes such as the disruptions and challenges of modernist and postmodern art, the rise of fascism and the responses of testimonial literature, shifting understandings of the self and the unconscious, technological change and society, and critiques of contemporary civilization through authors that may include Freud, Primo Levi, Samuel Beckett, Simone de Beauvoir, Franz Fanon, Ralph Ellison, and Rachel Carson. *Component(s):* Seminar.

Rationale:
The course description is being changed to emphasize its multidisciplinary nature; provide an indication of the ideas and topics that constitute its content; and emphasize diverse twentieth century challenges to the canon as well as the cultural conflicts and debate of the modern era.

Resource Implications:
None.

Other Programs within which course is listed:
None.

US-2021-1-D8

INTERNAL MEMORANDUM

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

FROM: Dr. M. Debbabi, Interim Dean; Chair, GCS Council

DATE: December 2, 2020

RE: Curriculum Changes to the undergraduate programs in the CSE Department

Please find attached a curriculum package for the undergraduate programs in the Department of Computer Science and Software Engineering. The Department proposes to make the following changes in the Computer Science program.

COMPUTER SCIENCE PROGRAM

- Remove MAST 234 (Linear Algebra and Applications I) and MAST 235 (Linear Algebra and Applications II) from the list of Mathematics Electives.
- Add SOEN 357 (User Interface Design) to the list of Computer Science Electives.

COURSE CHANGE

- Update the prerequisite of SOEN 357 (User Interface Design).

This proposal was approved by the GCS Undergraduate Studies Committee on October 19, 2020 and by the GCS Council on November 6, 2020. I would be grateful if you could put it on the agenda of the next APC meeting.

TO: Ali Akgunduz, Associate Dean, Academic Programs, Faculty of Engineering and Computer Science

FROM: Dr. Lata Narayanan, Chair Department of Computer Science and Software Engineering

DATE: October 1, 2020, 2020

SUBJECT: Undergraduate curriculum changes.

Please find attached the curriculum package COMP-105 for the Computer Science and Software Engineering (CSE) Department. These changes have been approved by the COMP Curriculum Committee, as well as the Department Council on September 25, 2020.

In the present package, we propose to remove two courses from the list of Mathematics Electives, and to add a course to the list of Computer Science Electives.

Summary

The changes proposed in this document pertain to the graduation requirements of the BCompSc program. They were both made necessary by the recent increase in course registration load in part due to the increase of our student population.

These changes were reviewed and approved by the COMP Curriculum Committee and the SOEN Curriculum Committee, as well as the Department Council on September 25, 2020.

Overview of Changes

The changes in this package (with references to Provo-Track document page numbering, e.g., D1) are summarized below.

Changes to Undergraduate Programs

   Pages D1 – D2. **BCompSc**: The proposed changes on these pages are for the removal of MAST 234 and MAST 235 from the Mathematics Electives list for the graduation requirements for the BCompSc.

   Rationale: The Mathematics and Statistics Department has indicated that they would stop accepting our students in these courses.
   Resource Implications: None.

Page D3. **BCompSc**: The proposed changes on this page are for addition of SOEN 357 on the Computer Science Electives list for the graduation requirements for the BCompSc.

Rationale: There is regular demand for this course, which is currently routinely accepted upon student requests.
Resource Implications: A section might have to be added if this results in more registrations for the course.

Changes to Undergraduate Courses

Page D4. **SOEN 357**: The proposed change on this page is for the addition of COMP354 as an alternative prerequisite for SOEN 357.

Rationale: As BCompSc students would be now allowed to take the course, a prerequisite that applies to them needs to be added. COMP 354 (Introduction to Software Engineering) is taken by all BCompSc students, which provides the necessary background to take this course.
Resource Implications: None.

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

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **COMP-105** VERSION: 2

PROGRAM CHANGE: BCompSci: Remove MAST234/235 from Mathematics electives list

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science   **Calendar for academic year:** 2022/2023
Department: Computer Science and Software Engineering   **Implementation Month/Year:** September 2021
Program: Bachelor of/Baccalaureate in Computer Science
Degree: BSc
Calendar Section/Graduate Page Number: 71.70.

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
	Mathematics Electives *Mathematics Electives must be chosen from the following list:* COMP 339 Combinatorics 3.00 COMP 361 Elementary Numerical Methods 3.00 COMP 367 Techniques in Symbolic Computation 3.00 ENGR 213 Applied Ordinary Differential Equations 3.00 ENGR 233 Applied Advanced Calculus 3.00 MAST 218 Multivariable Calculus I 3.00 MAST 219 Multivariable Calculus II 3.00 MAST 324 Introduction to Optimization 3.00 MAST 332 Techniques in Symbolic Computation 3.00 MAST 334 Numerical Analysis 3.00 MATH 251 Linear Algebra I 3.00 MATH 252 Linear Algebra II 3.00 MATH 339 Combinatorics 3.00 MATH 392 Elementary Number Theory 3.00 Elementary Number Theory 3.00

D1

Mathematics Electives

Mathematics Electives must be chosen from the following list:

COMP 339	Combinatorics	3.00
COMP 361	Elementary Numerical Methods	3.00
COMP 367	Techniques in Symbolic Computation	3.00
ENGR 213	Applied Ordinary Differential Equations	3.00
ENGR 233	Applied Advanced Calculus	3.00
MAST 218	Multivariable Calculus I	3.00
MAST 219	Multivariable Calculus II	3.00
~~MAST 234~~	~~Linear Algebra and Applications I~~	~~3.00~~
~~MAST 235~~	~~Linear Algebra and Applications II~~	~~3.00~~
MAST 324	Introduction to Optimization	3.00
MAST 332	Techniques in Symbolic Computation	3.00
MAST 334	Numerical Analysis	3.00
MATH 251	Linear Algebra I	3.00
MATH 252	Linear Algebra II	3.00
MATH 339	Combinatorics	3.00
MATH 392	Elementary Number Theory	3.00
	Elementary Number Theory	3.

Note: Students cannot receive credit for both of the following:

COMP 339 *and* MATH 339

COMP 361 *and* MAST 334

COMP 367 *and* MAST 332

In every option, ~~any~~ credits exceeding the required number of Mathematics Elective credits will accrue towards the General Elective credits.

Note: Students cannot receive credit for both of the following:

COMP 339 *and* MATH 339

COMP 361 *and* MAST 334

COMP 367 *and* MAST 332

In every option, credits exceeding the required number of Mathematics Elective credits will accrue towards the General Elective credits.

Rationale:

The Department of Mathematics and Statistics expressed that MAST234/235 are now swamped with COMP students, which often prevents their own students to take this course.

MATH251/252, which are also in the list, are respectively very similar to MAST234/235, so that change does not really diminish the breadth of coverage in the list.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **COMP-105** VERSION: 2

PROGRAM CHANGE: BCompSci: Add SOEN357 to Computer Science Electives list

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

<div align="right">

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2021

</div>

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Bachelor of/Baccalaureate in Computer Science
Degree: Bachelor of/Baccalaureate in Computer Science
Calendar Section/Graduate Page Number: 71.70.2

Type of Change:

[ ] Editorial   [ ] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Computer Science Electives *Computer Science Electives must be chosen from the following list:* *All COMP courses with numbers 325 or higher* ENGR 490 Multidisciplinary Capstone Design Project 4.00 SOEN 287 Web Programming 3.00 SOEN 321 Information Systems Security 3.00 SOEN 331 Formal Methods for Software Engineering 3.00 SOEN 387 Web-Based Enterprise Application Design 3.00 SOEN 422 Embedded Systems and Software 4.00 SOEN 423 Distributed Systems 4.00 SOEN 487 Web Services and Applications 4.00 *With permission of the Department, a maximum of 8 credits may be chosen from COMP and SOEN courses with numbers between 6000 and 6951.* *Any credits exceeding the required number of Computer Science Elective credits will accrue towards the General Elective credits.*	**Computer Science Electives** *Computer Science Electives must be chosen from the following list:* *All COMP courses with numbers 325 or higher* ENGR 490 Multidisciplinary Capstone Design Project 4.00 SOEN 287 Web Programming 3.00 SOEN 321 Information Systems Security 3.00 SOEN 331 Formal Methods for Software Engineering 3.00 SOEN 357 User Interface Design 3.00 SOEN 387 Web-Based Enterprise Application Design 3.00 SOEN 422 Embedded Systems and Software 4.00 SOEN 423 Distributed Systems 4.00 SOEN 487 Web Services and Applications 4.00 *With permission of the Department, a maximum of 8 credits may be chosen from COMP and SOEN courses with numbers between 6000 and 6951.* *Any credits exceeding the required number of Computer Science Elective credits will accrue towards the General Elective credits.*

Rationale: There is a regular demand flow by BCompSc students to require permission to take this popular and relevant course. Each of these individual demands must be processed through a student request, which are now routinely being accepted. This aims at removing this unnecessary administration burden.
Resource Implications: An additional section may have to be created with increased demand to to this course now being on the official list of Computer Science Electives.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **COMP-105** VERSION: 2

COURSE CHANGE: SOEN 357   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program:
Degree:
Calendar Section/Graduate Page Number: 71.70.10

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
SOEN 357 User Interface Design (**3.00 credits**) *Prerequisite/corequisite:* The following course must be completed previously: SOEN 341. *Description:* This course covers the following topics: principles, standards and guidelines for user interface design; usability principles and user experience; standards and design rationale for user-centred design; task-centred design; rationalized design; usability engineering; user models; interface design process, including interface requirement gathering, conceptual design and prototyping, and evaluation; usability testing and analytic evaluation; data gathering and analysis techniques for qualitative and quantitative data; interface design documentation; design approaches for touch, gesture-based, and haptic interfaces. *Component(s):* Lectures: three hours per week. Tutorial: one hour per week.	**SOEN 357 User Interface Design** (**3.00 credits**) *Prerequisite/corequisite:* The following course must be completed previously: SOEN 341 or COMP 354. *Description:* This course covers the following topics: principles, standards and guidelines for user interface design; usability principles and user experience; standards and design rationale for user-centred design; task-centred design; rationalized design; usability engineering; user models; interface design process, including interface requirement gathering, conceptual design and prototyping, and evaluation; usability testing and analytic evaluation; data gathering and analysis techniques for qualitative and quantitative data; interface design documentation; design approaches for touch, gesture-based, and haptic interfaces. *Component(s):* Lectures: three hours per week. Tutorial: one hour per week.

Rationale: SOEN357 is being added to the BCompSci Computer Science Electives list. SOEN 341 is a prerequisite of SOEN 357, as it requires basic knowledge of Software Engineering. BCompSci students have COMP354 (Introduction to Software Engineering) in the Computer Science Core that serves this purpose. Note that SOEN341 and COMP354 are mutually exclusive, as explicitly stated in their respective calendar descriptions.
Resource Implications: None
Other Programs within which course is listed: BEng in Software Engineering. BEng in Computer Engineering.

I N T E R N A L M E M O R A N D U M

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

FROM: Anne Whitelaw, Interim Provost and Vice President, Academic

DATE: January 15, 2021

SUBJECT: Introduction of Humanities+ Program

The Office of the Provost is proposing to formally recognize the series of new 0-credit skills development and work-integrated learning (WIL) courses SKIL 401, 402, 403, and 404 under the program title *Humanities+*.

The program courses were approved at the December 2020 meeting of Senate under dossier UCAGEN-48, and were developed in collaboration with Concordia's FutureReady program and the Future Skill Innovation Network (FUSION), a pan-Canadian initiative which includes Simon Fraser University, University of Calgary, University of Saskatchewan, Carleton University and Memorial University. Following consultations with Humanities faculty members, the program name has now been finalized and can be added to the calendar.

For further detail about the curriculum and courses, please see Appendix 2.

Sincerely,

Anne Whitelaw,
Interim Provost and Vice President, Academic

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PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **UCAGEN-49** VERSION: 1

PROGRAM CHANGE: Humanities +

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: Summer 2022

Faculty/School: Office of the Provost
Department: Office of the Provost
Program: Humanities +
Degree:
Calendar Section/Graduate Page Number: Section 26 University Skills

Type of Change:

[ ] Editorial   [ ] Requirements   [ ] Regulations   [ ] Program Deletion   [X] New Program

Present Text (from 2020/2021) calendar	Proposed Text
	Humanities+ (0 credits)
	SKIL 401 Digital Skills (0.00)
	SKIL 402 Professional Skills (0.00)
	SKIL 403 Placement Skills (0.00)
	SKIL 404 Work-Integrated Learning Experience (0.00)

Rationale:
Courses SKIL 401-403 consist of a series of workshops offered through the Student Success Center and the program culminates with a work-integrated experience course, SKIL 404. The curriculum aims to support students in making connections between the critical analysis and problem-solving skills that they develop through their academic endeavors, and the application of these skills in a professional milieu. By offering opportunities for both career-oriented skills development and work-integrated learning experience, the program supports Humanities students to succeed in their transition from the university to their future careers.

Resource Implications:
See attached budget.

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INTERNAL MEMORANDUM

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

FROM: Anne Whitelaw, Interim Provost and Vice President, Academic

DATE: October 20, 2020

SUBJECT: Introduction of four new University Skills courses

The Office of the Provost is proposing a series of new 0-credit skills development and work-integrated learning (WIL) courses, as the shell for a set of workshop offerings to help students prepare for life after their time at Concordia. The course content has been developed in collaboration with Concordia's FutureReady program and the Future Skill Innovation Network (FUSION), a pan-Canadian initiative which includes Simon Fraser University, University of Calgary, University of Saskatchewan, Carleton University and Memorial University.

The new series of work-integrated learning courses includes SKIL 401 *Digital Skills*, SKIL 402 *Professional Skills*, SKIL 403 *Placement Skills* and SKIL 404 *Work-Integrated Learning Experience.* These courses have been designed in consultation with the Faculty of Arts and Science and the Office of Experiential Learning, with the aim of supporting the career transition process for students enrolled in programs where the future career paths are not immediately self-evident.

In time, streams will be built for the various clusters of disciplines (sectors) that share common program outcomes. The streams will thus target skills in areas most needed to complement outcomes emerging from their programs. For example, one stream could target students enrolled in humanities programs, while another stream could target students enrolled in fine arts programs.

In the first year that these courses are offered, they will aim to support students in humanities-oriented disciplines in making connections between the critical analysis and problem-solving skills that they develop through their academic endeavors, and the application of these skills in a professional milieu. By offering opportunities for both career-oriented skills development and work-integrated experience, these courses will support students to succeed in their transition from the university to their future careers. The courses will be oriented towards students in the traditional humanities sector of the Faculty of Arts and Science, but will also be open to students in humanities-oriented programs in Fine Arts, including film studies and art history.

Why start with the Humanities?
Numerous reports (Burning Glass Technologies, 2018; Conference Board of Canada, 2018; Education Policy Research Initiative, 2016; Emsi, 2018) have demonstrated that a growing

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number of humanities students struggle with career prospects following graduation. While the evidence demonstrates that the knowledge and capacities developed through a Humanities education (such as critical/analytical thinking, communication, etc.) are increasingly valuable within the rapidly evolving job market, Humanities graduates often face barriers as they struggle to articulate how the knowledge and skills acquired through their education can be translated to a work environment.

Despite employer perceptions that Humanities students are not ready for the workplace (Conference Board of Canada, 2018), market analyses demonstrate a growing recognition that the need for Humanities-based skill sets will only increase as trends in automation demand workers with the skills to both complement and collaborate with technology (Conference Board of Canada, 2018). Yet, the number of work-integrated opportunities for Humanities students has not grown enough to offer our students an opportunity to grow and learn in a different way.

Course Structure
In designing the courses, the teams consulted other programs available at other universities (eg., Ryerson). Design of the courses involved collaboration with Experiential Learning Office, the Student Success Centre and Career Management Services. The courses will be delivered in partnership with FutureReady (housed within the Student Success Centre). FutureReady currently offers over 50 workshops to undergraduate students each term across five skill domains and has had over 3000 attendees in their offerings since the program launched in October 2018. Many of their existing workshops align with the curriculum established for the courses and they have confirmed that the capacity to expand to meet the needs of the initial program offering in 2021, with the possibility for further expansion in future years, including into more technical skills areas. These synergies make FutureReady a natural and sustainable collaborator in the delivery of these courses.

The four zero-credit courses SKIL 401, 402, 403 and 404 are designed to support students in developing their digital, professional, and work placement skills, and will include 50 hours of future skills development workshops and 400 hours of work-integrated experience. Three of these courses (16.5 hours each) will be synchronous and include eleven weeks of online workshops to be delivered from January to March 2021. In the initial year of delivery, the courses will be available to a limited number of students (current projections are for between 20-30). Preference will be given to students in the latter stages of their degrees so as to target the support towards the transition to the workplace post-graduation. There is a possibility to expand by creating defined streams for in-program students and final year students which could also include very newly graduated students.

By the end of this workshop series, students will be able to apply their newly acquired skills to specific workplace activities. Following the completion of the skills workshops delivered through SKIL 401, SKIL 402 and SKIL 403, students will complete a four-month WIL experience course (SKIL 404), from May to August 2021. The courses are designed so that the WIL experience takes place in the summer before the student's final year of study. The Magnet Student Work Placement Program (SWPP) has been consulted in the development of these courses and has confirmed that employers who create a four-month WIL experience for participants will be eligible for up to $7,500 in wage subsidies.

Another avenue available for the WIL experiences is Riipen, an online platform that facilitates experiential learning opportunities by connecting students with industry partners. It will be leveraged to find and secure employers interested in hosting an internship for the course SKIL 404 *Work-Integrated Learning Experience*.

The courses will also be supported by the FUSION Skill-Development Curriculum, a 10-hour self-directed online learning experience which will serve as an ongoing skill development tool throughout the SKIL 404 *Work-Integrated Learning Experience* course. The curriculum has been designed to wrap around experiential learning activities and to enhance student development in three critical 21st century skill domains: metacognition, communication and problem solving. It consists of guided self-assessments, exercises, reflections, case studies and other activities that support students in being able to: 1) identify how they process information and articulate their personal learning strategies and strengths (*metacognition*); 2) identify and adjust communications based on context, audience, purpose and medium (*communication*); and 3) analyze and deconstruct a simulated work problem using the stages of the *problem-solving* cycle (problem solving).

Costs
There are three main costs associated with the introduction of these courses in their initial year: funding for workshops ($5600), funding for a psychometric assessment that will be incorporated into the courses ($600), and funding for a part-time placement coordinator ($40,000). These costs, which total $46,200, will be covered by the Office of the Provost and VP Academic. Further details on these costs, along with in- kind contributions to the program, can be found in the attached budget.

In its developmental year, the new courses will support opportunities for building relationships between FutureReady and the academic units. As these relationships develop further, this set of courses opens the door for the further integration of applied learning into the academic curriculum.

Sincerely,

Anne Whitelaw,
Interim Provost and Vice President, Academic

Montreal, October 30, 2020

To: Dr. Anne Whitelaw (Provost & VP Academic) and Dr. Sandra Gabriele (VP Innovation in Teaching & Learning)

Subject: Letter of support for the creation of skills program

Dear Dr. Whitelaw and Dr. Gabriele,

It is with pleasure that I write this letter to support the creation of the new skills program; a collaborative effort between FUSION Concordia and the FutureReady program of the Student Success Centre (SSC).

Since the launch of FutureReady in October 2018, over 1500 Concordia undergraduate students have engaged in the 160 workshops and events that have been hosted. We have seen that students from the Faculty of Arts and Science have a particularly large appetite for our offerings, making up the largest percent of our attendees. It was therefore with enthusiasm that we welcomed the opportunity to partner with FUSION Concordia to expand our offerings to a subset of Faculty of Arts and Science students - to those studying in the Humanities – to develop the program.

FutureReady workshops are divided across five core skill modules, two of which include offerings that align closely with the curriculum of the new program: those in *Career Development* and *Communication & Digital Capabilities*. We are excited to be able to expand workshop offerings within these modules for incorporation into the new program, as well as work with FUSION to develop new ones. We will contribute both financial and in-kind resources to the process; financially, in covering the costs of our current workshop offerings that will be incorporated into the FUSION curriculum; and in-kind, through our staff working with FUSION to create new workshops for the program's curriculum, helping to find professional instructors to delivery these offerings, and promoting the program to the target student population and relevant university departments and programs.

The Student Success Centre and FutureReady program look forward to lending our efforts and resources to the success of this program and its ongoing growth and development.

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

Sincerely,
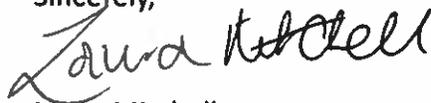
Laura Mitchell

Laura Mitchell

Appendix 2
Workshop Examples and
FUSION Integrated Curriculum

Workshop Examples		
Course	**Workshop**	**Content Overview**
SKIL 401 - Digital Skills	**Quantitative Methods with Excel**	In this module, students who possess very limited Excel skills learn more complex functions which are commonly used for analysis. Using a test data set, students manipulate the data with pivot tables and learn to illustrate their analysis with different graphs. Upon completion of the module, they are comfortable with these valuable functions and have learned a number of tips and tricks for their everyday use of Excel. **Learning Objectives:** ● Analysis of data using excel ● Display results ● Comprehend pivot tables ● Using pictures to visualize data
SKIL 402 - Professional Skills	**Presentation Skills**	In this module, participants are given practical tips to help them gain confidence when speaking to small and large sized audiences. Non-verbal techniques, such as posture, gestures, and walking patterns, are explored to help presenters engage their audience and fully utilize the stage. Additional considerations, like structuring content and leveraging notes, are also explored to enhance the presenter's delivery. **Learning Objectives:** ● Preplan your presentation content ● Prepare your presentation delivery ● Structure your presentation ● Use non-verbal communication ● Decode your audience and answering key questions
SKIL 403 - Placement Skills	**Career Development Strategies**	In this module, participants receive an overview of key tools and techniques to execute an effective job search. Participants learn the importance of networking for career-building, tips and tricks for networking effectively, and how to build their own strong network. This will lead to an increase in profile and awareness for themselves and their company, and improvement in communication and interpersonal skills. Resume writing, tips and tricks, and interview skills are also covered. **Learning Objectives:** ● Understand labour market research ● Craft an effective resume and cover letter ● Gain insights into Applicant Tracking Systems ● Practice interview skills ● Networking techniques

Future Skills Innovation Network (FUSION) - Integrated Curriculum

Purpose

The FUSION integrated curriculum is a 10-hour online experience designed to enhance student skills development in three critical 21st century skills: communication, problem-solving, and metacognition. The curriculum is designed to accompany a variety of university on-line or in-person experiential learning (EL) opportunities, to help focus students' development of these critical skills.

Overview

Module	Content Covered	Instructional Approaches	Time
ORIENTATION	Introduces the curriculum, orienting students on vocabulary specific to the learning platform. Also provides students with a brief introduction to the skills covered by the curriculum – metacognition, communication, and problem solving.	Video (audio and animation), online interactive graphics, student self-assessment rubric on the target skills	1 hr
EXPLORE Metacognition	Provides students with a guided introduction to metacognition as a skill. Introduces the concept of metacognition as important to learning and problem-solving contexts and relates metacognition to Bloom's Taxonomy.	Multiple choice questions and quizzes, drag & drop, matching questions, video (audio and animation), self-inventory of metacognitive awareness	2 hrs
EXPLORE Communication	Presents an introduction to the purpose of communication, the elements of communication, and one specific model of communication. Explores some of the nuances of communicating in online environments as compared to in-person communication.	Multiple choice questions and quizzes, drag & drop, matching questions, video (audio and animation), self-inventory of communication skills	1 hr
EXPLORE Problem Solving	Includes an introduction to problem solving, common types of problems to solve, an overview of common problem-solving styles, and one model of problem solving.	Multiple choice questions and quizzes, drag & drop, matching questions, interactive questions regarding problem-solving style preferences, video (audio and animation), self-inventory of problem-solving skills	1 hr
APPLY	Integrates learning from the explore modules and provides students the opportunity to apply their learning by leading them through the process of 1) identifying a complex problem to solve from their specific learning context, and 2) forming a plan to solve this problem using metacognitive and communication strategies.	Brainstorming exercises, planning worksheets, short answer, expositive writing, video (audio and animation)	3 hrs
REFLECT	Provides students the opportunity to reflect on their learning experiences, particularly as related to metacognition, communication, and problem solving. Students will have the opportunity to self-assess their skills, identify areas of growth, and target skills that they still wish to improve. Students will receive tips on how to communicate their skills to future employers.	Self-assessment in each of the three target skills, expositive writing, video (audio and animation)	2 hrs

Assessment

The impact of the FUSION integrated curriculum will be assessed by measuring students' capacities to demonstrate, articulate, translate, and identify additional strategies to develop their skills in the three domains identified above. Instructors may include supplemental content and assessment at their discretion.

Appendix 3
Summary of Consultations

Summary of Humanities+ Consultations

Consultations

A number of issues were considered during the consultation process for the Humanities+ program, including the name of the program, as well as the importance of establishing a long-term vision to integrate skills development into academic programs based in the Humanities. Feedback from students indicated a preference for the program title Humanities+, as this title clearly indicates that the program is oriented towards offering a program that is tailored to the specific needs of Humanities students. A variety of stakeholders were consulted to provide input on the Humanities+ program:

- Dr. Pascale Sicotte, Dean of Arts & Science - Nov. 19th, 2020
- Humanities Chairs - Nov. 27th, 2020
- Humanities Students - Nov. 25 & Dec. 1, 2020
- Office of Experiential Learning – Ongoing

Findings from consultations with the stakeholders listed above will inform the assessment criteria for the Humanities+ program. The program will continue to offer opportunities for ongoing consultation and feedback through its assessment process and will serve as venue for building connections between the Student Success Centre, the Office of Experiential Learning, the Office of the Provost, and departments offering Humanities programs. Based on feedback from consultations, a future ambition of the Humanities+ program will be the integration of skills development into the academic curriculum.

Appendix 4
Budget

Budget
Based on one cohort of 30 students

Program Delivery	Direct Costs	Notes
Instruction ($700 x 8)	$5600	Funding will cover half of the 16 total workshops. The cost may be further reduced by leveraging in-kind contributions of university faculty / employees or employer partners.
Udemy	$0	Concordia students' free access to Udemy can serve as a supplement to student learning.
Psychometric Test	$600	A psychometric test will be incorporated into the program to enhance students' self-awareness. The amount provided is based on each student having access to the CliftonStrengths ($20 x 30 - reflects an educator discount).
Subtotal	**$6200**	
Staffing	**Direct Costs**	**Notes**
Project Manager	$0	In-kind FUSION contribution; FUSION Concordia Project Lead, Megan Marcoux
Project Coordinator	$0	In-kind FutureReady contribution; FutureReady Coordinator, Andrea Taylor.
Placement Coordinator	$40,000	Estimate of .5 FTE contract for 12 months
Subtotal	**$40,000**	
Placement Support	**Direct Costs**	**Notes**
Riipen	$0	The Placement Coordinator will liaise with Riipen to find 30+ work-integrated learning placements for program participants.
Subtotal	**$0**	
Grand Total	**$46,200**	

SCHOOL OF GRADUATE STUDIES

MEMO TO:	Sandra Gabriele, Vice-Provost, Innovation Teaching and Learning
FROM:	Brad Nelson, Associate Dean, Academic Programs and Development School of Graduate Studies
DATE:	December 14, 2020
SUBJECT:	**GRADUATE CURRICULUM CHANGES (ECON-34)** **(CALENDAR – 2021/2022)** **DEPARTMENT OF ECONOMICS** **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 Economics is proposing to modify the degree requirements of the PhD program most significantly with the addition of two new courses *ECON 802 Comprehensive Examination* and *ECON 804 Thesis Proposal.* The purpose of ECON 802 is to bring the comprehensive examination in line with most other institutions where an econometric theory assessment is not required while ECON 804 formalizes the practice of the completion of the thesis proposal. Consequently, the former *ECON 805 Comprehensive Examination* is deleted and the credit value of *ECON 807 Thesis* is decreased.

The Department also put forth further miscellaneous modifications including credit value, prerequisite and course description changes, in addition to the deletion of several elective courses.

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

cc: R. Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

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INTERNAL MEMORANDUM

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

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
             Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
             Faculty of Arts and Science

DATE: November 20, 2020

SUBJECT: Graduate Calendar Curriculum Changes
             Department of Economics (ECON-34)

The following proposal was presented under ASFC-2020-7M-C and approved at the Arts and Science Faculty Council meeting of November 20, 2020. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

INTERNAL MEMORANDUM

TO: Dr Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: November 2, 2020

SUBJECT: Graduate Calendar Curriculum Changes
Department of Economics
ECON-34
Changes to PhD in Economics

_____

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Economics** is proposing changes to its PhD program. In adding the course ECON 804 *Thesis Proposal* to the list of required courses, the Department of Economics is formalizing the process of transitioning students towards the final doctoral thesis. This course ensures that students have an optimal perspective, are applying sound approaches and methods in their proposed research and are well prepared as they move forward to the ECON 806 *Research Seminar.* Currently, the material related to approaches in research, and its planning, constitute an informal component of ECON 806. This formalizes the process. Concomitantly, the ECON 806 *Research Seminar* receives the additional prerequisite of ECON 804 (the proposal), and at the same time receives a description indicating that the Seminar normally leads to the first chapter of the Thesis (completed under ECON 807).

Another major change concerns the comprehensive exams, which are together decreased from six to four credits (was ECON 805, and now ECON 802). The change is related to the removal of the econometrics theory section from the comprehensive exam list. This adjustment brings the PhD comprehensive exam list in line with those from most other Canadian institutions. The comparative table is provided in the package. This is also in response to a request from the School of Graduate Studies. Accordingly, the credit value for completing the Comprehensive Examinations is changed from six to four credits. A course description is also added to make this new requirement clearer.

Finally, the value of ECON 807 *Thesis* is reduced from 48 to 46 credits to accommodate the other credit value changes and fit inside 90 credits for the total degree.

Of note, the sum of credits allocated to required coursework (to complete the PhD in Economics) is increased from 18 to 19 credits, due to the credit value increase in the MA-level course *ECON 613 Microeconomics II*. This is coherent with the ECON-33 Master's level dossier that is currently moving towards Senate approval. Other clerical changes in this proposal include the removal of certain courses (most of whom were workshop-style offerings).

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

Reference documents:
FCC 2020.3_ECON-34

Department of Economics

ECON-34

Memo from Chair

Program change

    PhD in Economics

New course

ECON 802	Comprehensive Examination (4 credits)	
ECON 804	Thesis Proposal	

Course deleted

ECON 805	Doctoral Comprehensive Examination (6 credits)
ECON 814	Workshop in Advanced Economic Theory
ECON 817	Advanced Macro Theory
ECON 858	Montreal Natural Resources and Environmental Economics Workshop
ECON 878	Workshop in Labour Economics

Title, prerequisite and course description change

    ECON 806   Research Seminar (6 credits)

Title, credit value, prerequisite and course description change

    ECON 807   Thesis (46 credits)

Internal Memorandum

To: Dr. Richard Courtemanche, Associate Dean of Academic Affairs, Faculty of Arts and Science
From: Dr. Jorgen Hansen, Chair, Department of Economics
Date: February 17, 2020 *(revised, January 13, 2021)*
Re: ECON-34 Revisions to the PhD Calendar listings

The Department of Economics Council has reviewed and approved the following changes to our PhD program recommended by the Graduate Program Committee. This approval was given at the Council meetings of February 12, 2020 and September 25th, 2020.

The Graduate Program Committee has reviewed changes to the PhD in Economics in order to provide up to date information to our students and align its structure with those at competing Canadian universities. The two most important changes are: 1) The addition of a new course to denote the thesis proposal in order to clarify students' progression within the program and 2) Removal of the econometric theory exam from the list of required comprehensive exams.

These changes do not require additional resource allocations. The changes are summarized in this table:

PhD in Economics	
1. Admission Requirements	Clarification of the GRE acronym
2. Degree Requirements	Removal of the mention to directed study courses and reorganization of the section
3. Academic Regulations	Update, Council of the School of Graduate Studies
4. ECON 802	New program course
5. ECON 804	New program course
6. ECON 805	Program course deleted
7. ECON 806	Prerequisite and course description change
8. ECON 807	Credit value and description change
9. ECON 814, 817, 858, 878	Elective courses deleted

The justification for each change is as follows:

1. **Admission Requirements**
   The addition of the meaning of 'GRE' is recommended for clarification.

2. **Degree Requirements**

   Two modifications are made to degree requirements:

   - A note in Degree requirements states that students who have taken required courses as part of their MA degree at Concordia must replace them with electives or directed research courses under the direction of their thesis supervisor. The directed research courses requirements are ill-conceived for these three reasons:

     i.   There are no "directed research courses" in the Calendar. It is thus difficult to fathom what a directed research course actually entails or rewards and how many credits are assigned to each course.
     ii. PhD students are not assigned a supervisor at the onset of their studies. They normally find a supervisor while completing elective coursework, late in the second year or early in the third. It does not make sense for students to work on "directed research" while working on their thesis if one aims to improve time to completion.
     iii. Research undertaken under a thesis supervisor is normally incorporated within the thesis. It is therefore not clear whether a directed research course recognizes the same research rewarded by the thesis.

     Withdrawing the reference to directed research courses in the note avoids these ambiguities. The Department also believes that students who take extra electives broaden their understanding of economics. In practice, few students are affected by this note as we incite performing MA students to avail themselves of the fast-track option.

   - As part of the degree requirements, students must choose elective courses to complete two fields of specialization. Health Economics has been added to the list of possible fields: with the arrival of a new tenure-track hire in this field, we wish to signal that Health Economics is an area of intensive research for the Department.

3. **Academic Regulations: nomenclature update**
   'Council of Graduate Studies' has been updated to 'Council of the School of Graduate Studies'. We are also recommending changing 'candidates' to 'students' throughout the calendar, except in the Admissions section, to reflect the vocabulary used in our exchanges with students.

4. **ECON 802: new course**

   The School of Graduate Studies suggested that the Department reassess the usefulness of its comprehensive exams. A review of practices at other Canadian departments of economics has revealed that few require an econometrics exam. The norm at other universities, as seen in the table below, seems to be that students only need to take exams in microeconomic theory and macroeconomic theory in their first year. Moreover, a review of students' past performance on the econometrics exam suggests that completing this exam conveys limited information. The Department has therefore elected to remove the econometric theory exam from its list of comprehensive exams. Accordingly, the credit value for completing the Doctoral Comprehensive Examinations will change from 6 to 4 credits. A new course is

thus required to replace ECON 805. A course description is also added to make this new requirement clearer.

First-year comprehensive exams, Economics

University	micro	macro	econometrics
Calgary	x	x	
Carleton/UofO	x	x	
Concordia	x	x	x
McGill	x	x	
McMaster	x	x	
Queen's	x	x	
SFU	x	x	x
Toronto	x	x	
UBC	x	x	
UdeM	x	x	
UWO	x	x	x
Waterloo	x	x	
York	x	x	x

5. **ECON 804: new program course**
   The objective of ECON 806 – Doctoral Research Seminar was for students to write and present a full research paper. However, as there is no course indicating the completion of a thesis proposal in the Calendar, the completion of ECON 806 has been used in practice to indicate that the thesis proposal was completed. We recommend the creation of ECON 804 – Doctoral Thesis Proposal, as well as a description change for ECON 806 Doctoral Research Seminar, to inform students of what is expected in each course, and to prepare them adequately to go from their Comprehensive Examinations to the Thesis Proposal, then to the Doctoral Research Seminar, and finally to the Doctoral Thesis.

6. **ECON 805: deletion, program course**
   The deletion of ECON 805 follows from the addition of ECON 802 to adjust the credit value for the successful completion of comprehensive exams.

7. **ECON 806: addition of a prerequisite and course description**
   The course description follows the change recommended to the Degree Requirements. The prerequisite to this course, ECON 804 – Doctoral Thesis Proposal, was also added so students understand the regular progression in the program.

8. **ECON 807: credit value and description change**
   Proposed changes to the PhD program result in a total increase in the credits awarded by 2:

   a. Credits for required courses credits are increasing from 18 to 19 credits with the number of credits of ECON 613 going from 3 to 4.
   b. Credits for comprehensive exams completion are decreasing from 6 to 4 with the replacement of ECON 805 by ECON 802.
   c. The introduction of the milestone ECON 804 (thesis proposal) adds 3 credits.

Prior to these changes, one could consider the credit reward for completing the thesis proposal as part of the 48 credits awarded for ECON 807 (doctoral thesis). With the creation of ECON 804, it is thus natural to subtract 2 credits from those awarded to complete the PhD thesis. This requires the modification of the credit value of ECON 807 from 48 to 46 credits.

Moreover, ECON 807 Doctoral Thesis did not have a course description appearing in the calendar. A description is added to ECON 807 to make the requirements and the progression within the program clearer, including the prerequisite (ECON 806).

9. Deletion of elective courses

ECON 814, 817, 858, and 878 were part of a workshop series created to complement course offerings, and were added to the Graduate Calendar in 2007-2008. ECON 858 was planned in collaboration with the Centre Interuniversitaire de Recherche en Économie Quantitative (CIREQ). However, none of these courses were ever offered, and there are no plans to offer them in future.

Best regards,

Dr. Jorgen Hansen
Chair and Professor
Department of Economics

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

PROGRAM CHANGE: PhD Economics

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: September 2020

Type of Change:

[X] Editorial   [X] Requirements   [X] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Economics PhD Admission requirements • MA in economics from a recognized university with a cumulative GPA of 3.50 or equivalent. • Students with a high standing in a master's degree or equivalent in other fields, such as commerce, mathematics or business administration from a recognized university may be admitted, subject to satisfactory completion of qualifying requirements, if necessary. • **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. Students with a BA (honours) or equivalent with high standing in economics may apply for admission directly to doctoral studies. **GRE.** While writing the GRE is not required, such scores certainly enhance an application for admission and especially for funding. Degree Requirements Fully-qualified candidates are required to complete a minimum of 90 credits. **18 credits – Required Courses**	**Economics PhD** Admission Requirements • MA in economics from a recognized university with a cumulative GPA of 3.50 or equivalent. • Students with a high standing in a master's degree or equivalent in other fields, such as commerce, mathematics or business administration from a recognized university may be admitted, subject to satisfactory completion of qualifying requirements, if necessary. • **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. Students with a BA (honours) or equivalent with high standing in economics may apply for admission directly to doctoral studies. **GRE.** While writing the Graduate Record Examinations (GRE) is not required, such scores certainly enhance an application for admission and especially for funding. Degree Requirements Fully-qualified candidates are required to complete a minimum of 90 credits. **19 credits – Required Courses**

ECON 612 - Microeconomics I (3 credits)
ECON 613 - Microeconomics II (~~3~~ credits)
ECON 615 - Macroeconomics I (3 credits)
ECON 616 - Macroeconomics II (3 credits)
ECON 680 - Econometric Theory I (3 credits)
ECON 681 - Econometric Theory II (3 credits)

12 credits – Program Elective Courses

Selected from the Departmental offerings.

~~6 credits – Research Seminar~~

ECON 806 - ~~Doctoral~~ Research Seminar (6 credits)

~~6 credits – Comprehensive Examinations~~

~~ECON 805 - Doctoral Comprehensive Examination (6 credits)~~

~~48 credits – Doctoral Thesis~~

ECON 807 - ~~Doctoral~~ Thesis (4~~8~~ credits)

A recognition of past graduate work as partial fulfillment of the course requirements for the PhD degree is at the discretion, and subject to the approval of, the Graduate Program Director and the Dean of Graduate Studies. (See the regulation concerning transfer credits in this calendar.) ~~Note: If students have taken courses that are required for the PhD program as part of their MA studies, they must substitute them with a maximum of three directed research courses and electives in order to complete the 30 credits required in the PhD program. The directed research courses are chosen in consultation with the thesis supervisor; they are graded pass/fail and are comprised of independent research work carried out under the direction of the thesis supervisor.~~

~~Research Seminar.~~ ~~All candidates must take ECON 806 - Doctoral Research Seminar (6 credits) requiring the presentation of a paper. This seminar is intended to aid in the development of a doctoral thesis proposal.~~

~~Comprehensive Examinations.~~ ~~All candidates must pass three examinations (6 credits) in the areas of: Microeconomic Theory, Macroeconomic Theory and Econometrics. Each of these examinations is set, read and marked by members of the Department. These examinations must be passed before a student enrols in ECON 806.~~

Fields of Specialization. Each PhD student must ~~have 2~~ fields of ~~specialization, either as part of the degree of MA or within the students' PhD program. In order to do this the student must~~ successfully complet~~e 2~~ courses from ~~the sequences offered in any of~~ the following fields: Economic Development; Financial Economics; Industrial Economics~~,~~

ECON 612 - Microeconomics I (3 credits)
ECON 613 - Microeconomics II (4 credits)
ECON 615 - Macroeconomics I (3 credits)
ECON 616 - Macroeconomics II (3 credits)
ECON 680 - Econometric Theory I (3 credits)
ECON 681 - Econometric Theory II (3 credits)

12 credits – Program Elective Courses

Selected from the Departmental offerings. Students who have taken ECON 612, ECON 615, and ECON 680 as part of their MA studies in the Department of Economics must substitute them with three electives with department approval.

ECON 802 - Comprehensive Examination (4 credits)

ECON 804 - Thesis Proposal (3 credits)

ECON 806 - Research Seminar (6 credits)

ECON 807 - Thesis (46 credits)

A recognition of past graduate work as partial fulfillment of the course requirements for the PhD degree is at the discretion, and subject to the approval of, the Graduate Program Director and the Dean of Graduate Studies.

Fields of Specialization. Each PhD student must specialize in two fields of economics. A specialization is obtained by 1) successfully completing two courses from one of the following fields: Economic Growth and Development; Environmental Economics; Financial Economics; Health Economics; Industrial Economics; International Economics; Labour

International Economics; Labour Economics; Public Economics; or ~~3 courses~~ in ~~one of~~ Econometrics, Macroeconomics or Microeconomics.

Economics; Public Economics; or, <u>2) by completing one course in addition to the two required courses for a specialization in microeconomics, macroeconomics, and econometrics. Students must consult the Graduate Program Director to confirm the course selection that would constitute an acceptable field of specialization</u>.

Language Requirement. PhD candidates must pass an examination in French. International students may, with the approval of the Department, replace French with another language in which there exists a sufficiently large economics literature.

Language Requirement. PhD students must pass an examination in French. International students may, with the approval of the Department, replace French with another language in which there exists a sufficiently large economics literature.

~~**Thesis.** A candidate who has passed the PhD comprehensive examinations must submit in writing to the Graduate Program Director a detailed proposal of a thesis topic. Candidates proceed to work on the thesis (48 credits) only after obtaining approval of the topic from both the Graduate Studies Committee in the Department and the thesis supervisor.~~

Academic Regulations

1. Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

2. Residence. The minimum period of residence is two calendar years (6 terms) of full-time graduate study beyond the master's degree, or three calendar years (9 terms) of full-time graduate study beyond the bachelor's degree for those permitted to enrol for doctoral studies without completing a master's degree. A period of full-time study, allowed or required by the Department to be spent at another institution with adequate research facilities, may be offered towards partial fulfillment of the residence requirements for the degree of PhD at Concordia University. In each case, the Department must obtain approval of the Council of Graduate Studies.

3. Time Limit. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.

4. Graduation Requirement. In order to graduate, students must have a cumulative GPA of at least 3.00.

Courses

All courses are one-term, 3 credit courses.

Academic Regulations

1. Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

2. Residence. The minimum period of residence is two calendar years (6 terms) of full-time graduate study beyond the master's degree, or three calendar years (9 terms) of full-time graduate study beyond the bachelor's degree for those permitted to enrol for doctoral studies without completing a master's degree. A period of full-time study, allowed or required by the Department to be spent at another institution with adequate research facilities, may be offered towards partial fulfillment of the residence requirements for the degree of PhD at Concordia University. In each case, the Department must obtain approval of the Council of <u>the School of</u> Graduate Studies.

3. Time Limit. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.

4. Graduation Requirement. In order to graduate, students must have a cumulative GPA of at least 3.00.

Courses

All <u>600-level</u> courses are one-term, 3 credit courses <u>unless specified otherwise</u>.

<u>A selection from the following courses will be offered each year. Information about the particular offerings in a given year is available from the Department.</u>

ECON 612 Microeconomics I
<u>*Prerequisites*: ECON 501 and 525; or equivalent. This course is devoted to modern consumer and producer theories. Consumer theory is presented first, and at some length, due to its inherent importance, as well as the overlap between the methods and results in this area and in producer theory. Producer theory is dealt with next. In this section of the course, the similarities and differences between these two important building blocks of</u>

modern microeconomics are emphasized.

ECON 613 Microeconomics II (4 credits)
Prerequisite: ECON 612.
This course covers a number of topics in microeconomic theory. Main topics include general equilibrium theory and welfare economics, topics in the theory of information, contracts and principal-agent problems, and selected topics in game theory.

ECON 614 Game Theory
Prerequisite: ECON 612.
This course offers an in-depth coverage of some important topics in mostly non-cooperative but also cooperative game theory. Although formal reasoning, precise definitions and proofs are part of the course, emphasis is placed on the importance and use of the various concepts in economics. Main topics include Nash equilibrium and subgame perfection, correlated equilibria, rationalizability, zero sum games, repeated games, (perfect) Bayesian Nash equilibrium, core Shapley value, bargaining problems, and stable sets.

ECON 615 Macroeconomics I
Prerequisites: ECON 503 and 525; or equivalent. The objective of this course is to introduce students to advanced theories and mathematical tools for rigorous analysis of various macroeconomic issues. Topics covered include consumption, investment, inflation and economic growth theories including Solow, Ramsey-Cass-Koopmans, and endogenous growth models.

ECON 616 Macroeconomics II
Prerequisite: ECON 615.
This course studies various issues in macroeconomic theory within a dynamic general equilibrium framework. Topics covered vary from year to year. However, the first part of the course is usually an initiation into useful techniques such as dynamic programming and the numerical methods.

ECON 618 Monetary Economics
Prerequisite: ECON 615.
This course includes the theory of money, monetary policy, payment systems, and banking. Among the available models, there will be a particular focus on the New Keynesian model as a framework to analyze monetary policy. Alternative models of money, such as search-theoretic models, are also studied.

ECON 619 Political Economy
Prerequisites: ECON 614 and 615.
This course studies how conflicts of interest are resolved through political institutions in democratic countries. In the first half of the course, tools and models that are useful in the analysis of voting and elections, bargaining in legislatures, and special interest politics are studied. In the second half, these tools are applied to examine: (1) how macroeconomic polices are made through the political process; (2) why inefficient policies may be chosen in the end; and (3) how constitutions (indirectly) shape public policy and consequently the economic outcomes of nations.

ECON 622 Economic Development
Prerequisites: ECON 501, 503 and 525; or equivalent. Modern theories of economic

development are presented. Topics include microeconomic reform and transition in developing economies, income inequality and enterprise and, foreign investment and technology flows as a means to development. In addition, analytical techniques used in the study of structure and functioning of developing economies are presented.

ECON 623 Growth and Development
Prerequisites: ECON 501, 503 and 525; or equivalent. This course examines a series of models that are relevant to the study of economic growth and development. These two issues are studied from a macroeconomic perspective; that is, emphasis is placed on highly stylized models characterized by rational decision making within a dynamic environment.

ECON 624 Topics in Economic Development
Prerequisites: ECON 501, 503 and 525; or equivalent. Why are some countries poor and others rich? What can account for cross-country differences in fertility and mortality rates? In gender gaps, civil war, and school attainment? Why did the industrial revolution start in Europe? Why did Europe colonize the rest of the world, rather than the other way around? Why are some former colonies (e.g., U.S., Canada) so much richer than others (e.g., India and Zimbabwe)? This course presents research which addresses these issues. While emphasis in on theoretical research where overlapping-generations models are used to generate multiple steady-state equilibria, empirical work is also examined.

ECON 642 Financial Economics I
Prerequisites: ECON 501, 503 and 525; or equivalent. This course is the first of a two course sequence in financial economics, and is intended to provide an introduction to contemporary theoretical and empirical modeling in financial markets. The course provides a foundation for more advanced work in financial economics while allowing students without an exceptionally strong mathematical background to become familiar with the discipline. Theoretical topics include measures of risk aversion, stochastic dominance, individual portfolio choice under uncertainty, the capital asset pricing model (CAPM), and the arbitrage pricing theory (APT). Empirical topics include tests of CAPM and the APT, the efficient markets hypothesis, performance evaluation, and event test methodology.

ECON 643 Financial Economics II
Prerequisites: ECON 642 and 680.
This course is the second of a two course sequence in financial economics, and is intended to provide an introduction to several advanced topics in theoretical and empirical financial economics. Theoretical topics include the valuation of state contingent securities, dynamic asset pricing, and continuous time methods. Empirical topics include the time-series properties of returns, traditional structural estimation of asset pricing models of maximum-likelihood (ML) and the generalized method-of-moments (GMM), calibration and simulation, variance bounds tests, and an introduction to empirical methods for continuous time models.

ECON 656 Public Finance: Expenditure
Prerequisites: ECON 501 and 525; or equivalent. This course deals with welfare economics and the role of the government in supplying goods. The principal topics are the optimal supply of public goods, voting mechanisms and models of preference revelation, consumer's surplus, externalities in production and consumption, optimal pricing models, the theory of clubs, inequality, cost-benefit analysis, federalism and federal-provincial relations in Canada.

D5

ECON 657 Public Finance: Taxation
Prerequisites: ECON 501, 525; or equivalent. This course analyzes both the descriptive and normative effects of alternative taxation policies on economic behaviour. In the descriptive part it deals with work-leisure choice, saving decisions and the incidence of the corporation income tax. The normative part deals with the optimality issues of income and commodity taxation. Emphasis is given to both analytical and policy considerations.

ECON 658 Environmental Economics
Prerequisites: ECON 501, 525; or equivalent. This course deals with the inter-relationship between economics and the physical environment. The objective is to depict the problem of environmental quality as an economic problem. The course focuses on the use of concepts and instruments derived from public finance for the resolution of environmental issues. Numerous case studies are discussed.

ECON 661 International Trade
Prerequisites: ECON 501, 525; or equivalent. This course provides a systematic treatment of neo-classical international trade theory, including the theory of comparative advantage, the theory and practice of commercial policy, trade and welfare, and customs union theory. The course emphasizes the interaction of trade theory with policy questions.

ECON 662 International Finance
Prerequisites: ECON 501, 503 and 525; or equivalent. Selected topics in international finance or open economy macroeconomics are analyzed within modern dynamic general equilibrium models. These include deviations from the law of one price and from purchasing power parity, pricing to market, exchange rate determination, the international transmission of business cycles, the international financial system and crises, sovereign debt and default, global trade imbalances, currency unions (like the European Monetary Union), customs unions (like the European Union), and optimal monetary and fiscal policy in an open economy setting.

ECON 673 Industrial Organization
Prerequisites: ECON 501, 525; or equivalent. This course surveys economic models of industrial behaviour. Topics covered include theories of oligopoly, effects of potential entry, product differentiation, advertising, technological change, vertical integration, monopoly and merger issues.

ECON 674 Economics of Regulation
Prerequisites: ECON 501, 525; or equivalent. This course examines economic theories of regulation as applied to monopolized and competitive industries, together with their policy implications. Topics covered include natural monopoly, contestable markets, effects of "traditional" regulation (such as rate of return and Ramsey pricing), together with an examination of recent theories of optimal regulation under asymmetric information. Topics in the regulation of industries include minimum quality standards, licensing, and predatory business practices.

ECON 677 Labour Economics I
Prerequisites: ECON 501, 525; or equivalent. This course covers selected topics in the field of labour economics. The focus of the course is on microeconomic analyses and issues. The emphasis is on the application of some of the ideas from the theories of information, uncertainty, and incentives to the understanding of labour markets and

institutions. Topics covered include wage and wage differentials, discrimination, human capital, life-cycle models of labour markets, effects of asymmetric information, self-enforcing implicit contracts, efficiency wage models, principal-agent problems, team production and tournaments.

ECON 678 Labour Economics II
Prerequisites: ECON 612 and ECON 680.
The main objective of this course is to examine a relatively small number of topics in modern labour economics and, ultimately, their empirical and econometric application. The topics covered include static and dynamic models of labour supply, dynamic models of job search and job matching, econometric analysis of labour market transition data, unemployment insurance, and unemployment theories.

ECON 680 Econometric Theory I
Prerequisites: ECON 521 and 525; or equivalent. The general aim of this course is to discuss some of the fundamental methods of econometrics and their theoretical justification. The course begins with a mathematical and statistical review and moves on to a thorough discussion of the general theory of least squares (including instrumental variables) and maximum-likelihood, their justification and associated tests of significance. Applications include linear, single-equation and simultaneous equations models, some non-linear models, and specification analysis. Students are expected to undertake various exercises, including computer-based applications.

ECON 681 Econometric Theory II
Prerequisite: ECON 680.
This course covers advanced topics in estimation and inference in non-linear econometric models including asymptotic theory, generalized method of moments, quasi-maximum likelihood, simulation based methods, non-parametric and semiparametric estimation, bootstrap methods and robust estimators.

ECON 682 Applied Econometrics: Time-Series
Prerequisite: ECON 680.
This course provides an introduction to statistical techniques for analyzing time-series data. Topics include Box-Jenkins methodology, spectral analysis, forecasting, tests for unit roots, multivariate time-series analysis: vector autoregressions, causality, co-integration, and nonlinear time-series models such as ARCH models.

ECON 683 Applied Econometrics: Microeconometrics
Prerequisites: ECON 680 or equivalent, and one successfully completed graduate level course in econometrics, or permission of the instructor.
This course provides an introduction to statistical techniques and practical aspects of microeconometric analysis. Topics include binary response models, censored and truncated regression models, analysis of categorical survey data, instrumental variables, treatment effects, panel data models with fixed and random effects, analysis of transition data, estimation by simulation, and estimation of dynamic programming models.

ECON 694 Reading Courses in Economics
With the permission of the Graduate Studies Committee a supervised reading course in a specialized area in which no course is offered by the Department.

ECON 695 Seminar in a Special Topic

Recent Special Topics have included: Monetary Economics; Game Theory; Workshop in Advanced Economic Theory; Applied Industrial Organization; Empirical Trade; Political Economics; Natural Resources and Environmental Economics Workshop.
Note: This course may be taken more than one time for credit, provided the subject matter is different each time.

ECON 696 Research Methodology in Economics
This course introduces students to the approach followed by economists to conduct scientific research and produce knowledge. Students will learn how to to formulate a pertinent research question, how to perform a critical evaluation of the relevant literature, how to determine the appropriate methodology to answer this question, and how to communicate findings effectively. The course will also examine common pitfalls in data gathering and data analysis.

ECON 802 Comprehensive Examination (4 credits)
Prerequisites: ECON 613, 616. All students must pass one examination in Microeconomic Theory and one examination in Macroeconomic Theory.

ECON 804 Thesis Proposal
Prerequisite: ECON 802. Students are required to defend their thesis proposal before a supervisory committee in a meeting chaired by the Graduate Program Director. The supervisory committee consists of the principal supervisor(s) and at least two other members of the Department. The thesis proposal must include a sound rationale for the proposed research, situate this research within the relevant literature, describe the intended research methods, and discuss the overall research agenda towards the completion of a Thesis.

~~ECON 805 Doctoral Comprehensive Examination~~ (6 credits)

ECON 806 ~~Doctoral~~ **Research Seminar** (6 credits)

ECON 806 Research Seminar (6 credits)
Prerequisite: ECON 804. This seminar requires the writing and oral presentation of a completed research paper, which normally constitutes the first chapter of the Thesis.

ECON 807 ~~Doctoral~~ **Thesis** (~~48~~ credits)

ECON 807 Thesis (46 credits)
Prerequisite: ECON 806. Doctoral students must submit a thesis, based on their own extensive research, which makes an original contribution to knowledge and defend it in an oral examination in accordance with the thesis regulations specified in the relevant section of this calendar.

~~ECON 814 Workshop in Advanced Economic Theory~~

~~*Prerequisite:* Permission of the department.~~
~~The workshop is designed for PhD students who have successfully completed their comprehensive examinations and have expressed an interest in Economic Theory. The course involves lectures by participating faculty members and continues with presentations by students. These presentations may involve the student's own work or an already published paper of great importance to the literature. Topics vary from year to~~

~~year, with some years devoted to micro-topics and others to macro-topics.~~

~~**Note**: Students who have received credit for this course under ECON 614 may not take this course for credit.~~

~~**ECON 817 Advanced Macro Theory**~~
~~*Prerequisite:* ECON 616.~~
~~The course deals with the New Classical and New Keynesian macroeconomics, rational expectations and disequilibrium approaches. Emphasis is placed on model solution techniques, optimal control theory, and stochastic processes. Recent developments in empirical estimation will also be dealt with.~~
~~**Note**: Students who have received credit for ECON 617 may not take this course for credit.~~

~~**ECON 858 Montreal Natural Resources and Environmental Economics Workshop**~~
~~*Prerequisite:* Permission of the department.~~
~~This workshop, which is organized through the Centre Interuniversitaire de Recherche en Economie Quantiative (CIREQ), is intended for researchers and doctoral students in economics throughout Montreal who are interested in resource and environmental economics. The types of topics that may be dealt with, at an advanced level, are the economic theory of sustainable growth, green accounting, sunk costs and production constraints in natural resource exploitation, the irreversibility of environmental investment decisions, measures of biodiversity and their implications, the optimal order of extraction of natural resources, intertemporal depletion of spatially distributed nonrenewable resources, property rights and natural resource exploitation, applications of differential games to natural resource and environmental economics, and other related topics. The workshop is led by a team of researchers comprising professors from McGill University, Concordia University, Université de Montréal and HEC Montréal who will actively participate in each meeting. A regular and active participation is expected of the doctoral students and other researchers who would like to join this work group.~~

~~**ECON 878 Workshop in Labour Economics**~~
~~*Prerequisite:* Permission of the department.~~
~~The course covers topics related to specifying and estimating static and dynamic models of individual choice concerning education, occupation, labour supply, marriage, fertility, and immigration. Emphasis is placed on policy evaluation methods. The course covers both structural and nonstructural approaches. For each topic, theory, econometrics and applications are discussed. The course concludes with presentations by students of their on-going thesis work. The course is restricted to PhD students who plan to write a thesis in the field of labour economics. There is no textbook for this course. Instead, the course uses journal articles extensively to supplement the topics covered in the workshop.~~

Rationale:
The rationale for each requested change is as follows:

1. Admission Requirements
The addition of the meaning of 'GRE' is recommended for clarification.

2. Degree Requirements

Two modifications are made to degree requirements:

• A note in Degree requirements states that students who have taken required courses as part of their MA degree at Concordia must replace them with electives or directed research courses under the direction of their thesis supervisor. The directed research courses requirements are ill-conceived for these three reasons:

    i. There are no "directed research courses" in the Calendar. It is thus difficult to fathom what a directed research course actually entails or rewards and how many credits are assigned to each course.
    ii. PhD students are not assigned a supervisor at the onset of their studies. They normally find a supervisor while completing elective coursework, late in the second year or early in the third. It does not make sense for students to work on "directed research" while working on their thesis if one aims to improve time to completion.
    iii. Research undertaken under a thesis supervisor is normally incorporated within the thesis. It is therefore not clear whether a directed research course recognizes the same research rewarded by the thesis.

    Withdrawing the reference to directed research courses in the note avoids these ambiguities. The Department also believes that students who take extra electives broaden their understanding of economics. In practice, few students are affected by this note as we incite performing MA students to avail themselves of the fast-track option.

• As part of the degree requirements, students must choose elective courses to complete two fields of specialization. Health Economics has been added to the list of possible fields: with the arrival of a new tenure-track hire in this field, we wish to signal that Health Economics is an area of intensive research for the Department.

3. Academic Regulations: nomenclature update
'Council of Graduate Studies' has been updated to 'Council of the School of Graduate Studies'. We are also recommending changing 'candidates' to 'students' throughout the calendar, except in the Admissions section, to reflect the vocabulary used in our exchanges with students.

4. Courses: addition of categories and course descriptions
None of the course descriptions were available to students on this page. We recommend adding the full-length descriptions for 600-level courses that are available to PhD students. We note that the changes requested in dossier ECON-33 were integrated to the current dossier to maintain consistency between the MA and PhD calendar pages. The changes are as follows:

    • ECON 613: credit value change
    • ECON 620 and 621: course deletion
    • ECON 662: title and description change
    • ECON 695: description change
    • ECON 696: new course

Implementation is requested for Fall 2021 (i.e., as soon as possible) in order for the new PhD entrants in September 2021 to have access to the reconfigured program.

Resource Implications:
None. The course allotment remains the same, and the added courses ECON 696, 802 and 804 do not require additional resources.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 802   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: September 2020

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	ECON 802 Comprehensive Examination (4 credits) *Prerequisites:* ECON 613, 616. All students must pass one examination in Microeconomic Theory and one examination in Macroeconomic Theory.

Rationale:
The School of Graduate Studies suggested that the Department reassess the usefulness of its comprehensive exams. A review of practices at other Canadian departments of economics has revealed that few were requiring an econometrics exam (see table in memo). The norm at other universities seems that students only need to take exams in microeconomic theory and macroeconomic theory in their first year. Moreover, a review of students' past performance on the econometrics exam suggests that completing this exam conveys limited information.

The Department has therefore elected to remove the econometric theory exam from its list of comprehensive exam. Accordingly, the credit value for completing the Comprehensive Examinations will change from 6 to 4 credits. A new course is thus required to replace ECON 805. A course description is also added to make this new requirement clearer.

Resource Implications:
None.

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 804   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: September 2020

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	ECON 804 Thesis Proposal (3 credits) *Prerequisite:* ECON 802. Students are required to defend their thesis proposal before a supervisory committee in a meeting chaired by the Graduate Program Director. The supervisory committee consists of the principal supervisor(s) and at least two other members of the Department. The thesis proposal must include a sound rationale for the proposed research, situate this research within the relevant literature, describe the intended research methods, and discuss the overall research agenda towards the completion of a Thesis.

Rationale:
The objective of ECON 806 – Research Seminar was for students to write and present a full research paper. However, as there is no course indicating the completion of a thesis proposal in the Calendar, the completion of ECON 806 has been used in practice to indicate that the thesis proposal was completed. We recommend the creation of ECON 804 – Thesis Proposal, as well as a description change for ECON 806 Research Seminar, to inform students of what is expected in each course, and to prepare them adequately to go from their Comprehensive Examinations to the Thesis Proposal, then the Research Seminar, and finally to the Thesis.

Resource Implications:
None. The student's thesis supervisor previously did this evaluation informally. A supervisory committee, chaired by the Graduate Program Director, will now proceed to this evalution as part of ECON 804.

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 805   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: September 2020

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~ECON 805 Doctoral Comprehensive Examination (6 credits)~~	
Rationale: The deletion of ECON 805 follows from the addition of ECON 802 to adjust the credit value for the successful completion of comprehensive exams.	
Resource Implications: None.	
Other Programs within which course is listed: None.	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 806   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: September 2020

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
ECON 806 ~~Doctoral~~ **Research Seminar** (6 credits)	**ECON 806 Research Seminar** (6 credits) *Prerequisite:* ECON 804. This seminar requires the writing and oral presentation of a completed research paper, which normally constitutes the first chapter of the Thesis.

Rationale:
The course description follows the change recommended to the Degree Requirements. The prerequisite to this course, ECON 804 – Thesis Proposal, was also added so students understand the regular progression in the program.

ECON 806 will be offered in a seminar format under the responsibility and supervision of the Graduate Program Director. All Economics faculty will be invited to attend.

'Doctoral' is removed from the course title for calendar consistency.

Resource Implications:
None.

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 807   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: September 2020

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
ECON 807 ~~Doctoral~~ Thesis (~~48~~ credits)	**ECON 807 Thesis** (<u>46</u> credits) *Prerequisite*: ECON 806. Doctoral students must submit a thesis, based on their own extensive research, which makes an original contribution to knowledge and defend it in an oral examination in accordance with the thesis regulations specified in the relevant section of this calendar.

Rationale:
Proposed changes to the PhD program result in a total increase in the credits awarded by 2:

1) Credits for required courses credits are increasing from 18 to 19 credits with the number of credits of ECON 613 going from 3 to 4.
2) Credits for comprehensive exams completion are decreasing from 6 to 4 with the replacement of ECON 805 by ECON 802.
3) The introduction of the milestone ECON 804 (thesis proposal) adds 3 credits.
Prior to these changes, one could consider the credit reward for completing the thesis proposal as part of the 48 credits awarded for ECON 807 (doctoral thesis). With the creation of ECON 804, it is thus natural to subtract 2 credits from those awarded to complete the PhD thesis. This requires the modification of the credit value of ECON 807 from 48 to 46 credits.

Moreover, ECON 807 Thesis did not have a course description appearing in the calendar. A description is added to make the requirements and the progression within the program clearer, including the prerequisite (ECON 806). 'Doctoral' is removed from the course title for calendar consistency.

Resource Implications:
None.

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 814   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

<div align="right">

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

</div>

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: September 2020

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~**ECON 814 Workshop in Advanced Economic Theory**~~ ~~*Prerequisite:* Permission of the department.~~ ~~The workshop is designed for PhD students who have successfully completed their comprehensive examinations and have expressed an interest in Economic Theory. The course involves lectures by participating faculty members and continues with presentations by students. These presentations may involve the student's own work or an already published paper of great importance to the literature. Topics vary from year to year, with some years devoted to micro-topics and others to macro-topics.~~ ~~**Note:** Students who have received credit for this course under ECON 614 may not take this course for credit.~~	

Rationale:
ECON 814 was part of a workshop series created to complement course offerings, and was added to the Graduate Calendar in 2007-2008. However, this course was never offered, and there are no plans to offer it in future.

Resource Implications:
None.

Other Programs within which course is listed:
None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 817   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

<div align="right">

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

</div>

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: September 2020

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~**ECON 817 Advanced Macro Theory**~~ ~~*Prerequisite:* ECON 616.~~ ~~The course deals with the New Classical and New Keynesian macroeconomics, rational expectations and disequilibrium approaches. Emphasis is placed on model solution techniques, optimal control theory, and stochastic processes. Recent developments in empirical estimation will also be dealt with.~~ ~~**Note:** Students who have received credit for ECON 617 may not take this course for credit.~~	

Rationale:
ECON 817 was part of a workshop series created to complement course offerings, and was added to the Graduate Calendar in 2007-2008. However, this course was never offered, and there are no plans to offer it in future.

Resource Implications:
None.

Other Programs within which course is listed:
None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 858   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: Summer 2020

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~ECON 858 Montreal Natural Resources and Environmental Economics Workshop~~ ~~*Prerequisite:* Permission of the department.~~ ~~This workshop, which is organized through the Centre Interuniversitaire de Recherche en Economie Quantiative (CIREQ), is intended for researchers and doctoral students in economics throughout Montreal who are interested in resource and environmental economics. The types of topics that may be dealt with, at an advanced level, are the economic theory of sustainable growth, green accounting, sunk costs and production constraints in natural resource exploitation, the irreversibility of environmental investment decisions, measures of biodiversity and their implications, the optimal order of extraction of natural resources, intertemporal depletion of spatially distributed nonrenewable resources, property rights and natural resource exploitation, applications of differential games to natural resource and environmental economics, and other related topics. The workshop is led by a team of researchers comprising professors from McGill University, Concordia University, Université de Montréal and HEC Montréal who will actively participate in each meeting. A regular and active participation is expected of the doctoral students and other researchers who would like to join this work group.~~	

Rationale:
ECON 858 was part of a workshop series that was planned to complement course offerings, in collaboration with the Centre Interuniversitaire de Recherche en Économie Quantitative (CIREQ). However, the course was never offered since it has been added to the Graduate Calendar in 2007-2008, and the Department does not plan to include it in its allotment.

Resource Implications:
None.

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ECON-34** VERSION: 9

COURSE CHANGE: ECON 878   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: Arts and Science
Department: Economics
Program: Economics
Degree: PhD
Calendar Section/Graduate Page Number: Summer 2020

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
ECON 878 Workshop in Labour Economics *Prerequisite:* Permission of the department. The course covers topics related to specifying and estimating static and dynamic models of individual choice concerning education, occupation, labour supply, marriage, fertility, and immigration. Emphasis is placed on policy evaluation methods. The course covers both structural and nonstructural approaches. For each topic, theory, econometrics and applications are discussed. The course concludes with presentations by students of their on-going thesis work. The course is restricted to PhD students who plan to write a thesis in the field of labour economics. There is no textbook for this course. Instead, the course uses journal articles extensively to supplement the topics covered in the workshop.	

Rationale:
ECON 878 was part of a workshop series created to complement course offerings. However, it has never been offered since its inclusion in the Calendar in 2007-08, and there are no plans to offer it in future.

Resource Implications:
None.

Other Programs within which course is listed:

None.

US-2021-1-D11

SCHOOL OF GRADUATE STUDIES

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

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

DATE: December 14, 2020

SUBJECT: **GRADUATE CURRICULUM CHANGES (PHIL-25)**
(CALENDAR – 2021/2022)
DEPARTMENT OF PHILOSOPHY
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 Philosophy is proposing to modify the names of the options in the Master of Arts program to *Option A. Research Thesis* and *Option B. Monograph Thesis* to ensure both options meet the *Fonds de recherche du Québec* (FRQ) eligibility criteria for research-based programs. It is also requesting to modify proposal timelines.

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

cc: R. Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science
J. Johnston, 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. Pascale Sicotte, Dean, Faculty of Arts and Science
               Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
               Faculty of Arts and Science

DATE: November 20, 2020

SUBJECT: Graduate Calendar Curriculum Changes
               Department of Philosophy (PHIL-25)

The following proposal was presented under ASFC-2020-7M-D and approved at the Arts and Science Faculty Council meeting of November 20, 2020. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: November 6, 2020

SUBJECT: Graduate Calendar Curriculum Changes
Department of Philosophy
PHIL-25
Changes to option titles under MA in Philosophy

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Philosophy** is proposing title changes to their two MA options: *MA in Philosophy with Research Paper (Option A)* is renamed *MA in Philosophy, Option A. Research Thesis* and *MA in Philosophy with Thesis (Option B)* is renamed to *MA in Philosophy, Option B. Monograph Thesis*. The title change proposal stems from a change in the funding bodies supporting research awards at the Fonds de Recherche Québec (FRQ) where non-thesis work would be variably classified as adhering to their guidelines for research-based student funding. Both options are indeed, research-based and this is clarified with the addition of "thesis" in the titles.

The department is also requesting to change proposal timelines. The department is proposing extending the deadline to submit their proposal work by the 9th month of their first year to their supervisor as a first draft, then to the program by the end of the 12th month. This two-stage process will allow students more time to complete their research while still insuring progression.

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

Reference documents:
FCC 2020.3_PHIL-25

Department of Philosophy

PHIL-25

Memo from Chair

Program changes

MA in Philosophy (Option A. Research Paper Thesis; Option B. Monograph Thesis)

INTERNAL MEMORANDUM

TO: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts & Science

FROM: Dr. Matthew Barker, Chair
Department of Philosophy

DATE: November 28 2019, revised October 29 2020

SUBJECT: 2020-21 Graduate Curriculum Changes
Department of Philosophy
PHIL-25

On Friday, November 8, 2019, Philosophy's Graduate Studies Committee (GSC) unanimously approved the changes to our MA curriculum, via changes to the descriptions of our two MA options in the graduate calendar. These were unanimously approved at a Departmental Council meeting on November 15, 2019. In response to feedback from the Faculty Curriculum Committee (FCC), Philosophy's GSC updated the suggested curriculum changes on June 11, 2020. In particular, our committee decided to adopt an earlier suggestion from FCC for the names of our two existing thesis options—a suggestion the FCC proposed in an April 7, 2020 document entitled "FCC re-reading of PHIL-25." That suggestion includes renaming one of our existing options "Research Thesis" rather than renaming it "Research Paper Thesis." (There are no corresponding changes to the substance of our MA options, only the names change.) The Philosophy GSC decided on June 11, 2020 to return to and accept this suggestion in order to address the concern of some FCC members that the name "Research Paper Thesis" involves a juxtaposition of "Research Paper" and "Thesis" that is dissonant. Opting instead for the FCC's "Research Thesis" avoids this problem and was found, after deliberation, to be the most preferable choice of terminology overall.

The changes to the calendar are as follows:

(1) *Retitling Our Two MA Options to "Option A. Research Thesis and Option B. Monograph Thesis"*: This is a change in title only, there are no substantive changes to the requirements for our two options. The title change is needed to clarify that both our options are in fact research-based and involve defence of theses. This is required in response to a recent decision at the Fonds de Recherche du Québec (FRQ) that erroneously classifies our current Option A as non-research based, even though the Ministry of Education recognizes our Option A as a research-based MA.

Details and context: In 2007, the Philosophy Department introduced a new Option A for completing an MA, the Major Research Paper (MRP). MRPs are modelled on a substantive article in a philosophical journal (a key standard for philosophical research). To fulfil the MA requirements for Option A students must first write a MRP proposal and submit it for review to our four person Graduate Studies Committee, which can accept or reject the proposal, or request

changes. The MRP must be defended in an examination by the supervisor(s) and at least one additional reader. Since the introduction of MRPs in 2007, it has become the default option for our MA students, and it is increasingly the default for standalone philosophy MAs across North America. Within Concordia, our MRP is effectively equivalent to a thesis, with MRP defences tracked through the paperwork for theses, with some modifications.

The retitling of the MRP option as a Research Thesis is designed to emphasize, in response to FRQ's decision, that both the research thesis and the monograph thesis require research toward the writing of an item that presents and defends a philosophical thesis. But the writing takes different forms in our two options: an intensive research paper, modeled on a substantive article, that presents its original contribution in the context of a concentrated discussion of current research (the article model); or a multi-chapter monograph, that puts more writing into an explicit review of existing results.

(2) Changing Proposal Timelines: Time to completion is an issue that the Graduate Program Director (GPD) and GSC have been thinking about. In our program, the proposal is a key step toward program completion. By looking at statistics and reflecting on the experience of supervision, GSC members realized that our current deadline, submitting a proposal to the GSC by May 1 of the first year (for students starting in September), is unrealistic. Supervisory experience shows that students need more time to do research and formulate a proposal. Statistics show that students who complete and defend their MRP proposal on time, or shortly thereafter, often submit their proposal much later than May 1 of the first year. On the other hand, we do want to set a timeline that moves students along.

The decision is to set a two stage target: students should submit a proposal to the supervisor by the end of the ninth month (May 31 for students beginning in September), so that a draft is done before the student moves into summer mode; they should submit the proposal to the GSC by the end of the 12th month (August 31 for students beginning in September). The aim is for the students to move toward MRP writing in their second Fall term, and be immersed in it in their second Winter term, and can finalize their work over the summer. As a separate matter of policy, stated in a document we recently passed on guidelines for MRP proposals ("MA Major Research Paper Proposals in Philosophy: Purpose, Objective, Guidelines"), students who haven't submitted a proposal by month 16 would be required to meet the GPD, to assess why they are not on track.

There are no additional resource implications related to these changes.

Sincerely,

Matthew J. Barker
Chair, Department of Philosophy
Concordia University
514-848-2424 x2515
matthew.barker@concordia.ca

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **PHIL-25** VERSION: 4

PROGRAM CHANGE: Program Requirements

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: Fall 2021

Faculty/School: Arts and Science
Department: Philosophy
Program: MA in Philosophy
  Degree: MA
Calendar Section/Graduate Page Number: Winter 2021

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2019/2020) calendar	Proposed Text
Philosophy MA (45 credits)	**Philosophy MA (45 credits)**
18 *Credits of coursework Credits of coursework, with a minimum of* *3 credits chosen from the* History of Philosophy Courses *list,* *3 credits chosen from the* Aesthetics Courses, Moral Philosophy Courses, or Social and Political Philosophy Courses *lists, and* *3 credits chosen from the* Metaphysics Courses, Epistemology Courses or Philosophy of Science Courses *lists*	18 *Credits of coursework, with a minimum of:* *3 credits chosen from the* History of Philosophy Courses *list,* *3 credits chosen from the* Aesthetics Courses, Moral Philosophy Courses, or Social and Political Philosophy Courses *lists, and* *3 credits chosen from the* Metaphysics Courses, Epistemology Courses or Philosophy of Science Courses *lists*
27 *Credits chosen from Option A Research ~~Paper~~ or Option B ~~with~~ Thesis:* *Option A Research ~~Paper~~* PHIL 693 Research Thesis 27.00 *Option B ~~with~~ Thesis:* PHIL 696 Thesis 27.00	27 *Credits chosen from Option A Research Thesis or Option B Monograph Thesis:* *Option A Research Thesis* PHIL 693 Research Thesis 27.00 *Option B Monograph Thesis:* PHIL 696 Monograph Thesis 27.00
Cognate Courses: Students may enrol in certain courses in the Departments of Education, Political Science, and Religions and Cultures with permission of the Philosophy Graduate Program Director and the second department involved.	*Cognate Courses: Students may enrol in certain courses in the Departments of Education, Political Science, and Religions and Cultures with permission of the Philosophy Graduate Program Director and the second department involved.*
Cross-registration: Graduate students in philosophy at Concordia University may take for credit the equivalent of 6 credits at the Université de Montréal, McGill University, or the Université du Québec à Montréal. Courses taken elsewhere may be accepted as credit for one graduate-level course in the Department of Philosophy. Permission for such a substitution must be granted by the Graduate Program Director in the Department of Philosophy, and approval from the other university or department involved must be obtained.	*Cross-registration: Graduate students in philosophy at Concordia University may take for credit the equivalent of 6 credits at the Université de Montréal, McGill University, or the Université du Québec à Montréal. Courses taken elsewhere may be accepted as credit for one graduate-level course in the Department of Philosophy. Permission for such a substitution must be granted by the Graduate Program Director in the Department of Philosophy, and approval from the other university or department involved must be obtained.*

History of Philosophy Courses

PHIL 607	Kant	3.00
PHIL 609	Selected Topics in the History of Philosophy	3.00
PHIL 612	Ancient Philosophy	3.00
PHIL 613	Medieval Philosophy	3.00
PHIL 614	Modern Philosophy	3.00
PHIL 615	19th-Century Philosophy	3.00
PHIL 616	Selected Topics in the History and Philosophy of Science	3.00
PHIL 617	Origins of Analytic Philosophy	3.00
PHIL 618	Origins of Continental Philosophy	3.00

Aesthetics, Moral Philosophy, or Social and Political Philosophy Courses

PHIL 621	Value Theory	3.00
PHIL 623	Issues in Ethical Theory	3.00
PHIL 624	Moral Problems	3.00
PHIL 625	Aesthetics	3.00
PHIL 626	Political Philosophy	3.00
PHIL 627	Marx	3.00
PHIL 628	Philosophy of Law	3.00
PHIL 631	Theories of Justice	3.00
PHIL 632	Environmental Philosophy	3.00
PHIL 633	Selected Topics in Value Theory	3.00

Metaphysics, Epistemology or Philosophy of Science Courses

PHIL 634	Selected Topics in Epistemology	3.00
PHIL 641	Philosophical Foundations of Biology	3.00
PHIL 643	Selected Topics in Metaphysics	3.00
PHIL 644	Philosophy of Science	3.00
PHIL 645	Philosophy of Mathematics	3.00
PHIL 646	Philosophy of Language	3.00
PHIL 647	Philosophy of Mind	3.00
PHIL 648	Philosophy of Social Science	3.00
PHIL 649	Phenomenology	3.00
PHIL 652	Selected Topics in Logic	3.00
PHIL 656	Selected Topics in Analytic Philosophy	3.00
PHIL 658	Selected Topics in Continental Philosophy	3.00
PHIL 659	Selected Topics in Metaphysics, Epistemology, or Philosophy of Science	3.00

To be classified each year by the graduate program director

PHIL 672	Tutorial	3.00
PHIL 678	Topics in Current Research	3.00
PHIL 698	The Teaching of Philosophy	3.00

Rationale:
The titles of options A and B have been changed to clarify that both options are research-based and involve defence of theses.
The requirements have been modified to reflect the title changes and to make the differences between the two thesis options clearer. The expected timeline has also been modified to (a) give a more realistic amount of time for students to complete their proposals and (b) create a two-stage deadline (a draft deadline followed by a final deadline for the proposal) in order to break the process down into more manageable steps.

Resource Implications:
These changes should have a positive impact in terms of resources, because they aim to clarify our MA options as thesis-based and help students complete the program in a timely manner.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **PHIL-25** VERSION: 5

COURSE CHANGE: PHIL 693   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Philosophy
Program: MA in Philosophy
Degree: MA
Calendar Section/Graduate Page Number: Philosophy Courses

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text

PHIL 693 Research ~~Paper~~ (27.00 credits)
 	
Description: Students write ~~one~~ major research paper on a topic to be determined in consultation with a faculty member, who serves as the supervisor. ~~The student's proposal for the research paper is vetted by the Philosophy Graduate Studies Committee, and should be submitted before May 1 of the first year of full-time study, or the second year in the case of part-time study. A research paper~~ is expected to consider all of the relevant scholarship pertaining to its argument and to make an original contribution to knowledge. An oral defence of the research ~~paper~~ is required before an examining committee consisting of the supervisor and one other professor chosen by the Graduate Program Director in consultation with the supervisor.
 	
Component(s): ~~Lecture~~.
 	
Notes:
  • The ~~R~~esearch ~~Paper~~ is graded ~~A~~ccepted or ~~R~~ejected.
	PHIL 693 Research Thesis (27.00 credits)
	
	Description: Students write and defend a thesis in the form of a major research paper on a topic to be determined in consultation with a faculty member, who serves as the supervisor. This form of master's thesis in philosophy is expected to consider all of the relevant scholarship pertaining to its argument and to make an original contribution to knowledge, in a manner comparable to a journal article. An oral defence of the research thesis is required before an examining committee consisting of the supervisor and one other professor chosen by the Graduate Program Director in consultation with the supervisor.
	
	Component(s): Thesis Research.
	
	Notes:
	  • The research thesis is graded accepted or rejected.

Rationale: The titles of options A and B have been changed to clarify that both options are research-based and involve defence of theses. The requirements have been modified to reflect the title changes and to make the differences between the two thesis options clearer. The expected timeline has also been modified to (a) give a more realistic amount of time for students to complete their proposals and (b) create a two-stage deadline (a draft deadline followed by a final deadline for the proposal) in order to break the process down into more manageable steps.

Resource Implications: These changes should have a positive impact in terms of resources, because they aim to clarify our MA options as thesis-based and help students complete the program in a timely manner.

D4

Other Programs within which course is listed:

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **PHIL-25** VERSION: 5

COURSE CHANGE: PHIL 696   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Philosophy
Program: MA in Philosophy
Degree: MA
Calendar Section/Graduate Page Number: Philosophy Courses

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
PHIL 696 Thesis (27.00 credits) *Description*: Students write a thesis on a topic to be determined in consultation with a faculty member. The thesis is written under the guidance of a member of the Department. ~~The student's research proposal is vetted by the Philosophy Graduate Studies Committee, and should be submitted before May 1 of the first year of full-time study, or the second year in the case of part-time study. A~~ master's thesis in philosophy is expected to make an original contribution to knowledge. An oral defence of the thesis is required before an examining committee consisting of the supervisor and two other professors chosen by the Graduate Program Director in consultation with the thesis supervisor. *Component(s):* Thesis Research. *Notes*: • The thesis is graded <u>A</u>ccepted or <u>R</u>ejected.	**PHIL 696 <u>Monograph</u> Thesis (27.00 credits)** *Description*: Students write <u>and defend</u> a thesis <u>in the form of a 3-4 chapter monograph</u> on a topic to be determined in consultation with a faculty member, <u>who serves as a supervisor</u>. The thesis is written under the guidance of a member of the Department. <u>This form of</u> master's thesis in philosophy is expected to <u>synthesize</u> <u>and review previous results of scholarship and then</u> make an original contribution to knowledge <u>within that scholarly context</u>. An oral defence of the thesis is required before an examining committee consisting of the supervisor and two other professors chosen by the Graduate Program Director in consultation with the thesis supervisor. *Component(s):* Thesis Research. *Notes*: The thesis is graded <u>a</u>ccepted or <u>r</u>ejected.

Rationale:
The titles of options A and B have been changed to clarify that both options are research-based and involve defence of theses.
The requirements have been modified to reflect the title changes and to make the differences between the two thesis options clearer. The expected timeline has also been modified to (a) give a more realistic amount of time for students to complete their proposals and (b) create a two-stage deadline (a draft deadline followed by a final deadline for the proposal) in order to break the process down into more manageable steps.

D6

Resource Implications:

These changes should have a positive impact in terms of resources, because they aim to clarify our MA options as thesis-based and help students complete the program in a timely manner.

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D8

SCHOOL OF GRADUATE STUDIES

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: December 14, 2020

SUBJECT: **GRADUATE CURRICULUM CHANGES (ENCS-103)**
(CALENDAR – 2021/2022)
GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Gina Cody School of Engineering and Computer Science.

The Gina Cody School of Engineering and Computer Science is proposing to modify the language of the degree requirements for all MASc and MCompSc programs in order to clarify the composition of the Examining Committee and the requirement of an oral examination.

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

cc: J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs
E. Shihab, Associate Dean, Graduate Programs and Research, Gina Cody School of Engineering and Computer Science

TO: Dr. Bradley Nelson
Chair, Graduate Curriculum Committee
School of Graduate Studies

FROM: Dr. E. Shihab
Associate Dean, Graduate Programs and Research
Faculty of Engineering and Computer Science

CC: Kristy Clarke
Academic Programs and Development
School of Graduate Studies

DATE: November 10, 2020

RE: **Graduate Curriculum Proposal for the 2020-21 Academic Year (ENCS-103)**
Gina Cody Council of Engineering and Computer Science

At its meeting on November 6, 2020, the Council of the Gina Cody School of Engineering and Computer Science reviewed and approved, with minor modifications, the curriculum changes to the thesis requirements of the Master's degree programs. The curriculum changes are to be implemented immediately after the Senate approval.

Details of the curriculum items are indicated and explained in the internal memorandums and in the ENCS-103 dossier.

We kindly request that this dossier be given a priority so as to be implemented by February 2021.

Thank you for your consideration of this proposal.

Concordia GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE Office of the Dean

TO: Dr. M. Debbabi
Chair of the School Council
Gina Cody School of Engineering and Computer Science

FROM: Dr. E. Shihab
Associate Dean, Graduate Programs and Research
Gina Cody School of Engineering and Computer Science

DATE: October 20, 2020

RE: **Graduate Curriculum Proposal for the 2020-21 Academic Year (ENCS-103)**

At its virtual meeting on October 19, 2020, the Engineering and Computer Science Graduate Studies Committee (ECSGSC) reviewed and approved, as presented, the curriculum changes to the Master's thesis requirements related to the Oral Defence and Examining Committee.

Details of the curriculum changes indicated and explained in the Department's internal memorandum and in the ENCS-103 dossier.

We kindly request that this proposal be placed on the next agenda of the GCS Council for approval.

Thank you for your consideration of this proposal.

TO: Engineering and Computer Science Graduate Studies Committee (ECSGSC)

FROM: Dr. E. Shihab
              Associate Dean, Graduate Programs and Research
              Gina Cody School of Engineering and Computer Science

DATE: October 13, 2020

RE: **Graduate Curriculum Proposal for the 2020-21 Academic Year (ENCS-103)**

The Engineering and Computer Science Graduate Studies Committee (ECSGSC) proposed changes to the thesis requirements of the Master's degree programs. In particular, these changes include clarification of the Oral Examination and Examining Committee.

Details of the graduate curriculum proposal are indicated and explained in the internal memorandum and in the ENCS-103 dossier.

We kindly request that this proposal be placed on the next agenda of the ECGSC for approval.

Thank you for your consideration of this proposal.

PROGRAM CHANGE: MASc requirements

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: February 2021

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Gina Cody School of Engineering and Computer Science Departments
Program: All Engineering programs
Degree: MASc
Calendar Section/Graduate Page Number: Engineering programs

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
# MASc ## Degree Requirements ~~**Thesis.** Students must complete a 29-credit thesis as part of their degree requirements. The thesis must represent the results of the student's independent work after admission to the program. The proposed topic for the thesis, together with a brief statement outlining the proposed method of treatment, and the arrangement made for faculty supervision, must be approved by the GCS Graduate Studies Committee. For purposes of registration, this work will be designated as ENGR 8901. The thesis will be evaluated by the student's supervisor(s), and at least two examiners appointed by the GCS Graduate Studies Committee, one of whom shall be external to the student's department.~~	# MASc ## Degree Requirements

Rationale:
As part of the changes for the new curriculum software, all information about the thesis will be removed from the program pages and moved into the thesis course descriptions. This is to avoid duplication of content and to reduce discrepancies in the information.

Resource Implications:
None

D1

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ENCS-103** VERSION: 4

PROGRAM CHANGE: MCompSc requirements

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: February 2021

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering Departments
Program: Computer Science
Degree: MCompSc
Calendar Section/Graduate Page Number: Computer Science program

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
# Computer Science MCompSc ## Degree Requirements ~~**Thesis.** Students must complete a 29-credit thesis as part of their degree requirements. The thesis must represent the results of the student's independent work after admission to the program. The proposed topic for the thesis, together with a brief statement outlining the proposed method of treatment, and the arrangement made for faculty supervision, must be approved by the GCS Graduate Studies Committee. For purposes of registration, this work will be designated as COMP 7941 Master's Research and Thesis. The thesis will be evaluated by the student's supervisor(s), and at least two examiners appointed by the the graduate studies committee. Students who are admitted before June 1, 2001 may take COMP 7921.~~	# Computer Science MCompSc ## Degree Requirements

Rationale:
As part of the changes for the new curriculum software, all information about the thesis will be removed from the program pages and moved into the thesis course descriptions. This is to avoid duplication of content and to reduce discrepancies in the information.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ENCS-103** VERSION: 4

COURSE CHANGE: COMP 7941   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: February 2021

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Computer Science
Degree: MCompSc
Calendar Section/Graduate Page Number: Computer Science Course Descriptions

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
COMP 7941 Master's Research and Thesis (29.00 credits) Students are required to submit a thesis prepared under the guidance of a faculty member appointed by the GCS Graduate Studies Committee. The thesis must represent the result of the student's independent work undertaken after admission to the program. The thesis will be evaluated by a committee appointed by the GCS Graduate Studies Committee. *Component(s):* Thesis Research.	**COMP 7941 Master's Research and Thesis** (29.00 credits) The thesis represents the results of the student's independent work after admission to the program. The student submits a thesis based upon this work and defend it in an oral examination. The thesis is evaluated by an Examining Committee which consists of the student's supervisor(s), and two (2) examiners, one of whom may be external to the student's department. The Committee is approved by the Graduate Program Director of the student's department. *Component(s):* Thesis Research.

Rationale:
The proposed changes are aimed at improving the efficiency of the master's oral defences.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **ENCS-103** VERSION: 4

COURSE CHANGE: ENGR 8901   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: February 2021

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Software Engineering
Degree: MASc
Calendar Section/Graduate Page Number: Computer Science Course Descriptions

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
ENGR 8901 Master of Applied Science Research and Thesis (29.00 credits) *Description*: ~~See Requirements for the Degree in Engineering Programs section.~~ *Component(s):* Thesis.	**ENGR 8901 Master of Applied Science Research and Thesis** (29.00 credits) *Description*: The thesis represents the results of the student's independent work after admission to the program. The student submits a thesis based upon this work and defend it in an oral examination. The thesis is evaluated by an Examining Committee which consists of the student's supervisor(s), and two (2) examiners, one of whom may be external to the student's department. The Committee must be approved by the Graduate Program Director of the student's department. *Component(s):* Thesis Research.

Rationale:

A course description has also been added to ENGR 8901. This is necessary as the text about the thesis has been removed from the program page, and all the information about the thesis must be included in the course description.

The proposed changes are aimed at improving the efficiency of the master's oral defenses.

Resource Implications:
None.

Other Programs within which course is listed:

None

COURSE CHANGE: SOEN 7941   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: February 2021

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Software Engineering
Degree: MASc
Calendar Section/Graduate Page Number: Computer Science Course Descriptions

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
SOEN 7941 Master's Research and Thesis (29.00 credits) *Description:* ~~Students are required to submit a thesis prepared under the guidance of a faculty member appointed by the GCS Graduate Studies Committee. The thesis must represent the result of the student's independent work undertaken after admission to the program. The thesis will be evaluated by a committee appointed by the GCS Graduate Studies Committee.~~ *Component(s):* Thesis. Research	**SOEN 7941 Master's Research and Thesis** (29.00 credits) *Description:* The thesis represents the results of the student's independent work after admission to the program. The student submits a thesis based upon this work and defend it in an oral examination. The thesis is evaluated by an Examining Committee which consists of the student's supervisor(s), and two (2) examiners, one of whom may be external to the student's department. The Committee is approved by the Graduate Program Director of the student's department. *Component(s):* Thesis Research.

Rationale: The proposed changes are aimed at improving the efficiency of the master's oral defences.

Resource Implications: None.

Other Programs within which course is listed: None

SCHOOL OF GRADUATE STUDIES

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: December 14, 2020

SUBJECT: **GRADUATE CURRICULUM CHANGES (COMP-106)**
(CALENDAR – 2021/2022)
DEPARTMENT OF COMPUTER SCIENCE AND SOFTWARE ENGINEERING
GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Gina Cody School of Engineering and Computer Science.

The Department of Computer Science and Software Engineering is proposing to add a note to the degree requirements of the MAPCompSc and the MEng programs. The purpose of the note is to encourage students to complete the core courses in a timely manner.

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

cc: J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs
E. Shihab, Associate Dean, Graduate Programs and Research, Gina Cody School of Engineering and Computer Science

INTERNAL MEMORANDUM

TO: Dr. Bradley Nelson
Chair, Graduate Curriculum Committee
School of Graduate Studies

FROM: Dr. E. Shihab
Associate Dean, Graduate Programs and Research
Faculty of Engineering and Computer Science

CC: Kristy Clarke
Academic Programs and Development
School of Graduate Studies

DATE: November 10, 2020

RE: **Graduate Curriculum Proposal for the 2021-22 Academic Year (COMP-106)**
Gina Cody Council of Engineering and Computer Science

At its meeting on November 6, 2020, the Council of the Gina Cody School of Engineering and Computer Science reviewed and approved, as presented, the curriculum changes to the requirements of the course-based Master's degree programs in Computer Science and Software Engineering. Namely, the addition of an exclusive note so that students graduate in a timely fashion.

Details of the curriculum changes are indicated and explained in the internal memorandums and in the Comp-106 dossier.

We kindly request that this proposal be placed on the next agenda of the GCC for approval.

Thank you for your consideration of this proposal.

TO: Dr. M. Debbabi
             Chair of the School Council
             Gina Cody School of Engineering and Computer Science

FROM: Dr. E. Shihab
             Associate Dean, Graduate Programs and Research
             Gina Cody School of Engineering and Computer Science

DATE: October 20, 2020

RE: **Graduate Curriculum Proposal for the 2021-22 Academic Year (COMP-106)**
             Department of Computer Science and Software Engineering (CSSE)

At its virtual meeting on October 19, 2020, the Engineering and Computer Science Graduate Studies Committee (ECSGSC) reviewed and approved, as presented, the curriculum changes to the degree requirements of the CSSE's course-based Master's programs in computer science and software engineering. Namely, the addition of an exclusion note so that students graduate in a timely fashion.

Details of the curriculum changes indicated and explained in the Department's internal memorandum and in the COMP-106 dossier.

We kindly request that this proposal be placed on the next agenda of the GCS Council for approval.

Thank you for your consideration of this proposal.

INTERNAL MEMORANDUM

TO: Emad Shihab, Associate Dean, Graduate Programs and Research, Faculty of Engineering and Computer Science

FROM: Lata Narayanan, Chair, Department of Computer Science and Software Engineering

DATE: October 1, 2020

SUBJECT: Graduate Program Changes

Please find attached a curriculum package for the graduate programs in the Computer Science and Software Engineering (CSSE) Department.

Summary

The changes proposed in this document pertain to the graduation requirements of the MAp CompSc program (i.e. course-based Master of Computer Science program), as well and the MEng program (i.e. course-based Master of Software Engineering program). They were both made necessary by the fact that many of our course-based Master students delay the completion of some of their core courses until their last semester, leading to late program terminations.

These changes were reviewed and approved by the COMP Curriculum Committee and the SOEN Curriculum Committee, as well as the Department Council on September 25, 2020.

Overview of Changes

The changes in this package (with references to Provo-Track document page numbering, e.g., D1) are summarized below.

Changes to Graduate Programs

> **Pages D1 - D3: MApCompSc**: The proposed change on these pages is for the addition of a note indicating that the students must complete their core courses within the first four semesters of their program.
>
> > **Rationale:** Many students delay the completion of their core courses until the last semester, which creates logistics problems and often late program termination.
> > **Resource Implications**: None.

Pages D4 – D6: MEng: The proposed change on these pages is for the addition of a note indicating that the students must complete their core courses within the first four semesters of their program.

Rationale: Many students delay the completion of their core courses until the last semester, which creates logistics problems and often late program termination.
Resource Implications: None.

We would be grateful if you could put this on the agenda of the next Engineering and Computer Science Graduate Studies Curriculum Committee meeting.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **COMP-106** VERSION: 2

PROGRAM CHANGE: MApCompSc: mandatory first-year completion of core courses

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Faculty/School:	Gina Cody School of Engineering and Computer Science	**Calendar for academic year:** 2021/2022
Department:	Computer Science and Software Engineering	**Implementation Month/Year:** September 2021
Program:	Applied Computer Science MApCompSc	
Degree:	MApCompSc	
Calendar Section/Graduate Page Number: Degree Requirements		

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	**Proposed Text**
Applied Computer Science MApCompSc	**Applied Computer Science MApCompSc**
Degree Requirements	**Degree Requirements**
Fully-qualified candidates are required to complete a minimum of 45 credits.	Fully-qualified candidates are required to complete a minimum of 45 credits.
Please see the Engineering Courses page for course descriptions and prerequisites.	Please see the Engineering Courses page for course descriptions and prerequisites.
Applied Computer Science MApCompSc (45 credits)	Applied Computer Science MApCompSc (45 credits)
16 *Credits chosen from the* Applied Computer Science MAPCompSc Core	16 *Credits chosen from the* Applied Computer Science MAPCompSc Core *Note: All core courses must be successfully completed within the first four terms of the program.*
29 *Credits chosen from* Applied Computer Science MAPCompSc Electives	29 *Credits chosen from* Applied Computer Science MAPCompSc Electives
Applied Computer Science MAPCompSc Core (16 credits) COMP 6231 Distributed System Design 4.00 COMP 6481 Programming and Problem Solving 4.00 COMP 6651 Algorithm Design Techniques 4.00 SOEN 6441 Advanced Programming Practices 4.00	Applied Computer Science MAPCompSc Core (16 credits) COMP 6231 Distributed System Design 4.00 COMP 6481 Programming and Problem Solving 4.00 COMP 6651 Algorithm Design Techniques 4.00 SOEN 6441 Advanced Programming Practices 4.00

Applied Computer Science MAPCompSc Electives (29 credits)

20   *Credits minimum chosen from the following Topic Areas:*
    C01 - Developments in Computer Science
    C02 - Parallel and Distributed Systems
    C03 - Image Processing/Pattern Recognition and Graphics
    C04 - Software Systems and Languages
    C05 - Information Processing and Management
    C06 - Scientific Computation and Algorithms
    C07 - Artificial Intelligence and Human-Machine Communication

8   *Credits minimum chosen from the following computer science courses at the 6000 level:*

COMP 6281	Parallel Programming	4.00
COMP 6311	Animation for Computer Games	4.00
COMP 6331	Advanced Game Development	4.00
COMP 6341	Computer Vision	4.00
COMP 6371	Immersive Technologies	4.00
COMP 6421	Compiler Design	4.00
COMP 6721	Applied Artificial Intelligence	4.00
COMP 6731	Pattern Recognition	4.00
COMP 6741	Intelligent Systems	4.00
COMP 6771	Image Processing	4.00
COMP 6791	Information Retrieval and Web Search	4.00

Remaining credits may include the following courses:

ENCS 6931	Industrial Stage and Training	9.00
COMP 6971	Project and Report I	4.00
COMP 6981	Project and Report II	4.00
COMP 6961	Graduate Seminar in Computer Science	1.00

Rationale:
Many students tend to delay the completion of their (mandatory) core courses until the last term, which creates logistics problems.

Resource Implications:
The Department will implement a mechanism by which the students will be automatically registered for the core courses in their first year.

D2

*D*3

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **COMP-106** VERSION: 2

PROGRAM CHANGE: MEng: mandatory first-year completion of core courses

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Software Engineering MEng
Degree: MEng
Calendar Section/Graduate Page Number: Degree Requirements

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	**Proposed Text**
# Software Engineering MEng ## Degree Requirements Fully-qualified candidates are required to complete a minimum of 45 credits. Please see the Engineering Courses page for course descriptions and prerequisites. Software Engineering MEng (45 credits) 16 *Credits chosen from the* Software Engineering MEng Core 39 *Credits chosen from* Software Engineering MEng Electives Software Engineering MEng Core (16 credits) COMP 6481 Programming and Problem Solving 4.00 SOEN 6431 Software Comprehension and Maintenance 4.00 SOEN 6441 Advanced Programming Practices 4.00 SOEN 6461 Software Design Methodologies 4.00	# Software Engineering MEng ## Degree Requirements Fully-qualified candidates are required to complete a minimum of 45 credits. Please see the Engineering Courses page for course descriptions and prerequisites. Software Engineering MEng (45 credits) 16 *Credits chosen from the* Software Engineering MEng Core *Note: All core courses must be successfully completed within the first four terms of the program.* 39 *Credits chosen from* Software Engineering MEng Electives Software Engineering MEng Core (16 credits) COMP 6481 Programming and Problem Solving 4.00 SOEN 6431 Software Comprehension and Maintenance 4.00 SOEN 6441 Advanced Programming Practices 4.00 SOEN 6461 Software Design Methodologies 4.00

Software Engineering MEng Electives (39 credits)

20   *Credits minimum ~~must be~~ chosen from the following Topic Areas:*
C08 **–** Developments in Software Engineer*i*n*g*
C09 **–** Software Development
C10 **–** Software Architecture and Design
C11 **–** Software Maintenance and Quality
C12 **–** Software Development Processes and Management
C13 **–** Software Engineering

Remaining credits may be chosen from the topic areas and courses listed below:
C01 - Developments in Computer Science
C02 - Parallel and Distributed Systems
C03 - Image Processing/Pattern Recognition and Graphics
C04 - Software Systems and Languages
C05 - Information Processing and Management
C06 - Scientific Computation and Algorithms
C07 - Artificial Intelligence and Human-Machine Communication
C08 **–** Developments in Software Engineer*i*n*g*
C09 **–** Software Development
C10 **–** Software Architecture and Design
C11 **–** Software Maintenance and Quality
C12 **–** Software Development Processes and Management
C13 **–** Software Engineering
C16 - Cognate Disciplines

SOEN 6971	Project and Report I	4.00
COMP 6961	Graduate Seminar in Computer Science	1.00
ENCS 6931	Industrial Stage and Training	9.00

Rationale:
Many students tend to delay the completion of their (mandatory) core courses until the last term, which creates logistics problems.

Resource Implications:
The Department will implement a mechanism by which the students will be automatically registered for the core courses in their first year.

D5

SCHOOL OF GRADUATE STUDIES

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: November 13, 2020

SUBJECT: **GRADUATE CURRICULUM CHANGES (GIIM-16)**
(CALENDAR – 2021/2022)
MBA – INVESTMENT MANAGEMENT OPTION
JOHN MOLSON SCHOOL OF BUSINESS

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

JMSB is proposing to create two new courses (GIIM 696 and 697) in the MBA in Investment Management Program.

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

cc: S. Betton, Associate Dean, Professional Graduate Programs, John Molson School of Business
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

TO: Dr. Bradley Nelson, Associate Dean, Academic Programs and Development
Chair, Graduate Curriculum Committee

Cc: Ms. Gina Beltran, Developer, Graduate Academic Programs
School of Graduate Studies

              Ms. Julie Johnston, University Curriculum Administrator

FROM: Dr. Anne-Marie Croteau, Dean,
Chair of the John Molson School of Business Faculty Council

DATE: October 15th, 2020

SUBJECT: Proposed changes to the MBA in Investment Management Program (GIIM-16)

The MBA in Investment Management Program proposes the creation of two new six-credit courses, GIIM 696 (Soft Skills for Tomorrow's Financial Professional) and GIIM 697 (Applied Investment Management). These new courses will improve students' soft skills and develop critical abilities in applied investment management, allowing them to succeed in careers in capital markets. The change is also designed to attract top potential candidates. The proposal will have no resource implications as the two courses will be conducted as a series of workshops in collaboration with alumni.

This document was approved by the John Molson School of Business Faculty Council on October 9th, 2020.

I submit this dossier to the Graduate Curriculum Committee, so it can be reviewed on November 2nd, 2020 committee meeting.

Attachment

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: September 25ᵗʰ, 2020

Subject: Proposed changes to the MBA in Investment Management Program (GIIM-16)

The proposed changes to the MBA in Investment Management Program present the creation of two new six-credit courses, GIIM 696 (Soft Skills for Tomorrow's Financial Professional) and GIIM 697 (Applied Investment Management). In the current structure of the MBA in Investment Management, students with a strong academic background in finance are required to take up to 12 credits in introductory topics. The GIIM Program committee feels that these students can be exempted from these courses and replace the 12 credits with the two proposed courses. The changes to the program will enhance the student learning and provide a competitive advantage for the program.

The JMSB Faculty Academic Programs Committee approved these changes on September 18ᵗʰ, 2020.

I kindly request to submit this proposal during the next meeting of the JMSB Faculty Council.

Thank you.

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

FROM: Dr. Rahul Ravi, Director, Goodman Institute of Investment Management

DATE: August 27th, 2020

SUBJECT: Proposal to create GIIM 696 (Soft Skills for Tomorrow's Financial Professional) and GIIM 697 (Applied Investment Management)

_____

The Goodman curriculum committee met virtually on 27 August 2020 and proposed the creation of GIIM 696 as a six-credit course. It has also proposed the creation of GIIM 697, also as a six-credit course.

The MBA in Investment Management program, which is offered by the Goodman Institute of Investment Management, is a three-year cohort based 57-credit program.

The program does not require any prior knowledge of Finance among its applicants. This is an inclusive design allowing for candidates from all backgrounds to get a chance at obtaining a graduate degree in Investment Management. However, for applicants coming with a proven strong background in Finance, the current structure mandates unnecessary repetition of fundamental courses. This discourages students with strong Finance background from applying to the program. As a result, the program has been losing some of its best potential candidates.

The curriculum committee has identified courses worth 12-credits, offered in year 1 of the three-year program as fundamental courses. These include:

GIIM 610 Economics (3 credit)
GIIM 611 Financial Statement Analysis I (3 credit)
GIIM 613 Asset Pricing and Portfolio Management I (1.5 credit)
GIIM 614 Security Valuation in the Domestic & International Environment (3 credit)
GIIM 617 Corporate Finance (1.5 credit)

The committee has proposed that students may be exempted from the above courses on the basis of their knowledge acquired prior to entry into the program (i.e., students who have cleared CFA Level I in the 90th percentile). However, such courses must be replaced by other GIIM courses. Every student must meet the degree requirement of 57 credits.

The curriculum committee has proposed the creation of two six-credit courses which may be used as replacement for the exempted courses.

Proposal for GIIM 696 and GIIM 697

GIIM 696 (6 credits): *Soft Skills for Tomorrow's Financial Professional*
As machine learning accelerates and investment in artificial intelligence intensifies, students who embark on a career in the investment management industry must marry their hard skills with the softer side of business. This course helps students develop the necessary skills deemed by the global business to be essential. Topics focus on the development of interpersonal relationships, adapting to continuously changing environments, persuasive communication, innovative thinking and collaboration. The latter requires a big shift in mentality as moving away from star culture to one that recognizes collective efforts demands new ways of thinking and working.

This course draws upon the latest findings from the fields of Management, Psychology, Neuroscience and Behavioral Finance. It first begins with an emphasis on individual skills such as the development of self-awareness, emotional intelligence and agility. From there, the course delves into effective and persuasive communication (body-language, storytelling, cross-cultural communication) and then focuses on team dynamics. The course culminates with a focus on career development which will include modules on coaching, mentoring, networking and negotiation.

GIIM 697 (6 credits): *Applied Investment Management*
The course focuses on endowing students with applied investment management skills by covering the most relevant topics and critical skills needed to help graduates pursue successful careers in capital markets. The course starts with an overview of essential skills for investment management. These include financial modelling and forecasting, writing buy-side and sell-side research reports, navigating financial databases, and the essentials of client reporting. Next, the course dives into some of the emerging themes in the industry such as the rise of fintech and the evolution of fiduciary duty. The course emphasizes the increasingly prominent role of compliance and risk management divisions within financial institutions as the world deals with the implications of climate change and the cybersecurity threats. Within that context, the course focuses on the growing importance of investment stewardship and stakeholder engagement skills for both asset owners and asset managers. Finally, the course stresses the implications for the industry of the economic pivot to Asia as its economies continue to take a growing share of the world's GDP and capital flows.

The Goodman curriculum committee has proposed that both GIIM 696 and GIIM 697 should be Pass/Fail courses rather than courses with eight letter grade assessments (A+ through F).

GIIM 696 is a soft skill course, which will be delivered through a series of relevant workshops. The objective of the course is to impart practical understanding of soft skills. The committee proposes that with a clear expectation, pass/fail grade is more suitable for this course.

GIIM 697 is applied investment management course, which will be delivered through a series of relevant workshops and projects. This is a capstone course which will attempt to bring together all the Finance knowledge that students have received reaching the final year of their program and apply it towards understanding more current issues in finance. The committee proposes that with a clear expectation, pass/fail grade is more suitable for this course.

Rationale for Pass/Fail grading system:

The CFA MBA curriculum while being rigorous was found lacking in two important areas.

- A core soft skills development has been missing from the curriculum
- A capstone project was missing from the curriculum.

The two new courses are designed to address these deficiencies and thereby provide our students with a more complete *Real Education for the Real World*.

The first course addresses the softer side of Business. This is a soft skills development course. We use the term soft skill in reference to the interpersonal (e.g., teamwork, communication) and intrapersonal (e.g., time management, emotional intelligence) capacities that facilitate the performance of technical tasks. As opposed to technical skills, soft skills are more idiosyncratic in nature, not tied to a single task and, consequently, transferable across positions.

The term *soft skills* is a rather vague concept. It encompasses a multitude of human behaviours that don't easily lend themselves to precise measurement. Moreover, every management situation is characterized by idiosyncratic interpretations of context, culture, and audience. Thus, there is no one definitive "correct" response to a particular situation. In such a situation, actual skill development involves converting abstract generalizations to behaviour tailored to specific situations. Here skillfulness might be described as the ability to perform easily a wide variety of specific behaviours and be able to adlib to fit a given situation (Waters, 1980).

One of the challenges instructors face in designing assessments of soft skills, deals with the inexactness of their description. While well-grounded theories provide broad behavioural guidelines (e.g., transformational leadership), the performance of soft skills hinges on idiosyncratic interpretations of skilled actions.

For example, in an *Organizational Behaviou*r course, students are taught about the theories of leadership development, which encompass being a team leader, decisiveness and the ability to balance authority and communality. While theoretically, these concepts define an *effective leader*, they do not clearly describe the behaviours that go into the making of an effective leader. This is determined by the situation, culture, industry, etc. Therefore, the **application** of these skills must be practiced in a setting that provides immediate feedback so that the student learns to adapt to different contexts and situations.

The methodology for this course will involve role-plays, simulations, case studies and predominantly draw upon the principles of active learning. Thus, we believe that the soft skill course should focus on the ongoing *development* of these skills and be assessed through individualized qualitative feedback so as to encourage continuous improvement. Due to the extent that the performance of soft skills hinges on idiosyncratic interpretation, the subject matter does not lend itself to a precise 9-point letter grade scale. Instead, a more flexible pass/fail grading scheme is more suitable for this content.

The second course deals with contemporary issues in Finance and the deliverables are in the form of a capstone project.

This course is developed with a focus to meet the need for a culminating experience that encourages students to holistically view information from various business courses. The project will require the synthesis and application of accumulated skills as well as strategic thinking and innovation to address complex contemporary issues pertaining to the finance industry. Apart from their prior finance knowledge, students will be required to heavily draw upon the soft skills course (described above) in meeting the deliverables for this course.

The assessment of the capstone project will evaluate the students' abilities to integrate their soft skills with their technical knowledge. Once again, for the same reasons as outlined above, the accurate grading of the project on a nine-point letter grade scale is extremely difficult (if not impossible). The Goodman institute curriculum committee believes that a more flexible instrument such as a pass/fail assessment is more suitable for this course.

Another reason for us opting for a Pass/Fail grading scheme for these courses has to do with the nature of the program within which they will be housed.

The MBA in Investment Management is a very rigorous 57-credit program of which 45 credits focus on Finance and thus are quantitative. Due to its nature, the majority of the students attracted to this program are very focused on quantifying all activities and all outcomes. The two courses proposed here provide an opportunity for these students to potentially step back from their innate tendencies and focus on the activities and the learning rather than the grade outcomes. The Goodman Institute Curriculum committee believes that this will add to the learning process and the overall development of our students into well-rounded future Finance managers.

The instructors responsible for the above two courses will be expected to impose high minimum standards for each student and accordingly assess each deliverable on its own merit. We believe that the series of workshops contained within each of the courses, and the required deliverables embedded within each workshop, allow for an ongoing assessment of sequential skill development.

Waters, J. A. (1980). Managerial skill development. *Academy of Management Review*, 5(3), 449–453. doi:10.5465/amr. 1980.4288876

Resource implications:

There are no resource implication to Concordia University in offering GIIM 696 and GIIM 697.

The Goodman Institute of Investment Management was created in the year 2000 with $2 million in donation capital from the Ned Goodman family and $1 million matching funds from Concordia University.

Since inception, the Goodman Institute of Investment Management has been a net contributor to Concordia University, contributing a total sum of $1.56 million to the University. Over and above that amount, the Institute also generates revenue for the University as a tenant, paying a total of $1,030,996 to the university in rent. The Goodman Institute pays $120,900 per year to the University as a rent for the space it uses.

This is a self-funded Institute offering two privatised programs, MBA in Investment Management, and the Masters in Investment Management. All courses housed within the Goodman Institute of Investment Management are part of privatised programs. There are no resource implications to the University in offering the two proposed courses.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **GIIM-16** VERSION: 6

PROGRAM CHANGE: Degree requirements-Special Topics courses

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Investment Management Option MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Degree Requirements	**Degree Requirements**
Fully-qualified candidates are required to complete a minimum of 57 credits and pass Level I of the CFA® exams.	Fully-qualified candidates are required to complete a minimum of 57 credits and pass Level I of the CFA® exams.
57 credits – Required Courses	**57 credits – Required Courses**
GIIM 610 - Economics (3 credits) GIIM 611 - Financial Statement Analysis I (3 credits) GIIM 613 - Asset Pricing and Portfolio Management I (1.5 credits) GIIM 614 - Security Valuation in the Domestic and International Environment (3 credits) GIIM 615 - CFA® Exam Preparation Course Level I (1.5 credits) GIIM 616 - Quantitative Techniques (3 credits) GIIM 617 - Corporate Finance (1.5 credits) GIIM 618 - Seminar in Corporate Finance (3 credits) GIIM 619 - Marketing Management (3 credits) GIIM 620 - Financial Statement Analysis II (3 credits) GIIM 621 - Fixed Income Analysis (1.5 credits) GIIM 622 - Derivatives (3 credits) GIIM 623 - Asset Pricing and Portfolio Management II (1.5 credits) GIIM 624 - Analysis of Equity Investments (3 credits) GIIM 626 - Organizational Behaviour (3 credits) GIIM 631 - Asset Allocation and Performance Measurement (3 credits) GIIM 633 - Investment Law and Ethics (3 credits) GIIM 636 - Alternative Investments (1.5 credits) GIIM 637 - Strategic Management (3 credits) GIIM 653 - Seminar in Investment Analysis and Management (3 credits) GIIM 654 - Seminar in International Investment Analysis and Management(3 credits) GIIM 655 - Socially Responsible and Sustainable Investment (3 credits)	GIIM 610 - Economics (3 credits) GIIM 611 - Financial Statement Analysis I (3 credits) GIIM 613 - Asset Pricing and Portfolio Management I (1.5 credits) GIIM 614 - Security Valuation in the Domestic and International Environment (3 credits) GIIM 615 - CFA® Exam Preparation Course Level I (1.5 credits) GIIM 616 - Quantitative Techniques (3 credits) GIIM 617 - Corporate Finance (1.5 credits) GIIM 618 - Seminar in Corporate Finance (3 credits) GIIM 619 - Marketing Management (3 credits) GIIM 620 - Financial Statement Analysis II (3 credits) GIIM 621 - Fixed Income Analysis (1.5 credits) GIIM 622 - Derivatives (3 credits) GIIM 623 - Asset Pricing and Portfolio Management II (1.5 credits) GIIM 624 - Analysis of Equity Investments (3 credits) GIIM 626 - Organizational Behaviour (3 credits) GIIM 631 - Asset Allocation and Performance Measurement (3 credits) GIIM 633 - Investment Law and Ethics (3 credits) GIIM 636 - Alternative Investments (1.5 credits) GIIM 637 - Strategic Management (3 credits) GIIM 653 - Seminar in Investment Analysis and Management (3 credits) GIIM 654 - Seminar in International Investment Analysis and Management(3 credits) GIIM 655 - Socially Responsible and Sustainable Investment (3 credits)
3 credits – Special Topics in Investment Management	**3 credits – Special Topics in Investment Management**

GIIM 695 - Special Topics in Investment Management (3 credits) ~~Note: When offered, this course may substitute a GIIM required core course, for which students must obtain approval of the Program Director in order to register.~~ **Non-credit Electives** GIIM 625 - CFA® Exam Preparation Course Level II (non-credit) GIIM 634 - CFA® Exam Preparation Course Level III (non-credit)	GIIM 695 - Special Topics in Investment Management (3 credits) **6 credits - Special Topics in Investment Management** GIIM 696 - Soft Skills for Tomorrow's Financial Professional (6 credits) GIIM 697 - Applied Investment Management (6 credits) **Non-credit Electives** GIIM 625 - CFA® Exam Preparation Course Level II (non-credit) GIIM 634 - CFA® Exam Preparation Course Level III (non-credit)

Rationale:
GIIM 695 note already appears under course description. It is removed from this section to avoid redundancy.
In order to attract students with strong Finance background to the program (i.e., students who have cleared CFA Level I in the 90th percentile), the committee has proposed that these students may be exempted from selected required courses on the basis of their knowledge acquired prior to entry into the program. However, such courses must be replaced by other GIIM courses. Every student must meet the degree requirement of 57 credits. The curriculum committee proposed the creation of two six-credit courses as a replacement for the exempted courses.
These two courses are added to the list of courses.

Resource Implications:
None
The MBA in Investment Management is a privatized program. All GIIM courses are funded by tuitions from students registered in the Goodman Institute of Investment Management. The Institute does not receive any resources/funding from the university.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **GIIM-16** VERSION: 6

COURSE CHANGE: GIIM 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Investment Management Option MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
GIIM 695 Special Topics in Investment Management (3 credits) **Note:** When offered, this course may substitute a GIIM required core course, ~~for which students must obtain approval of the Program Director in order to register.~~	**GIIM 695 Special Topics in Investment Management** (3 credits) *Prerequisite:* Permisssion of the Graduate Program Director. **Note:** When offered, this course may substitute three credits of a GIIM required core course.
Rationale: Adding the prerequisite automatically blocks the students from registering without permission of the Program Director. The note has be slightly modified for clarity.	
Resource Implications: None	
Other Programs within which course is listed: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **GIIM-16** VERSION: 6

COURSE CHANGE: GIIM 696   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: MBA Investment Management Option
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	GIIM 696 Soft Skills for Tomorrow's Financial Professional (6 credits) *Prerequisite:* Permission of the Graduate Program Director. As machine learning accelerates and investment in artificial intelligence intensifies, students who embark on a career in the investment management industry must marry their hard skills with the softer side of business. This course helps students develop the necessary skills deemed by the global business community to be essential. Topics focus on the development of interpersonal relationships, adapting to continuously changing environments, persuasive communication, innovative thinking and collaboration. The latter requires a big shift in mentality as moving away from star culture to one that recognizes collective efforts demands new ways of thinking and working. **Notes:** This course is evaluated on a pass/fail basis. With the approval of the Graduate Program Director, this course may substitute up to six credits of GIIM required core courses.

Rationale:
MBA in Investment Management is a 57 credit three-year program which assumes no prior knowledge of finance among admitted students. The program covers the complete body of Finance knowledge, starting from the fundamentals. We would like to create this 6-credit course as an option for students who come into the program with strong Finance foundations. They can choose to substitute up to two basic courses with this new course.
Due to the extent that the performance of soft skills hinges on idiosyncratic interpretation, the subject matter does not lend itself to a precise 9-point letter grade scale. Instead, a more flexible pass/fail grading scheme is more suitable for this content.

Resource Implications:
None
The MBA in Investment management is a privatized program. All GIIM courses are funded by tuitions from students registered in the Goodman Institute of Investment Management. The Institute does not receive any resources/funding from the university.

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **GIIM-16** VERSION: 6

COURSE CHANGE: GIIM 697   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: MBA Investment Management Option
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	GIIM 697 Applied Investment Management (6 credits) Prerequisite; Permission of the Graduate Program Director. The course focuses on endowing students with applied investment management skills by covering current relevant topics and critical skills needed for successful careers in capital markets. The course starts with an overview of essential skills for investment management. These include financial modelling and forecasting, writing buy-side and sell-side research reports, navigating financial databases, and the essentials of client reporting. Next, the course dives into some of the emerging themes in the industry such as the rise of fintech and the evolution of fiduciary duty. The course emphasizes the increasingly prominent role of compliance and risk management divisions within financial institutions as the world deals with the implications of climate change and the cybersecurity threats. Within that context, the course focuses on the growing importance of investment stewardship and stakeholder engagement skills for both asset owners and asset managers. **Notes**: This course is evaluated on a pass/fail basis. With the approval of the Graduate Program Director, this course may substitute up to six credits of GIIM required core courses.

Rationale:
MBA in Investment Management is a 57 credit three-year program which assumes no prior knowledge of finance among admitted students. The program covers the complete body of Finance knowledge, starting from the fundamentals. We would like to create this six-credit course as an option for students who come into the program with strong Finance foundations. They can choose to substitute up to two basic courses with this new course.
Due to the extent that the performance of soft skills hinges on idiosyncratic interpretation, the subject matter does not lend itself to a precise 9-point letter grade scale. Instead, a more flexible pass/fail grading scheme is more suitable for this content.

Resource Implications:
None
The MBA in Investment management is a privatized program. All GIIM courses are funded by tuitions from students registered in the Goodman Institute of Investment Management. The Institute does not receive any resources/funding from the university.

Other Programs within which course is listed:

None

Hi Julie:

Even though we added how the students were assessed on the memo and the rationale, these extra explanations were provided by the program. If you consider that they should be included in a particular section of the proposal, please let me know.

"You further requested that "A short explanation should be added for how prior experience will be assessed when allowing students entry into the new courses":

- The MBA in Investment Management program is a three year program. The first year is designed to provide the foundations of Finance. Five courses in year 1 (3 three credit and two 1.5 credit) overlap completely (100%) with CFA Level 1 curriculum. Therefore for students who apply to the program after clearing CFA Level 1, these five courses are unnecessary repetition. Details of these courses are on page 4 of the submitted proposal (Memo from Dr. Rahul Ravi to Dr. Sandra Betton)

- Any applicant who has cleared CFA Level 1 with an overall performance in 90th percentile (or better) will be deemed to have mastered the material in the above 5 courses. She/He/They will be exempted from these courses (total 12 credits).

- The MBA in investments Management is a 57 credit program. Students exempt from the above five courses will be enrolled in GIIM 696 and GIIM 697 (total 12 credits)."

Thank you,

Marie

Marie Sanjur
Assistant to the Associate Dean
Professional Graduate Programs
John Molson School of Business
Concordia University
Phone: (514) 848-2424 ext. 2995

Concordia University
John Molson
School of Business

<p style="text-align:center">**Abridged Course Outline**</p>

<h2 style="text-align:center">GOODMAN INSTITUTE OF INVESTMENT MANAGEMENT</h2>

GIIM 696, Soft Skills for Tomorrow's Financial Professional

Instructor: **XXXXXXX**

COURSE DESCRIPTION

As machine learning accelerates and investment in artificial intelligence intensifies, students who embark on a career in the investment management industry must marry their hard skills with the softer side of business. This course helps students develop the necessary skills deemed by the global business to be essential. Topics focus on the development of interpersonal relationships, adapting to continuously changing environments, persuasive communication, innovative thinking and collaboration. The latter requires a big shift in mentality as moving away from star culture to one that recognizes collective efforts demands new ways of thinking and working.

This course draws upon the latest findings from the fields of Management, Psychology, Neuroscience and Behavioral Finance. It begins with an emphasis on individual skills such as the development of self-awareness, emotional intelligence and agility. From there the course delves into effective and persuasive communication (body-language, storytelling, cross—cultural communication) and then focus on team dynamics. The course will culminate with a focus on career development which will include modules on coaching, mentoring, networking and negotiation.

LEARNING OUTCOMES

By the end of this course you should have:
- Better understanding of soft skills and why they are important
- Increased self awareness
- Enhanced listening and speaking skills
- Increased ability to develop and communicate persuasively with internal and external stakeholders
- Improved decision making abilities
- Enhanced confidence delivering oral presentations and using story to sell ideas
- The ability to effectively negotiate and resolve conflict
- The understanding of power dynamics and how to influence without formal authority
- Undertsanding how to create psychologically safe work environments
- Demonstrate humility and competence

TEACHING METHODS

The course is structured around 3 central themes:

- Managing oneself
- Interpersonal communication skills
- Designing visually appealing, persuasive presentations, & delivering presentations with *presence*

Pedagogical methods include, but are not limited to, role playing, group-based work, in-class group assignments, case studies, and presentations. This class draws upon the flipped classroom model. Specifically, several lectures will be posted via a link on moodle and you will be required to watch the videos and review the readings prior to attending class. Class time is devoted to exercises, projects, and case studies. The value of this methodology is that you can ask questions about lecture content, test your ability to apply your understanding of the material, and interact with your peers in hands-on learning activities.

TEXTBOOK AND REQUIRED COURSE MATERIALS:

To be determined.

ASSESSMENTS

20%	Participation
30%	Individual Presentations / Assignments
50%	Group Presentations / Assignments

20% of final grade is allotted to participation. Students are encouraged to ask questions, contribute commentary, and add insight to the classroom discussion. Attendance is mandatory. Moreover, students will be evaluated on preparation for class discussion of readings, videos and cases.

Details of each assessment will be determined in collaboration with the instructor chosen to teach the course.

TENTATIVE LEARNING PLAN

Date	Topic	Readings (To be Determined)
Session one	Tiny tweakes, transformative results: Manage your energy not your time	
Session two	Developing active listening skills	
Session three	Developing effective speaking skills	
Session four	Establishing boundaries and the art of "diplomatic deferral"	
Session five	The price of incivility	
Session six	Emotional agility	
Session seven	Social intelligence and the biology of leadership	
Session eight	Understanding Cultural Intelligence	
Session nine	What to do about biased brains & decision making	
Session eleven	The science of negotiation	
Session twelve	Common negotiation mistakes	
Session Thirteen	Anchoring, concessions, and negotiation assumptions	
Session fourteen	Dealing with conflict and finding resolution	
Session fifteen	The science of ethical persuasion	
Session sixteen	The power of storytelling	
Session seventeen	Communicating, influencing and selling with story	
Session eighteen	Presenting your story	
Session nineteen	Excercising Influence without Formal Authority (part 1)	
Session twenty	Excercising Influence without Formal Authority (part 2)	
Session twentyone	Psychological safety: what it is and why it matters	
Session twentytwo	Humble leadership	
Session twentythree	Executive presence: what it is and why you need it	
Session twentyfour	The authenticity paradox: navigating the next level of leadership	

Abridged Course Outline

GOODMAN INSTITUTE OF INVESTMENT MANAGEMENT

GIIM 697, Applied Investment Management

Instructor: **XXXXXXX**

COURSE DESCRIPTION

This course will focus on endowing students with applied investment management skills by covering the most relevant topics and critical skills needed to help graduates pursue successful careers in capital markets. The course will start with an introduction to the players in the investment industry ecosystem. This will be followed by an overview of essential skills for investment management. These include financial modelling and forecasting, writing buy-side and sell-side research reports, navigating financial databases, and the essentials of client reporting. Next, the course will dive into some of the emerging themes in the industry such as the rise of fintech and the evolution of fiduciary duty. The course will emphasize the increasingly prominent role of compliance and risk management divisions within financial institutions as the world deals with the implications of climate change and cybersecurity threats. Within that context, the course will focus on the growing importance of investment stewardship and stakeholder engagement skills for both asset owners and asset managers. Finally, the course will stress the implications for the industry of the economic pivot to Asia as its economies continue to take a growing share of the world's GDP and capital flows.

LEARNING OUTCOMES

This course will allow you to achieve the following:
- Know the players in the investment industry ecosystem
- Develop and refine your financial modeling and forecasting skills
- Learn best practices of sell side and buy side research report writing
- Learn to navigate and efficiently extract data from relevant financial databases
- Understand the essentials of client reporting
- Recognize the growing appetite for solutions investing and learn how to integrate greater client/customer needs
- Define fintech and assess the role of artificial intelligence and machine learning in the future of the investment industry
- Describe the evolution of fiduciary duty
- Develop an appreciation for the growing role of compliance and risk management for institutional investors
- Define and analyze climate-related risks and opportunities for investors

- Assess the role of diversity and inclusion in the investment industry
- Describe the nature and types of cyberthreats and adverse technological advancements
- Analyze the industry's exposure to data fraud and theft
- Justify the growth of sustainability factors in investing and the growing importance of stewardship and stakeholder engagement roles
- Explain the impact of the economic pivot to Asia on the investment industry

TEACHING METHODS

The course is structured around 3 central themes:

- Understanding the ecosystem of the investment industry
- Learning the applied investment skills needed to succeed in the industry
- Appreciating the emerging themes transforming the investment industry

Pedagogical methods include, but are not limited to, lectures, group-based work, in-class group assignments, case studies, and simulated investment committee presentations. Each topic lends itself best to one or more of the above methods. Classroom time will be a mix of presentations, class discussions, and case analysis.

Assessment will consist of individual assignments, oral and written case analysis, group presentations, stock pitches, and class participation.

TEXTBOOK AND REQUIRED COURSE MATERIALS:

To be determined.

ASSESSMENTS

20%	Participation
30%	Individual Presentations / Assignments
50%	Group Presentations / Assignments

20% of final grade is allotted to participation. Students are encouraged to ask questions, contribute commentary, and add insight to the classroom discussion. Attendance is mandatory. Moreover, students will be evaluated on preparation for class discussion of readings, videos and cases.

Details of each assessment will be determined in collaboration with the instructor chosen to teach the course.

TENTATIVE LEARNING PLAN

Date	Topic	Readings (To be Determined)
Session one	**The investment industry ecosystem: the role of asset owners, asset managers, and intermediaries**	
Session two	**Financial modelling and forecasting**	
Session three	**The art and science of writing buy side and sell side reports**	
Session four	**Navigating financial databases: Bloomberg**	
Session five	**Navigating financial databases: other databases**	
Session six	**The essentials of client reporting. The appetite for solutions investing and integrating greater client/customer needs**	
Session seven	**The rise of fintech and what it means for the investment industry**	
Session eight	**The growth of machine learning, AI methods, and use of alternative data for portfolio construction**	
Session nine	**Fiduciary duty: an evolving concept**	
Session ten	**The growing importance of compliance and risk management**	
Session eleven	**The implications of climate change for the investment industry: understanding the physical risks and associated reporting requirements**	
Session twelve	**The implications of climate change for the investment industry: understanding the transition risks and associated reporting requirements**	
Session thirteen	**The implications of climate change for the investment industry: understanding the opportunities and associated reporting requirements**	
Session fourteen	**Diversity and Inclusion in the investment industry**	

Session fifteen	**The risk of cyberattacks and adverse technological advances**	
Session sixteen	**Data fraud and theft: how the industry is exposed**	
Session seventeen	**Investment stewardship and stakeholder engagement skills for asset owners**	
Session eighteen	**Investment stewardship and stakeholder engagement skills for asset managers**	
Session nineteen	**The economic pivot to Asia and its impact on the investment industry: a focus on China and India**	
Session twenty	**How globalization and growth in Asia Pacific will affect the future roles of investment professionals**	

SCHOOL OF GRADUATE STUDIES

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: November 13, 2020

SUBJECT: **GRADUATE CURRICULUM CHANGES (MBA-29)**
(CALENDAR – 2021/2022)
MASTER OF BUSINESS ADMINISTRATION
JOHN MOLSON SCHOOL OF BUSINESS

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

In addition to various housekeeping items, JMSB is proposing to update the calendar entry for the Master of Business Administration including streamlining the degree requirements, changes to a number of course titles and the addition of course descriptions that were previously lacking.

The GCC approved the proposed curriculum changes with the recommendation that two new courses (MBA 662 and 663) be created to better account for the proposed changes. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

cc: S. Betton, Associate Dean, Professional Graduate Programs, John Molson School of Business
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

TO:	Dr. Bradley Nelson, Associate Dean, Academic Programs and Development Chair, Graduate Curriculum Committee
Cc:	Ms. Gina Beltran, Developer, Graduate Academic Programs School of Graduate Studies
	Ms. Julie Johnston, University Curriculum Administrator
FROM:	Dr. Anne-Marie Croteau, Dean, Chair of the John Molson School of Business Faculty Council
DATE:	October 15th, 2020
SUBJECT:	Proposed changes to the Master in Business Administration Program (MBA-29)

The present version of the Graduate Calendar does not include MBA elective course descriptions. In this proposal, the MBA Program in consultation with all departments provides detailed course descriptions, reviews some course requirements and includes small editorial changes to align with the School of Graduate Studies regulations. There are no resource implications: the program is converting slot courses to permanent course entries. The allocation of the courses to the program remains the same.

The John Molson School of Business Faculty Council approved the proposed changes on October 9th, 2020.

I kindly request the Graduate Curriculum Committee to review this dossier on its next committee meeting on November 2nd, 2020.

Attachment

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: September 25th, 2020

Subject: Proposed changes to the MBA Program (MBA-29)

The proposed changes to the MBA Program provide course descriptions for elective courses excluded from the calendar up to now, a review of some course requirements and small editorial changes.

The proposal includes the conversion of four slot courses to permanent courses (BSTA 679, MANA 684, 690, MBA 662) and the creation of a new zero credit recognition of an experiential opportunity at D3 (MBA 663). The credit courses were already being offered by the program and the conversion to permanent will not require any additional resources. Six courses are also deleted as they have not been successfully offered.

Prerequisites have been added to many of the electives to ensure that the students have sufficient business knowledge to be successful in the courses. Currently, the electives do not have formal prerequisites listed and this has caused significant problems in the classes.

The JMSB Faculty Academic Programs Committee approved these changes on September 18th, 2020.

I kindly request to submit this proposal during the next meeting of the JMSB Faculty Council.

Thank you.

Internal Memorandum

To: Sandra Betton, Associate Dean, Professional Graduate Programs

From: Anne Beaudry, Director, MBA and Graduate Programs in Business Administration

Date: July 06, 2020

Subject: Proposed changes to the MBA Program

The MBA Committee has reviewed and revised the graduate calendar and proposes major changes to the graduate calendar. Among others, these changes include editorial and requirements changes as well as the update of requirements for core and elective courses in the MBA program and the inclusion in the graduate calendar of course descriptions and requirements for all elective courses offered by the five Departments at the John Molson School of Business.

The MBA Committee approved the proposed changes on June 4, 2020.

The departments approved the electives they offer on these dates:

Department	Approval date
Finance	May 21, 2020
Accountancy	March 6, 2020
Management	January 24, 2020
Supply Chain & Business Technology Management	January 22, 2020
Marketing	November 19, 2019

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

Attachment

Consolidated View of Proposed Changes

Course	New course	Conversion of slot course to permanent entry	Course Deletion	Title	Prerequisite	Addition of course description to the calendar	Addition/ Change of note	Addition of Credit Value to the calendar
ACCO 691				x	x	x		x
ACCO 692				x	x	x	x	x
ACCO 695							x	x
BSTA 645					x	x	x	x
BSTA 677					x	x	x	x
BSTA 678					x	x	x	x
BSTA 679		x						
BSTA 695	x							
BTM 633					x	x	x	x
BTM 660					x	x	x	x
BTM 695							x	x
SCOM 610					x	x	x	x
SCOM 695	x							
FINA 663				x	x	x		x
FINA 664					x	x	x	x
FINA 665					x	x	x	x
FINA 682				x	x	x		x
FINA 683				x	x	x		x
FINA 685				x	x	x		x
FINA 687		x						
FINA 688					x	x	x	x
FINA 690					x	x		x
FINA 691				x	x	x		x
FINA 695							x	x
MANA 659		x						
MANA 664		x						
MANA 665		x						
MANA 667					x	x	x	x
MANA 668					x	x	x	x
MANA 670					x	x	x	x
MANA 681				x	x	x		x
MANA 682				x	x	x		x
MANA 683				x	x	x		x
MANA 684		x						
MANA 690		x						
MANA 695							x	x
MARK 671				x	x	x		x
MARK 672				x	x	x		x
MARK 673					x	x	x	x
MARK 674					x	x	x	x
MARK 691				x	x	x		x
MARK 695							x	x
MBA 640						x		
MBA 641					x		x	
MBA 642					x		x	
MBA 643					x			

Course	New course	Conversion of slot course to permanent entry	Course Deletion	Title	Prerequisite	Addition of course description to the calendar	Addition/ Change of note	Addition of Credit Value to the calendar
MBA 644					x			
MBA 645					x			
MBA 646					x			
MBA 647					x			
MBA 648					x			
MBA 649					x			
MBA 651					x	x		
MBA 652		x						
MBA 654				x	x	x		x
MBA 655					x	x		
MBA 656				x	x	x		x
MBA 657					x	x		
MBA 658				x	x	x		
MBA 659					x	x	x	
MBA 660					x	x		
MBA 661				x	x	x		x
MBA 662		x						
MBA 663	x							
MBA 695							x	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Degree Requirements Core courses

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: John Molson School of Business
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[X] Editorial   [ ] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
30 credits – Core Courses MBA 640 - On Ramp (0 credits, pass/fail) MBA 641 - Responsible Manager (3 credits) MBA 642 - Financial Reporting for Responsible Decision Making (3 credits) MBA 643 - Managerial Analytics (3 credits) MBA 644 - Marketing Management (3 credits) MBA 645 - Economics for Organizational Decision Making (3 credits) MBA 646 - Financial Management (3 credits) MBA 647 - Managing People in Organizations (3 credits) MBA 648 - Business Process Management (3 credits) MBA 649 - Strategic Managerial Accounting and Control (3 credits) MBA 650 - Crafting and Implementing Successful Strategies (3 credits)	**30 credits – Core Courses** MBA 640 - On-Ramp (0 credits) MBA 641 - Responsible Manager (3 credits) MBA 642 - Financial Reporting for Responsible Decision Making (3 credits) MBA 643 - Managerial Analytics (3 credits) MBA 644 - Marketing Management (3 credits) MBA 645 - Economics for Organizational Decision Making (3 credits) MBA 646 - Financial Management (3 credits) MBA 647 - Managing People in Organizations (3 credits) MBA 648 - Business Process Management (3 credits) MBA 649 - Strategic Managerial Accounting and Control (3 credits) MBA 650 - Crafting and Implementing Successful Strategies (3 credits)
Rationale: Minor editorial change. A little dash is added to the On-Ramp title.	
Resource Implications: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Degree requirements-Electives

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
15 credits – Non-core ~~Options~~	**15 credits – Non-core Courses**
In addition to the elective courses listed below, MBA students may also take courses in the JMSB MSc programs, or graduate courses offered outside the John Molson School of Business, subject to approval by the MBA Program Director.	In addition to the elective courses listed below, MBA students may also take courses in the JMSB MSc programs, or graduate courses offered outside the John Molson School of Business, subject to approval by the MBA Program Director.
Electives:~~ MBA courses~~	**Electives**
~~MBA 651 MBA Research Paper (6 credits)~~ ~~MBA 652 MBA Internship (3 credits)~~ ~~MBA 654 MBA Reading course~~ ~~MBA 655 International Case Competition Organizer (6 credits)~~ ~~MBA 656 International Case Competition – Executive Assistant, Special Projects (6 credits)~~ ~~MBA 657 International Case Competition – Executive Assistant (3 credits)~~ ~~MBA 658 Case Competition Organizer (3 credits)~~ ~~MBA 659 Strategies in Action (Case competition) (3 credits)~~ ~~MBA 660 Small Business Consulting Bureau (3 credits)~~ ~~MBA 661 JMSB/MBA Community Services Initiative (3 credits)~~ ~~MBA 695 Seminar in Special Topics (*) (3 credits)~~	
~~Notes:~~	
~~1. Students who have received credit for MBA 631 may not take MBA 651 or MBA 655 or MBA 656 for credit.~~	
~~2. Students who have received credit for MBA 632 may not take MBA 657 for credit.~~	
~~3. Students have received credit for MBA 633 may not take MBA 652 for credit.~~	
~~4. Students have received credit for MANA 691 may not take MBA 659 for credit.~~	

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| 5. Students who have received credit for the topic Small Business Consulting Bureau under an MBA 695 number may not take MBA 660 for credit.

6. Students who have received credit for the topic JMSB/MBA Community Services Initiative under an MBA 695 number may not take MBA 661 for credit. | |

Rationale:
The MBA electives have been removed from this section and added in alphanumeric order with the rest of the elective courses.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Degree requirements-Accountancy Electives

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Accountancy
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Accountancy ACCO 691 ~~Seminar in~~ Business Valuations ACCO 692 ~~Tax Planning and Decision Making for Managers~~ ACCO 695 Seminar in Special Topics ~~(*)~~ ~~**Note:** Students who have received credit for the topic Tax Planning and Decision Making for Managers under an ACCO 695 number may not take ACCO 692 for credit.~~	**Accountancy** ACCO 691 Business Valuations (3 credits) ACCO 692 Managing After-Tax Returns (3 credits) ACCO 695 Seminar in Special Topics (3 credits)
Rationale: Correction of list of elective courses offered by the Department of Accountancy. Even though the course title for ACCO 692 has changed, the content remains the same. The new tiltle better reflects the nature of the course.ACCO 695 note revised to remove asterisk.	
Resource Implications: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Degree requirements-SCBTM Electives

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[X] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Supply Chain and Business Technology Management BTM 660 Project Management BTM 633 Strategic Management of Information Technology BSTA 645 Statistical Software for Data Management and Analysis BSTA 677 Business Forecasting BSTA 678 Data Mining Techniques SCOM 610 Supply Chain Management BTM 695 Seminar in Special Topics (*) ~~Notes:~~ 1. ~~Students who have received credit for DESC 660 may not take BTM 660 for credit.~~ 2. ~~Students who have received credit for MBA 615 may not take BTM 633 for credit.~~ 3. ~~Students who have received credit for the topic Statistical Software for Data Management and Analysis under a DESC 695 number may not take BSTA 645 for credit.~~ 4. ~~Students who have received credit for DESC 677 may not take BSTA 677 for credit.~~ 5. ~~Students who have received credit for the topic Data Mining Techniques under a DESC 695 number may not take BSTA 678 for credit.~~ 6. ~~Students who have received credit for the topic Supply Chain Management under a DESC 695 number may not take SCOM 610 for credit.~~	**Supply Chain and Business Technology Management** BSTA 645 Statistical Software for Data Management and Analysis (3 credits) BSTA 677 Business Forecasting (3 credits) BSTA 678 Data Mining Techniques (3 credits) BSTA 679 Statistical Models for Data Analysis (3 credits) BSTA 695 Seminar in Special Topics (3 credits) BTM 633 Strategic Management of Information Technology (3 credits) BTM 660 Project Management (3 credits) BTM 695 Seminar in Special Topics (3 credits) SCOM 610 Supply Chain Management (3 credits) SCOM 695 Seminar in Special Topics (3 credits)

Rationale: Correction of list of elective courses offered by the Department of Supply Chain and Technology Management. There are three new courses added, BSTA 679, BSTA 695, and SCOM 695. the course content of BSTA 679 was already offered under BTM 695, now it is converted into a regular elective course due to successful enrollment. BSTA 695 and SCOM 605

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are only added so Business Statistics and Supply Chain Managment can have their own topics course number. The rest of the notes are removed from this seciton, as the notes are added to the relevant course descriptions. The list of courses is now in alpha-numerical order. Asterisk removed.
Resource Implications: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Degree requirements-Finance Electives

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[X] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Finance FINA 663 ~~Seminar in~~ Corporate Finance FINA 664 Private Equity FINA 665 Mergers and Acquisitions FINA 682 ~~Seminar in~~ International Financial Management FINA 683 ~~Seminar in~~ Portfolio Management FINA 685 ~~Seminar in~~ Options and Futures ~~FINA 687 Seminar in Derivatives and Risk Management~~ FINA 688 Financial Risk Management FINA 690 Investment Analysis FINA 691 ~~Seminar in~~ Real Estate Finance FINA 695 Seminar in Special Topics ~~(*)~~ ~~Notes~~: 1. ~~Students who have received credit for the topic Venture Capital under a FINA 695 number may not take FINA 664 for credit.~~ 2. ~~Students who have received credit for the topic Mergers and Acquisitions under a FINA 695 number may not take FINA 665 for credit.~~ 3. ~~Students who have received credit for the topic Financial Risk Management under a FINA 695 number may not take FINA 688 for credit.~~	**Finance** FINA 663 Corporate Finance (3 credits) FINA 664 Private Equity (3 credits) FINA 665 Mergers and Acquisitions (3 credits) FINA 682 International Financial Management (3 credits) FINA 683 Portfolio Management (3 credits) FINA 685 Options and Futures (3 credits) FINA 688 Financial Risk Management (3 credits) FINA 690 Investment Analysis (3 credits) FINA 691 Real Estate Finance (3 credits) FINA 695 Seminar in Special Topics (3 credits)

Rationale:
Correction of list of elective courses offered by the Department of Finance. The course FINA 687 has been removed from this list because it is deleted. The notes are removed from this section, as they are added to the relevant course descriptions. Asterisk removed.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Degree requirements-Management Electives

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[X] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Management ~~MANA 659 Executing Strategies~~ ~~MANA 664 Seminar in Corporate Law~~ ~~MANA 665 Management of Change~~ MANA 667 Corporate Governance MANA 668 Sustainable Business Strategy MANA 670 Management Consulting MANA 681 ~~Seminar in the Management of International Business~~ MANA 682 ~~Seminar in~~ Human Resources Management MANA 683 ~~Seminar in~~ Entrepreneurship and Small Business MANA 695 Seminar in Special Topics ~~(*)~~ ~~**Notes**~~: 1. ~~Students who have received credit for the topic Management of Change under a MANA 695 number may not take MANA 665 for credit.~~ 2. ~~Students who have received credit for the topic Corporate Governance under a MANA 695 number may not take MANA 667 for credit.~~ 3. ~~Students who have received credit for the topic Sustainable Business Strategy under a MANA 695 number may not take MANA 668 for credit.~~ 4. ~~Students who have received credit for the topic Introduction to Management Consulting under a MANA 695 number may not take MANA 670 for credit.~~	**Management** MANA 667 Corporate Governance (3 credits) MANA 668 Sustainable Business Strategy (3 credits) MANA 670 Management Consulting (3 credits) MANA 681 Global Competition and International Strategy (3 credits) MANA 682 Human Resources Management (3 credits) MANA 683 Entrepreneurship and Small Business (3 credits) MANA 684 Entrepreneurship through Acquisition (3 credits) MANA 690 LIVE Case Experience (3 credits) MANA 695 Seminar in Special Topics (3 credits)

Rationale:
Correction of list of elective courses offered by the Department of Management. Even though MANA 681 course title has changed, the course content remains the same The new tiltle better reflects the nature of the course.The courses MANA 659, 664, 665 are removed from this list because. MANA 684 and 690 are new course, added now to this list. The notes are removed, as they have beed added directly into the relevant courses. Asterisk removed.

Resource Implications:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Degree requirements-Marketing Electives

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Marketing
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[X] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	**Proposed Text**
Marketing MARK 671 ~~Seminar in~~ Consumer Behaviour MARK 672 ~~Seminar in~~ Strategic Marketing MARK 673 Social Media Marketing MARK 674 Integrated Marketing Communications MARK 691 ~~Seminar in~~ Pharmaceutical Marketing MARK 695 Seminar in Special Topics ~~(*)~~ ~~Notes~~: 1. ~~Students who have received credit for the topic Social Media Marketing under a MARK 695 number may not take MARK 673 for credit.~~ 2. ~~Students who have received credit for the topic Integrated Marketing Communications under a MARK 695 number may not take MARK 674 for credit.~~ ~~(*) Subject matter will vary from term to term and students may take more than one of these courses, provided that course content has changed.~~	**Marketing** MARK 671 Consumer Behaviour (3 credits) MARK 672 Strategic Marketing (3 credits) MARK 673 Social Media Marketing (3 credits) MARK 674 Integrated Marketing Communications (3 credits) MARK 691 Pharmaceutical Marketing (3 credits) MARK 695 Seminar in Special Topics (3 credits)

Rationale: Correction of list of elective courses offered by the Department of Marketing.These notes are removed as they are added directly into the relevant courses. Asterisk removed.
Resource Implications: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Degree requirements-MBA Electives

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
~~Electives:~~ MBA courses	**MBA Elective courses**
MBA 651 MBA Research Paper (6 credits)	MBA 651 MBA Research Paper (6 credits)
~~MBA 652 MBA Internship (3 credits)~~	MBA 654 Reading course (3 credits)
MBA 654 ~~MBA~~ Reading course	MBA 655 International Case Competition Organizer (6 credits)
MBA 655 International Case Competition Organizer (6 credits)	MBA 656 MBA Case Competition Organizing Committee (3 credits)
MBA 656 ~~International~~ Case Competition ~~– Executive Assistant, Special Projects~~ (6 credits)	MBA 657 International Case Competition – Executive Assistant (3 credits)
MBA 657 International Case Competition – Executive Assistant (3 credits)	MBA 658 Van Berkom Case Competition – Executive Assistant (3 credits)
MBA 658 Case Competition ~~Organizer~~ (3 credits)	MBA 659 Strategies in Action (Case competition) (3 credits)
MBA 659 Strategies in Action (Case competition) (3 credits)	MBA 660 Small Business Consulting Bureau (3 credits)
MBA 660 Small Business Consulting Bureau (3 credits)	MBA 661 Community Services Initiative (3 credits)
MBA 661 ~~JMSB/MBA~~ Community Services Initiative (3 credits)	MBA 662 MBA Surgical Innovation II (3 credits)
MBA 695 Seminar in Special Topics ~~(*)~~ (3 credits)	MBA 663 District 3 Startup Consulting (0 credits)
	MBA 695 Seminar in Special Topics (3 credits)
~~Notes:~~	
1. ~~Students who have received credit for MBA 631 may not take MBA 651 or MBA 655 or MBA 656 for credit.~~	
2. ~~Students who have received credit for MBA 632 may not take MBA 657 for credit.~~	
3. ~~Students have received credit for MBA 633 may not take MBA 652 for credit.~~	
4. ~~Students have received credit for MANA 691 may not take MBA 659 for credit.~~	
5. ~~Students who have received credit for the topic Small Business Consulting Bureau under an MBA 695 number may not take MBA 660 for credit.~~	
6. ~~Students who have received credit for the topic JMSB/MBA Community Services Initiative under an MBA 695 number may not take MBA 661 for credit.~~	

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Rationale:
Correction of list of MBA electives offered by the MBA Program. MBA 652 has been deleted. MBA 662 and 663 are new courses added to this list. The notes are deleted here as they have been moved to the relevant course description. Asterisk removed.
Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: MBA Option for Diploma and Certificate in Accountancy

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Accountancy
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
MBA Option for Diploma in Chartered Professional AccountancyStudents. Students in good academic standing who meet the admission requirements of the MBA Program, and who have completed the requirements for the Diploma in Chartered Professional Accountancy Program within the last five years, may be granted advanced standing for up to 2~~1~~ credits upon admission to the MBA Program ~~and will be required to take the following courses (24 credits):~~ ~~**MBA 640 On Ramp** (0 credits)~~ ~~**MBA 641 Responsible Manager** (3 credits)~~ ~~**MBA 644 Marketing Management** (3 credits)~~ ~~**MBA 645 Economics for Organizational Decision Making** (3 credits)~~ ~~**MBA 647 Managing People in Organizations** (3 credits)~~ ~~**MBA 650 Crafting and Implementing Successful Strategies** (3 credits)~~ ~~**+3 electives**~~ ~~**MBA Option for Diploma in Chartered Accountancy Students.** Students in good academic standing who meet the admission requirements of the MBA Program, and who have completed the requirements for the Diploma in Chartered Accountancy Program within the last five years, may be granted advanced standing for up to 21 credits upon admission to the MBA Program and will be required to take the following courses(24 credits):~~ ~~**MBA 640 On Ramp** (0 credits)~~ ~~**MBA 641 Responsible Manager** (3 credits)~~ ~~**MBA 644 Marketing Management** (3 credits)~~ ~~**MBA 645 Economics for Organizational Decision Making** (3 credits)~~ ~~**MBA 647 Managing People in Organizations** (3 credits)~~ ~~**MBA 650 Crafting and Implementing Successful Strategies** (3 credits)~~ ~~**+ 3 electives**~~ ~~**MBA Option for Graduate Certificate in Management Accounting Students.** Students in good academic standing who meet the admission requirements of the MBA Program, and who have completed the requirements for the Graduate Certificate in Management Accountancy Program within the last five years, may be granted advanced standing for up to 15 credits upon admission to the MBA Program and will be required to take the following courses (30 credits):~~	**MBA Option for Diploma in Chartered Professional Accountancy Students.** Students in good academic standing who meet the admission requirements of the MBA Program, and who have completed the requirements for the Diploma in Chartered Professional Accountancy Program within the last five years, may be granted advanced standing for up to 2<u>0</u> credits upon admission to the MBA Program<u>.</u>

~~MBA 640 On Ramp~~ ~~(0 credits)~~ ~~MBA 641 Responsible Manager~~ ~~(3 credits)~~ ~~MBA 643 Managerial analytics~~ ~~(3 credits)~~ ~~MBA 644 Marketing Management~~ ~~(3 credits)~~ ~~MBA 645 Economics for Organizational Decision Making~~ ~~(3 credits)~~ ~~MBA 647 Managing People in Organizations~~ ~~(3 credits)~~ ~~MBA 648 Business Process Management~~ ~~(3 credits)~~ ~~MBA 650 Crafting and Implementing Successful Strategies~~ ~~(3 credits)~~ ~~+ 3 elective~~	

Rationale:
MBA Option for Diploma in Chartered Professional Accountancy Students change advance standing from 21 credits to 20 credits as CPA courses are of 4 credits each and we can never allow 21 credits to be transferred. The list of courses required by students is deleted as required courses vary from one student to the other depending on which courses they have successfully taken in the CPA program.
Deletion of the reference to the Diploma in Chartered Accountancy as this program does not exist anymore.
Deletion of the reference to the Graduate Certificate in Management Accounting as this program does not exist anymore.

Resource Implications:
None

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PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Program Structure

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
~~**Program Structure**~~ ~~**Qualifying Courses**~~ ~~Normally, students who require qualifying courses will have to complete them during the first term of their program of study.~~ ~~**COMM 610 Basic Quantitative Skills for Administration** (1.5 credits)~~ ~~This course revisits and strengthens the basic algebra and statistics skills presented in MBA 640. The course uses a combination of online lectures and workshops and in person tutorials to develop and apply these skills to different business problems. Assessment is carried out via assignments and a final exam.~~ ~~**Notes:**~~ ~~Students who have received credit for COMM 500 or COMM 600 may not take this course for credit.~~ ~~COMM 610 must be successfully completed in the first term of the MBA Program.~~ ~~After successfully completing the qualifying course (if necessary), students in the MBA Program complete 45 credits comprising the core courses and electives. Full-time students will normally complete the program within two years of their first registration.~~ ~~**Cor Courses.** The purpose of these core courses is to provide an integrated and rigorous body of functionally oriented skills and knowledge as a foundation for the electives.~~ ~~**Elective Courses.** Some of these courses may not be available in a given academic year. Special Topics courses are offered by most departments. Detailed information as to availability and content may be obtained from the MBA Program Office.~~	

Rationale:
Qualifying Courses section to be deleted as we do not have qualifying courses. COMM 610 was never offered.
Reference to length of Program deleted as already explained under Academic Regulations.
Deletion of reference to the purpose of core courses as it does not add any meaning to the section.
Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: MBA Co-operative Option

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA Co-operative Option The MBA Co-operative Option is non-credit and is offered to all students who are enrolled in the John Molson MBA Program. Students accepted into the Co-op must ~~be registered as full-time,~~ have completed 24 credits, and maintain a cumulative GPA of 3.30 or better. Students complete one work term (four months). ~~Students must return to full-time study for their last term.~~	**MBA Co-operative Option** The MBA Co-operative Option is non-credit and is offered to all students who are enrolled in the John Molson MBA Program. Students accepted into the Co-op must have completed 24 credits, and maintain a cumulative GPA of 3.30 or better. Students complete one work term (four months). <u>Students are not permitted to complete a co-op work term in the last term of their program of study. They must return after their co-op for a minimum of one term of course work.</u>

Rationale: MBA Cooperative Option was until now only offered to full-time students and we now want to allow part-time students to do a co-op work term as they can benefit from such working experience as well.
Resource Implications: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Core courses

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

| [ ] Editorial | [X] Requirements | [ ] Regulations | [ ] Program Deletion | [ ] New Program |

Present Text (from 2020/2021) calendar	**Proposed Text**
# Courses **MBA 640 On Ramp** (0 credits) ~~The On Ramp provides students with the essential tools and basic quantitative skills needed to succeed in the MBA Program and must be completed prior to starting the program. The On Ramp is comprised of two modules: fundamental MBA survival skills and quantitative skills. The quantitative skills module reviews and tests the essential quantitative skills needed prior to starting the program. At the end of the On Ramp, students' quantitative skills are assessed via an examination. Unsuccessful students are required to complete COMM 610 in addition to the regular program requirements. COMM 610 must be successfully completed in the first term of the MBA program. This course is evaluated on a pass/fail basis.~~ **MBA 641 Responsible Manager** (3 credits) *Prerequisite~~s~~*: MBA 640 ~~or COMM 610~~ concurrently. This introductory course focuses on management, organizations and society. Students reflect on who managers are and what they do~~,~~ and understand how their work is vital in all the functions of the organization. Taking a multi-level approach acknowledging the individual, organizational, and societal impacts of business, this course critically explores ethical behavior, corporate responsibility and stakeholder engagement. Students develop a more nuanced understanding of what it means to be a responsible manager and the role of business as a vibrant and important actor in society. The pedagogical method is primarily through case analysis. **Notes:** 1. Students are expected to complete ~~MBA 641~~ in their first term. 2. Students who have received credit for MBA 691 may not take this course for	# Core Courses **MBA 640 On-Ramp** (0 credits) The On-Ramp covers basic quantitative tools needed to succeed in the MBA Program. The course is divided into several learning modules to review and test the essential quantitative skills needed prior to starting the program. **Note:** At the end of the On-Ramp, students' quantitative skills are assessed via an examination evaluated on a pass/fail basis. Unsuccessful students are required to retake the test after a 5-day waiting period. Failure to successfully complete MBA 640, could delay the beginning of the MBA program. **MBA 641 Responsible Manager** (3 credits) *Prerequisite*: MBA 640 concurrently. This introductory course focuses on management, organizations and society. Students reflect on who managers are and what they do and understand how their work is vital in all the functions of the organization. Taking a multi-level approach acknowledging the individual, organizational, and societal impacts of business, this course critically explores ethical behaviour, corporate responsibility and stakeholder engagement. Students develop a more nuanced understanding of what it means to be a responsible manager and the role of business as a vibrant and important actor in society. The pedagogical method is primarily through case analysis. **Notes:** 1. Students are expected to complete this course in their first term. 2. Students who have received credit for MBA 691 may not take this course for credit.

credit.

MBA 642 Financial Reporting for Responsible Decision Making (3 credits)
Prerequisite: MBA 640 ~~or COMM 610~~ concurrently.
This course provides an overview of the corporate external financial reporting system. It examines the role played by management, creditors, investors and auditors. The legal environment for enforcing accounting standards is also studied. As financial reporting helps various decision makers allocate resources to the most profitable and socially responsible ventures, annual reports' comparability is analyzed under existing International and U.S. reporting standards. The pedagogical approach used in this course is based on lectures, case analyses and the discussion of current professional issues, such as triple bottom line accounting and the detection of accounting fraud.
Note: Students who have received credit for MBA 607 may not take this course for credit.

MBA 643 Managerial Analytics (3 credits)
Prerequisite~~s~~: ~~MBA 640 or COMM 610;~~ MBA 641 previously or concurrently.
This course emphasizes the development of analytical skills needed to work effectively in a business environment. It introduces the basics of knowledge discovery from big data, business analytics and predictive modeling for data driven decision making and policy formation. Topics include exploratory data analysis, statistical analysis and modeling, forecasting and data visualization. Practical usages of the methodologies are demonstrated via projects and case analysis based on big data from various functional areas of business.
Note: Students who have reveived credit for MBA 608 may not take this course for credit.

MBA 644 Marketing Management (3 credits)
Prerequisite: MBA 641 previously or concurrently.
This course focuses on the strategic role of marketing for firms by cultivating marketing management perspectives and skills. Attention is directed toward demonstrating how a manager can use information in micro and macro environments to develop marketing strategies for consumer value creation that integrate product, pricing, promotion, and distribution in order to obtain and maintain a sustainable competitive advantage. Both online and offline aspects of marketing strategies are incorporated to reflect the current environment. Through the use of lectures, case discussions and application-oriented readings, the requisite mindset is nurtured to facilitate marketing excellence in today's multi-faceted and dynamic business environment.
Note: Students who have received credit for MBA 610 may not take this course for credit.

MBA 645: Economics for Organizational Decision Making (3 credits)
Prerequisite~~s~~: ~~MBA 640 or COMM 610;~~ MBA 641 previously or concurrently.
This course applies the principles and methodologies of economics to the analysis of the global economy and its impact on the domestic business landscape. Students learn how domestic and foreign fiscal and monetary policies influence the performance of national economies through the study of macroeconomic factors such as exchange rates, interest rates, inflation and trade barriers. By the end of the course, students have developed a framework that allows them to identify and assess the systemic risks and opportunities facing any organization. Pedagogical methods may include lectures, cases and/or projects.
Note: Students who have received credit for MBA 618 may not take this course for credit.

MBA 646 Financial Management (3 credits)
Prerequisite: MBA 642.
This course develops the tools and theories necessary for sound financial and risk

MBA 646 Financial Management (3 credits)
Prerequisite~~s~~: ~~MBA 640 or COMM 610,~~ MBA 642.
This course develops the tools and theories necessary for sound financial and risk management decisions. The core concepts of opportunity cost, risk and return are applied to the practical problems facing financial managers in large and small enterprises. Specific topics explored in depth include time value of money, security and option valuation, capital budgeting and cost of capital, liquidity management, corporate governance and performance evaluation. Pedagogical tools including lectures, cases/simulations, discussions and applied research are used to present and critique standard and best practices in financial decision making.
Note: Students who have received credit for MBA 614 may not take this course for credit.

MBA 647 Managing People in Organizations (3 credits)
Prerequisite: ~~MBA 640 or COMM 610;~~ MBA 641.
Managing people in today's organizations requires managers to understand the relationship of and between individual, team, and organizational goals. This course informs students about core concepts that help to explain and predict how people behave in organizations, including discussions of perception, motivation, team dynamics, conflict, stress management, leadership, and change. Students also learn the science behind selected and critical Human Resource Management practices, including how to train and develop employees, and how to evaluate their performance. Through a combination of lectures and activities (e.g. case discussions, experiential exercises, and projects), students develop the interpersonal, communication, and decision-making skills necessary to manage people effectively and ethically in a diverse and fast-paced business context.
Note: Students who have received credit for MBA 609 may not take this course for credit.

MBA 648 Business Process Management (3 credits)
Prerequisite: ~~MBA 640 or COMM 610,~~ MBA 641.
Business Process Management plays a central role in achieving competitive advantage in terms of quality, price, customer services and product variety. The focus is on improving the performance of core operations by optimally allocating scarce resources. Managerial and analytical tools are studied in improving business processes. The course covers operational issues such as demand management, resource planning, inventory management and quality management. Through case discussion, analysis and spreadsheet modelling, this course provides a hands-on approach to operations management.
Note: Students who have received credit for MBA 616 may not take this course for credit.

MBA 649 Strategic Managerial Accounting and Control (3 credits)
Prerequisites: ~~MBA 640 or COMM 610,~~ MBA 641~~.~~ MBA 642~~,~~
This course focuses on the analytical techniques deployed to assist management in the design, implementation, and monitoring of the organization's strategy. It also covers techniques, which support the ensuing corrective decision-making. Topics covered include~~:~~ planning, capital budgeting, master budget, break-even point, differential analysis, product costing, etc. For management control: decentralization systems, transfer pricing, flexible budgets, standard costs and variance analysis, etc. The course uses the case method in both for-profit and not-for-profit organizations.
Note: Students who have received credit for MBA 628 may not take this course for credit.

MBA 650 Crafting and Implementing Successful Strategies (3 credits)

management decisions. The core concepts of opportunity cost, risk and return are applied to the practical problems facing financial managers in large and small enterprises. Specific topics explored in depth include the time value of money, security and option valuation, capital budgeting and cost of capital, liquidity management, corporate governance and performance evaluation. Pedagogical tools including lectures, cases/simulations, discussions and applied research are used to present and critique standard and best practices in financial decision making.
Note: Students who have received credit for MBA 614 may not take this course for credit.

MBA 647 Managing People in Organizations (3 credits)
Prerequisite: MBA 641.
Managing people in today's organizations requires managers to understand the relationship of and between individual, team, and organizational goals. This course informs students about core concepts that help to explain and predict how people behave in organizations, including discussions of perception, motivation, team dynamics, conflict, stress management, leadership, and change. Students also learn the science behind selected and critical Human Resource Management practices, including how to train and develop employees, and how to evaluate their performance. Through a combination of lectures and activities (e.g. case discussions, experiential exercises, and projects), students develop the interpersonal, communication, and decision-making skills necessary to manage people effectively and ethically in a diverse and fast-paced business context.
Note: Students who have received credit for MBA 609 may not take this course for credit.

MBA 648 Business Process Management (3 credits)
Prerequisite: MBA 641.
Business Process Management plays a central role in achieving competitive advantage in terms of quality, price, customer services and product variety. The focus is on improving the performance of core operations by optimally allocating scarce resources. Managerial and analytical tools are studied in improving business processes. The course covers operational issues such as demand management, resource planning, inventory management and quality management. Through case discussion, analysis and spreadsheet modelling, this course provides a hands-on approach to operations management.
Note: Students who have received credit for MBA 616 may not take this course for credit.

MBA 649 Strategic Managerial Accounting and Control (3 credits)
Prerequisites: MBA 641, MBA 642.
This course focuses on the analytical techniques deployed to assist management in the design, implementation, and monitoring of the organization's strategy. It also covers techniques, which support the ensuing corrective decision-making. Topics covered include planning, capital budgeting, master budget, break-even point, differential analysis, product costing, etc. For management control: decentralization systems, transfer pricing, flexible budgets, standard costs and variance analysis, etc. The course uses the case method in both for-profit and not-for-profit organizations.
Note: Students who have received credit for MBA 628 may not take this course for credit.

MBA 650 Crafting and Implementing Successful Strategies (3 credits)
Prerequisites: MBA 641, 644, 645, 646.
The important issues involved in developing strategy in various business sectors are the focus of the course. Students learn to formulate strategies that clearly state the successful and sustainable path for companies. The course also looks at winning strategies defining

Prerequisites: MBA 641, 644, 645, 646. The important issues involved in developing strategy in various business sectors are the focus of the course. Students learn to formulate strategies that clearly state the successful and sustainable path for companies. The course also looks at winning strategies defining how companies can compete against their rivals and cooperate with partners in specific business sectors. Students study strategy implementation and examine how functional strategies can be key instruments for business success. The course also looks at the relationship between strategy, culture and structure of the organization. Pedagogical methods focus primarily on cases and projects. **Note**: Students who have received credit for MBA 622 may not take this course for credit.	how companies can compete against their rivals and cooperate with partners in specific business sectors. Students study strategy implementation and examine how functional strategies can be key instruments for business success. The course also looks at the relationship between strategy, culture and structure of the organization. Pedagogical methods focus primarily on cases and projects. **Note**: Students who have received credit for MBA 622 may not take this course for credit.

Rationale:
Corrections needed to align with course changes. The changes made on the course forms are laid out here in duplicate to show the order of the course listings for the graduate calendar editor.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Elective Courses Accountancy

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Accountancy
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	**Proposed Text**
Accountancy ACCO 691 ~~Seminar in~~ Business Valuations ACCO 692 ~~Tax Planning and Decision Making for Managers~~ ACCO 695 Seminar in Special Topics ~~(*)~~ **Note:** ~~Students who have received credit for the topic Tax Planning and Decision Making for Managers under an ACCO 695 number may not take ACCO 692 for credit.~~	**Elective Courses** **Accountancy** **ACCO 691 Business Valuation** (3 credits) *Prerequisite:* MBA 642. This course provides participants with the tools and methods that allow them to translate a firm's financial situation as well as its strategic objectives into financial projections that serve as inputs to a business valuation model. To achieve that end, the course revolves around two key pivots. First, the fundamentals of financial statement analysis are presented and discussed. Following a review of critical financial reporting principles, the course then focuses on how to assess a firm's underlying financial situation through an analysis of its financial statements. In that context, a mapping of a firm's strategic position, its key success factors and its financial statements is developed. Second, based on such financial and strategic diagnostics, the preparation of financial projections to be used as inputs into valuation models is discussed and illustrated. Alternative valuation models are then reviewed and analyzed. The course relies on a practical case-based approach that emphasizes the different contexts in which business valuation is required or applied. **ACCO 692 Managing After-Tax Returns** (3 credits) *Prerequisite:* MBA 642. This course examines the effect of the Canadian Federal Income Tax Regulations on decision-making and financial planning for both corporations and individuals. Since every management decision has a tax impact, and cash flow exists only on an after-tax basis, every responsible manager should have a general understanding of taxation issues. Through real-life examples, experiential learning, class discussions and case analysis, students make decisions and discuss the tax impact on cash flows. Students also gain practical experience in the taxation issues affecting domestic and foreign expansion and use computer-based application software to prepare and analyze tax data. **Note:** Students who have received credit for the topic Tax Planning and Decision Making for Managers under an ACCO 695 may not take this course for credit.

	ACCO 695 Seminar in Special Topics (3 credits)
	Note: ACCO 695 subject matter varies from term to term.Students may take this course more than once, provided that the course content has changed.

Rationale:
Corrections needed to align with course changes and include MBA electives course descriptions in the calendar. The notes are added under the relevant course descriptions. Asterisk removed.
The changes made on the course forms are laid out in duplicate here to show the order of the course listings for the graduate calendar editor.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Elective Courses SCBTM

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration-
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	**Proposed Text**
Supply Chain and Business Technology Management BTM 660 Project Management BTM 633 Strategic Management of Information Technology BSTA 645 Statistical Software for Data Management and Analysis BSTA 677 Business Forecasting BSTA 678 Data Mining Techniques SCOM 610 Supply Chain Management BTM 695 Seminar in Special Topics ~~(*)~~ ~~Notes:~~ 1. ~~Students who have received credit for DESC 660 may not take BTM 660 for credit.~~ 2. ~~Students who have received credit for MBA 615 may not take BTM 633 for credit.~~ 3. ~~Students who have received credit for the topic Statistical Software for Data Management and Analysis under a DESC 695 number may not take BSTA 645 for credit.~~ 4. ~~Students who have received credit for DESC 677 may not take BSTA 677 for credit.~~ 5. ~~Students who have received credit for the topic Data Mining Techniques under a DESC 695 number may not take BSTA 678 for credit.~~ 6. ~~Students who have received credit for the topic Supply Chain Management under a DESC 695 number may not take SCOM 610 for credit.~~	**Supply Chain and Business Technology Management** **BSTA 645 Statistical Software for Data Management and Analysis** (3 credits) *Prerequisite:* MBA 643. This course presents the principles and techniques of widely used statistical software systems, such as SAS, for data management (information storage and retrieval), data modification, file handling, and statistical analysis and reporting. The course covers special features such as graphics, macro languages, software and/or library interfacing and the basics of data mining. Classes are held in computer labs, and half of the time is devoted to lab work. **Note:** Students who have received credit for the topic Statistical Software for Data Management and Analysis under a DESC 695 number may not take this course for credit. **BSTA 677 Business Forecasting** (3 credits) *Prerequisite:* MBA 643. Reliable managerial forecasts of business variables must often be obtained against a background of structural changes in markets. This course focuses on the theory and applications of the most widely used methods of forecasting including decomposition methods, exponential smoothing, and the Box-Jenkins (ARIMA Building) techniques for non-seasonal and seasonal modelling. Recent approaches in forecasting such as artificial neural networks are also introduced. Business and economic databases are analyzed using statistical software packages in both class and project assignments. **Note:** Students who have received credit for DESC 677 may not take this course for credit. **BSTA 678 Data Mining Techniques** (3 credits) *Prerequisite*: MBA 643. The course covers essential ideas and techniques for extracting information from large amounts of data. It discusses both supervised and unsupervised methods and covers topics such as dimension reduction, multiple regression, logistic regression, discriminant analysis, classification and regression trees, neural networks, association rules, cluster analysis and multi-dimensional scaling. Illustrations of the concepts and methods are

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given, and students gain practical experience in data mining with the use of popular data mining software.
Note: Students who have received credit for the topic Data Mining Techniques under a DESC 695 number may not take this course for credit.

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

BSTA 695 Seminar in Special Topics (3 credits)
Note: BSTA 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

BTM 633 Strategic Management of Information Technology (3 credits)
Prerequisites: Minimum of 6 credits in the MBA program.
Students critically evaluate IT and business problems with a focus on strategic management of IT for competitive advantage. Using case studies, students are provided with real-world situations where they must make and explain business decisions in the context of IT governance and alignment. Topics covered include, among others: emerging technologies, digital transformation, enterprise architecture, security and risk management, etc. Pedagogical methods include lectures, case studies, presentations, and an IT strategy report.
Note: Students who have received credit for MBA 615 may not take this course for credit.

BTM 660 Project Management (3 credits)
Prerequisite: MBA 643.
This course introduces the students to the principles and methods of project management. Students use popular project management software tools, such as Microsoft Project and ProjectLibre to work on their projects. Topics covered include, among others: project activity planning, risk management, budgeting, scheduling, resource allocation, and monitoring, with an emphasis on Information Technology projects.
Note: Students who have received credit for DESC 660 may not take this course for credit.

BTM 695 Seminar in Special Topics (3 credits)
Note: BTM 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

SCOM 610 Supply Chain Management (3 credits)
Prerequisite: MBA 648.
This course provides an overall perspective of various functions that exist within supply chains with an emphasis on macro processes, drivers, and performance indicators along a supply chain. Coordination issues among supply chain stakeholders are detailed.

Production/service planning and control issues in managing supply chains are also covered. Mathematical modelling is emphasized in dealing with facility location, capacity planning, demand and supply management, aggregate planning, scheduling, and inventory decisions. Supplier evaluation/development practices and outsourcing are also studied. Relevant enterprise resource planning modules with advanced planning and scheduling functionalities are introduced to illustrate the integration and coordination issues in supply chain planning and control.
Note: Students who have received credit for the topic Supply Chain Management under a DESC 695 number may not take this course for credit.

SCOM 695 Seminar in Special Topics (3 credits)
Note: SCOM 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
Corrections needed to align with course changes and include MBA electives course descriptions in the calendar.
The notes are moved directly into the course notes following the relevant course description. Asterisk removed.
The changes made on the course forms are laid out in duplicate here to show the order of the course listings for the graduate calendar editor.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Elective Courses Finance

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Finance FINA 663 ~~Seminar in~~ Corporate Finance FINA 664 Private Equity FINA 665 Mergers and Acquisitions FINA 682 ~~Seminar in~~ International Financial Management FINA 683 ~~Seminar in~~ Portfolio Management FINA 685 ~~Seminar in~~ Options and Futures ~~FINA 687 Seminar in Derivatives and Risk Management~~ FINA 688 Financial Risk Management FINA 690 Investment Analysis FINA 691 ~~Seminar in~~ Real Estate Finance FINA 695 Seminar in Special Topics ~~(*)~~ **Note~~s~~:** 1. ~~Students who have received credit for the topic Venture Capital under a FINA 695 number may not take FINA 664 for credit.~~ 2. ~~Students who have received credit for the topic Mergers and Acquisitions under a FINA 695 number may not take FINA 665 for credit.~~ 3. ~~Students who have received credit for the topic Financial Risk Management under a FINA 695 number may not take FINA 688 for credit.~~	**Finance** **FINA 663 Corporate Finance** (3 credits) *Prerequisite:* MBA 646. The objective of this course is to introduce students to recent advances in corporate finance. Topics covered include principal-agent conflicts, information asymmetry, moral hazard and adverse selection and their application to managerial decision-making under uncertainty. The course examines capital structure choice, mergers and acquisitions, financing choices, corporate governance, and payout policy. The application of these concepts is explored using Microsoft Excel and statistics. **FINA 664 Private Equity** (3 credits) *Prerequisite:* MBA 646. This course provides an overview of the world of private equity. Students examine the role of private equity investments in investment portfolios and the overall contribution of the private equity asset class in the overall capital market. The course introduces different types of private equity investments such as venture capital, growth equity and leveraged buyouts. Students develop a technical framework to analyze and value companies, are introduced to the concept and practice of deal-making and business plan analysis and develop a sensitivity to the non-analytical aspects of investment analysis. **Note:** Students who have received credit for the topic Venture Capital under a FINA 695 number may not take this course for credit. **FINA 665 Mergers and Acquisitions** (3 credits) *Prerequisite:* MBA 646. This course examines the financial aspects of mergers, acquisitions and other types of corporate restructuring strategies, such as hostile takeovers and the market for corporate control, financial re-capitalization, leveraged buyouts, management buyouts, going-private decisions etc. The objectives of this course are two-fold: first, to introduce the area of mergers and acquisitions and corporate restructuring, and secondly, to strengthen and develop the presentation and research skills necessary for the finance industry in general and investment banking in particular.

Note: Students who have received credit for the topic Mergers and Acquisitions under a FINA 695 number may not take this course for credit.

FINA 682 International Financial Management (3 credits)
Prerequisites: MBA 645 and MBA 646.
This course introduces the fundamental principles and issues related to international financial markets and their implications for firms operating in an international environment. Topics covered include foreign exchange markets, international parity conditions, foreign exchange risk management, hedging with currency derivatives, and financing the firm in the global capital market.

FINA 683 Portfolio Management (3 credits)
Prerequisite: MBA 646.
This course covers recent theoretical and empirical developments in portfolio management, with an emphasis on investment strategy and the evaluation of investment performance. It introduces students to modern investment theory and the fundamentals of portfolio management. Specific topics covered include construction of optimal asset portfolios using techniques such as the single index model, extensions of the capital asset pricing model such as the zero-beta model, criteria for evaluation of investment performance, active versus passive portfolio management, portfolio insurance, and market efficiency.

FINA 685 Options and Futures (3 credits)
Prerequisite: MBA 646.
This course examines the markets and valuation models for options and futures contracts, and their application to hedging and the valuation of the other financial contracts. Students explore different common derivatives pricing models such as: cost-of-carry, binomial and Black-Scholes. The strengths and limitations of these different models when applied to hedging and valuation situations are examined.

FINA 688 Financial Risk Management (3 credits)
Prerequisite: MBA 646.
This course deals with the measurement and management of risks faced by corporations and financial institutions. It introduces students to the tools and techniques used in managing financial risk. The course involves a detailed examination of the various types of risks such as interest rate risk, credit risk, liquidity risk, market risk, and operational risk, and, an in-depth analysis of the tools, techniques, and instruments that firms use to manage those risks. Students are exposed to statistical techniques, simulations, and Excel modelling with the purpose of understanding how specific risks and the aggregate risk faced by firms are managed.
Note: Students who have received credit for the topic Financial Risk Management under a FINA 695 number may not take this course for credit.

FINA 690 Investment Analysis (3 credits)
Prerequisite: MBA 646.
This course introduces financial investments and analysis from the viewpoint of both individuals and institutional investors. Conversely, It also benefits managers of publicly-listed companies to understand the drivers of security values. With an emphasis on equities and fixed-income capital markets, the course covers topics such as Alternative Investments, Behavioral Finance, and Portfolio Management.

	FINA 691 Real Estate Finance (3 credits) *Prerequisite:* MBA 646, This course looks at the fundamental concepts, principles and analytical methods and tools useful for making real estate investments and real estate financial decisions. There are two primary objectives for this course. These are: to expose the students to the terms issues and topics in commercial real estate, and, to provide them with the set of skills necessary to assess any commercial real estate investment/project. **FINA 695 Seminar in Special Topics** (3 credits) **Note:** FINA 695 subject varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
Corrections needed to align with course changes and include MBA electives course descriptions in the calendar.
The notes are moved directly into the course notes following the relevant course description. Asterisk removed.
The changes made on the course forms are laid out in duplicate here to show the order of the course listings for the graduate calendar editor.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Elective Courses Management

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Management ~~MANA 659 Executing Strategies~~ ~~MANA 664 Seminar in Corporate Law~~ ~~MANA 665 Management of Change~~ MANA 667 Corporate Governance MANA 668 Sustainable Business Strategy MANA 670 Management Consulting MANA 681 ~~Seminar in the Management of International Business~~ MANA 682 ~~Seminar in~~ Human Resources Management MANA 683 ~~Seminar in~~ Entrepreneurship and Small Business MANA 695 Seminar in Special Topics ~~(*)~~ **Note~~s~~:** 1. ~~Students who have received credit for the topic Management of Change under a MANA 695 number may not take MANA 665 for credit.~~ 2. ~~Students who have received credit for the topic Corporate Governance under a MANA 695 number may not take MANA 667 for credit.~~ 3. ~~Students who have received credit for the topic Sustainable Business Strategy under a MANA 695 number may not take MANA 668 for credit.~~ 4. ~~Students who have received credit for the topic Introduction to Management Consulting under a MANA 695 number may not take MANA 670 for credit.~~	**Management** **MANA 667 Corporate Governance** (3 credits) *Prerequisite:* MBA 650 previously or concurrently. This course is designed to instill the knowledge and key skills necessary for graduate business students to understand the fundamental principles of governance, to assess the governance practices of public companies through their disclosure documents, and to understand the legal and regulatory frameworks for the governance of modern organizations. Students also learn the importance of risk management in the role of corporate governance and how ethical and governance principles can be applied to practical situations as they arise in their work experience. **Note**: Students who have received credit for the topic Corporate Governance under a MANA 695 number may not take this course for credit. **MANA 668 Sustainable Business Strategy** (3 Credits) *Prerequisite:* MBA 641 previously or concurrently. This course explores how businesses can create a competitive advantage through embracing issues of environmental and social sustainability in their core business strategies. This course focuses on developing both conceptual and applied understandings of sustainability and how firms can successfully develop and compete through sustainability-oriented action. **Note:** Students who have received credit for the topic Sustainable Business Strategy under a MANA 695 number may not take this course for credit. **MANA 670 Management Consulting** (3 Credits) *Prerequisites*: MBA 641; MBA 647 previously or concurrently. This course focuses on the management consulting profession and process. The course is structured around three parallel streams. The first stream of the course examines the consulting process - the five phases of a consulting project from entry to termination. The second stream focuses on core consulting skills that are required to operate and succeed as a management consultant. The third stream is a real-world consulting project that students conduct in teams with a client firm. The course concludes by reflecting on the

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role of consultants and management consulting as a career choice.
Note: Students who have received credit for the topic Introduction to Management Consulting under a MANA 695 number may not take this course for credit.

MANA 681 Global Competition and International Strategy (3 Credits)
Prerequisite: MBA 650 previously or concurrently.
This course focuses on globalization and the complex competitive landscape and proliferation of new business configuration that it has created for firms/organizations in today's global business environment. Students learn how multinational firms/organizations formulate and implement effective international strategies to deal with ongoing global challenges. It is organized around several themes such as global competitiveness and local responsiveness; reasons for going global; institutional pressures and global challenges; managing ethics and social responsibilities in a global context; international collaborative and entry strategies; internationalization of SMEs, international negotiation; organizational design and international HRM; and global governance and control mechanisms.

MANA 682 Human Resources Management (3 Credits)
Prerequisite: MBA 647.
This course focuses on current issues related to the management of people within organizations. Topics include human resource planning, recruitment, selection, training and development, performance management, compensation and employee relations. Through this course, students develop an understanding of the strategic partnership between the human resource function and managers, allowing the company to capitalize fully on the potential of people as a source of competitive advantage.

MANA 683 Entrepreneurship and Small Business (3 Credits)
Prerequisites: MBA 642; MBA 644 and MBA 650 previously or concurrently.
This course focuses on the entrepreneurial aspects of management that are required to create, develop, and sustain either a new business venture or a major project/initiative within an existing organization. Entrepreneurial activities have a global impact on individual lives, careers, and also on organizational survival and growth. Entrepreneurs introduce change and innovation into the economic and social system, forcing other individuals and organizations to adapt constantly. This course is designed to provide students with a basic understanding of this discipline, preparing them either to start or to take over a business, grow an existing business, or interact with entrepreneurs as advisors or in similar roles.

MANA 684 Entrepreneurship through Acquisition (3 Credits)
This course is designed to provide students with the understanding that you can buy an existing business and run it as a CEO. Running your own firm offers a different career path and career lifestyle than does working for a traditional corporation. In this course, students evaluate opportunities to acquire firms and alternative strategies to successfully acquire and manage these firms. Students also meet and learn from a variety of guest speakers, from those that have travelled down this path, as well as several professionals in accounting, financing and law.
Note: Students who have received credit for MANA 695 Business Ownership may not take this course for credit.

MANA 690 LIVE Case Experience (3 Credits)
Building upon the MBA Program Case Competition Program, this course focuses on

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	strategic implementation and the integration of topics from the courses within the program. Class exercises are designed to help students integrate and apply their complete education and past experiences to a variety of business situations. Through intensive case analysis and presentations, students will learn to apply theoretical and practical ideas to real situations in a pressured environment. The course will develop analytical, presentation and social interaction skills to prepare students for today's business environment. In addition, student teams will participate in a 'LIVE' project mandate for a client on the final day of the course. **Note:** Students who have received credit for MANA 695 LIVE Case Experience may not take this course for credit. **MANA 695 Seminar in Special Topics** (3 credits) **Note:** MANA 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
Corrections needed to align with course changes and include MBA electives course descriptions in the calendar.
The notes are moved directly into the course notes following the relevant course description. Asterisk removed.
The changes made on the course forms are laid out in duplicate here to show the order of the course listings for the graduate calendar editor.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Elective Courses Marketing

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Marketing
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Marketing MARK 671 ~~Seminar in~~ Consumer Behaviour MARK 672 ~~Seminar in~~ Strategic Marketing MARK 673 Social Media Marketing MARK 674 Integrated Marketing Communications MARK 691 ~~Seminar in~~ Pharmaceutical Marketing MARK 695 Seminar in Special Topics ~~(*)~~ **Note~~s~~:** 1. ~~Students who have received credit for the topic Social Media Marketing under a MARK 695 number may not take MARK 673 for credit.~~ 2. ~~Students who have received credit for the topic Integrated Marketing Communications under a MARK 695 number may not take MARK 674 for credit.~~ ~~(*) Subject matter will vary from term to term and students may take more than one of these courses, provided that course content has changed.~~	**Marketing** **MARK 671 Consumer Behaviour** (3 credits) *Prerequisite:* MBA 644. This course introduces frameworks, tools, and concepts that are relevant to the consumption of goods and services. The focus in on understanding consumer behaviour in order to develop and execute effective marketing strategies. This course examines personal, social, cultural, and psychological characteristics as well as external factors to understand how these factors impact the consumption process. The pedagogy used to achieve course objectives may include lectures, case studies, group projects, and presentations. **MARK 672 Strategic Marketing** (3 credits) *Prerequisite:* MBA 644. This course focuses on market analysis, marketing profitability, the establishment of marketing objectives and the development of marketing strategies as a means of building sustainable competitive advantage for the organization in different contexts. The primary objective of the course is the cultivation of effective strategic marketing planning and decision-making skills using analytical frameworks and measuring marketing and overall organizational performance. Topics covered may include: developing marketing plans; branding and managing brands as important company assets; offence-oriented and defence-oriented competitive strategies; and the measurement of marketing profitability and financial performance. The pedagogy used to achieve course objectives may include lectures, case studies, group projects, and presentations. **MARK 673 Social Media Marketing** (3 credits) *Prerequisite*: MBA 644. This course focuses on the array of communication media and analytical tools available to the marketer as digital technology evolves. The nature of various social media along with their relevance and effectiveness for achieving certain communication objectives are examined. Integrating social media into the overall marketing communication plan is also studied. The primary focus of the course is how social media content is created.

published, analyzed, managed, and compared. The pedagogy used to achieve course objectives may include lectures, case studies, group projects, and presentations.
Note: Students who have received credit for the topic Social Media Marketing under a MARK 695 number may not take this course for credit.

MARK 674 Integrated Marketing Communications (3 credits)
Prerequisite: MBA 644.
This course focuses on the development of effective marketing communications and the importance of the integration of any organization's marketing communications tools to ensure the achievement of marketing and communications objectives based on an understanding of the multi-directional characteristics of relevant communication methods. Topics covered may include the role of Integrated Marketing Communications; the shifting media landscape; identifying and prioritizing key stakeholder groups and generating conversations among them; creating effective message strategies; and effective use of copy and creative platforms. The pedagogy used to achieve course objectives may include lectures, case studies, group projects, and presentations.
Note: Students who have received credit for the topic Integrated Marketing Communications under a MARK 695 number may not take this course for credit.

MARK 691 Pharmaceutical Marketing (3 credits)
Prerequisite: MBA 644.
This course focuses on marketing and its role in the pharmaceutical industry. The objective is to provide the student with a thorough understanding of current marketing practices and critical issues in a key global industry. Conceptual frameworks and practical applications are featured, with emphasis on the unique nature of marketing and associated challenges in the industry. The pedagogy used to achieve course objectives may include lectures, case studies, a term project, issues analyses, and presentations. When appropriate, guest speakers may be invited to discuss specific issues confronting the industry.

MARK 695 Seminar in Special Topics (3 credits)
Note: MARK 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
Corrections needed to align with course changes and include MBA electives course descriptions in the calendar.
The notes are moved directly into the course notes following the relevant course description.
The changes made on the course forms are laid out in duplicate here to show the order of the course listings for the graduate calendar editor.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

PROGRAM CHANGE: Elective Courses MBA

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
~~Electives:~~ MBA courses MBA 651 MBA Research Paper (6 credits) ~~MBA 652 MBA Internship (3 credits)~~ MBA 654 ~~MBA~~ Reading course MBA 655 International Case Competition Organizer (6 credits) MBA 656 ~~International~~ Case Competition ~~– Executive Assistant, Special Projects~~ (6 credits) MBA 657 International Case Competition – Executive Assistant (3 credits) MBA 658 Case Competition Organizer (3 credits) MBA 659 Strategies in Action (Case competition) (3 credits) MBA 660 Small Business Consulting Bureau (3 credits) MBA 661 ~~JMSB/MBA~~ Community Services Initiative (3 credits) MBA 695 Seminar in Special Topics ~~(*)~~ (3 credits) ~~Notes:~~ 1. ~~Students who have received credit for MBA 631 may not take MBA 651 or MBA 655 or MBA 656 for credit.~~ 2. ~~Students who have received credit for MBA 632 may not take MBA 657 for credit.~~ 3. ~~Students have received credit for MBA 633 may not take MBA 652 for credit.~~ 4. ~~Students have received credit for MANA 691 may not take MBA 659 for credit.~~ 5. ~~Students who have received credit for the topic Small Business Consulting Bureau under an MBA 695 number may not take MBA 660 for credit.~~ 6. ~~Students who have received credit for the topic JMSB/MBA Community Services Initiative under an MBA 695 number may not take MBA 661 for credit.~~	MBA **Elective** courses **MBA 651 MBA Research Paper** (6 credits) *Prerequisite:* Permission of the Graduate Program Director. Under the guidance of the supervising professor, the purpose of the MBA research project is to involve the student in a substantial learning experience in research related to business practice. It provides an opportunity to study in-depth a business problem of personal interest to the student and to the business administration. The research project is expected to fall within the confines of one or a combination of the following three broad categories: 1) collection and analysis of data to test a hypothesis, 2) development of an original theoretical model or an original synthesis of existing research on a particular issue or 3) an original case history. In all cases, a specific problem should be addressed, and conclusions and/or recommendations should be drawn regarding that problem. **MBA 654 Reading Course** (3 credits) *Prerequisite:* Permission of the Graduate Program Director. Students undertake research reading or field projects permitting independent study under the guidance of a faculty member. The reading course is for students who wish to explore a specific topic, issue or question in greater depth. The student in consultation with the supervising professor will negotiate the parameters of the study, the prescribed readings and the assessment process. **MBA 655 International Case Competition Organizer** (6 credits) *Prerequisite:* Permission of the Graduate Program Director after a selection process. Five students are selected to organize and run the yearly John Molson MBA International Case Competition. Each member is responsible for predetermined tasks, for example, sponsorships, marketing, schools and volunteers, logistics, judges and events. The event requires nearly one year of planning whereby student organizers have the support of an academic advisor and an advisory board composed of CEOs, presidents, chairmen and vice-presidents of major multinational corporations. **MBA 656 MBA Case Competition Organizing Committee** (3 credits)

Prerequisite: Permission of the Graduate Program Director after a selection process. The MBA Case Competition Organizing Committee (MBACCC), supervised by the MBA Faculty Advisor to Case Competitions, is a student-run organization that provides the leadership and development of Case Competition preparation and participation. Students selected for the MBACCC will plan the competition events for the academic year and be responsible for developing a strategic plan to build and foster a competitive culture within the MBA Program. The MBACCC is responsible for the development of educational workshops, marketing of club activities, logistics for team participation at competitions, financial and budgetary activities and hosting of internal events. In addition, students will be responsible for the hand-over of knowledge, contacts, and materials to the next cohort of students.

MBA 657 International Case Competition – Executive Assistant (3 credits)
Prerequisiite: Permission of the Graduate Program Director after a selection process. This course is available to four students per year who serve as special assistants to the MBA International Case Competition organizers. Their responsibilities are to help the organizers in well-defined roles. Each member is responsible for predetermined tasks: volunteers, logistics, judges, and sustainability.

MBA 658 Van Berkom Case Competition - Executive Assistant (3 credits)
Prerequisite: Permission of the Graduate Program Director after a selection process. This course is available to two students per year who serve as special assistants to the Van Berkom Small-Cap Case Competition organizers. Their responsibilities are to help the organizers in well-defined roles. Each member is responsible for predetermined tasks, for example, sponsorships, technology and schools. The event requires around nine months of planning and is overseen by the director of the Van Berkom Small-Cap Case Competition.

MBA 659 Strategies in Action (Case competition) (3 credits)
Prerequisite: Permission of the Graduate Program Director after a selection process. This course focuses on strategic implementation and the integration of topics from the core courses within the program. Class exercises are designed to help students integrate and apply their complete education and past experiences to a variety of business situations. Through intensive case analysis and presentations, students will learn to apply theoretical and practical ideas to real situations in a pressured environment. The course will develop analytic, presentation, and social interaction skills to prepare students for today's business environment. In addition, the try-out for the course is used to select participants to represent the John Molson School of Business at various MBA Case Competitions. The goal is to select and prepare teams that will represent Concordia University with excellence and integrity.
Note: Students who have received credit for MANA 691 may not take this course for credit.

MBA 660 Small Business Consulting Bureau (3 credits)
Prerequisite: MANA 683 concurrently; and permission of the Graduate Program Director after a selection process.
The Concordia Small Business Consulting Bureau provides professional consulting services to start-ups and small businesses at competitive rates. Students selected for the Small Business Consulting Bureau provide ad-hoc consulting services to entrepreneurs looking to launch a new business, or business owners wanting to grow their current business or requiring specific strategy or business advice. In addition to earning credit,

students also receive compensation as a percentage of the revenues generated by the projects executed. Students must be available for a period of 12 months and are expected to dedicate at least 15 hours per week to the Bureau.
Note: Students who have received credit for the topic Small Business Consulting Bureau under an MBA 695 number may not take this course for credit.

MBA 661 Community Services Initiative (3 credits)
Prerequisite: 24 credits in the MBA program; and permission of the Graduate Program Director after a selection process.
Students provide in-depth consulting for credit under the guidance of faculty. The Coordinator of the Community Service Initiative (CSI) builds relationships with representatives of the host organizations, determines their specific needs and develops a course outline to address them. Approved projects focus on providing a relevant service to the organization and experiential learning and credit for the students.
Note: Students who have received credit for the topic JMSB/MBA Community Services Initiative under an MBA 695 number may not take this course for credit.

MBA 662 Surgical Innovation II (3 credits)
Prerequisite: Permission of the Graduate Program Director after a selection process.
Experimental Surgery is the process of surgical innovation and acquisition of hands-on skills necessary to work within a multidisciplinary team in the creation of a novel, needs-driven, and marketable prototype used in the care of the surgical patient. This is the second of two courses on Surgical Innovation introducing concepts and performing needs analyses right through to exploring the entrepreneurial skills needed to launch a start-up company. In this course, students work in teams and are expected to create a prototype of the solution as determined in the first course, establish and validate the value proposition, and present the prototype and business model.
Note: Surgical Innovation I is offered by McGill University. Students who have received credit for MBA 652 may not take this course for credit.

MBA 663 District 3 Startup Consulting (0 credits)
Prerequisite: MANA 683 previously or concurrently, enrollment in the John Molson School of Business MBA and permission of the Graduate Program Director after a selection process.
The District 3 Startup Consulting course is a non-credit experiential learning opportunity. Students provide ad-hoc consulting services to startup entrepreneurs in the District 3 incubator. During the term, students attend a four-module workshop on client and mandate identification, data collection, project development, and project closure. Under the supervision of a District 3 Coordinator, consulting services may include feasibility studies, market analysis, writing business plans, financial analysis and projection models, strategy development, and writing funding applications and sponsorship proposals.
Note: Students are evaluated on a pass/fail basis.

MBA 695 Seminar in Special Topics (3 credits)
Note: MBA 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:

Corrections needed to align with course changes and include MBA electives course descriptions in the calendar.
The notes are moved directly into the course notes following the relevant course description. Asterisk removed.
The changes made on the course forms are laid out in duplicate here to show the order of the course listings for the graduate calendar editor.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: ACCO 691   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Accountancy
Program: Business Administration MBA
Degree: Master of Business Administration-
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
Accountancy ACCO 691 ~~Seminar in~~ Business Valuations	**Accountancy** **ACCO 691 Business Valuation** (3 credits) *Prerequisite:* MBA 642. This course provides participants with the tools and methods that allow them to translate a firm's financial situation as well as its strategic objectives into financial projections that serve as inputs to a business valuation model. To achieve that end, the course revolves around two key pivots. First, the fundamentals of financial statement analysis are presented and discussed. Following a review of critical financial reporting principles, the course then focuses on how to assess a firm's underlying financial situation through an analysis of its financial statements. In that context, a mapping of a firm's strategic position, its key success factors and its financial statements is developed. Second, based on such financial and strategic diagnostics, the preparation of financial projections to be used as inputs into valuation models is discussed and illustrated. Alternative valuation models are then reviewed and analyzed. The course relies on a practical case-based approach that emphasizes the different contexts in which business valuation is required or applied.

Rationale:
Course title change to standardize course title format across Departments. Addition of the course description, prerequisite and couse value to the calendar.
Students require an understanding of financial reporting (MBA 642) in order to succeed in this course, therefore the ACCO 691 prerequisite is added

Resource Implications:
None

Other Programs within which course is listed:

None

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PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: ACCO 692   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Accountancy
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[X] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	**Proposed Text**
ACCO 692 ~~Tax Planning and Decision Making for Managers~~	**ACCO 692 Managing After-Tax Returns** (3 credits) *Prerequisite:* MBA 642. This course examines the effect of the Canadian Federal Income Tax Regulations on decision-making and financial planning for both corporations and individuals. Since every management decision has a tax impact, and cash flow exists only on an after-tax basis, every responsible manager should have a general understanding of taxation issues. Through real-life examples, experiential learning, class discussions and case analysis, students make decisions and discuss the tax impact on cash flows. Students also gain practical experience in the taxation issues affecting domestic and foreign expansion and use computer-based application software to prepare and analyze tax data. **Note:** Students who have received credit for the topic Tax Planning and Decision Making for Managers under an ACCO 695 may not take this course for credit.

Rationale:
Course title change to standardize course title format across Departments and addition of the course description and prerequisite in the calendar. Even though the course title has changed, the content remains the same. The new tiltle better reflects the nature of the course.
Addition of the course description, prerequisite and credit value to the calendar.
Students require an understanding of financial reporting (MBA 642) in order to succeed in this course, therefore the ACCO 692 prerequisite is added.
Since this course now has its course description, the corresponding note previously under the department listing has been moved here.

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: ACCO 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Accountancy
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number   [ ] Course Title   [X] Credit Value   [ ] Prerequisite
[ ] Course Description   [X] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Note

Present Text (from 2020/2021) calendar	Proposed Text
ACCO 695 Seminar in Special Topics (*) **Note:**	**ACCO 695 Seminar in Special Topics** (3 credits) **Note:** ACCO 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
Minor editorial change. The credit value has been added to the calendar. ACCO 692 has now a course description, the note has been added under it. Asterisk removed. ACCO 695 note adjusted

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: BSTA 645   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number   [ ] Course Title   [X] Credit Value   [X] Prerequisite
[X] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Note

Present Text (from 2020/2021) calendar	Proposed Text
Supply Chain and Business Technology Management BSTA 645 Statistical Software for Data Management and Analysis	**Supply Chain and Business Technology Management** **BSTA 645 Statistical Software for Data Management and Analysis** (3 credits) *Prerequisite:* MBA 643. This course presents the principles and techniques of widely used statistical software systems, such as SAS, for data management (information storage and retrieval), data modification, file handling, and statistical analysis and reporting. The course covers special features such as graphics, macro languages, software and/or library interfacing and the basics of data mining. Classes are held in computer labs, and half of the time is devoted to lab work. **Note:** Students who have received credit for the topic Statistical Software for Data Management and Analysis under a DESC 695 number may not take this course for credit.

Rationale:
Addition of course description, prerequisite and crediti value to the calendar. Basic knowledge of statistics (MBA 643) required for success in this course. Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: BSTA 677   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master in Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
BSTA 677 Business Forecasting	**BSTA 677 Business Forecasting** (3 credits) *Prerequisite:* MBA 643. Reliable managerial forecasts of business variables must often be obtained against a background of structural changes in markets. This course focuses on the theory and applications of the most widely used methods of forecasting including decomposition methods, exponential smoothing, and the Box-Jenkins (ARIMA Building) techniques for non-seasonal and seasonal modelling. Recent approaches in forecasting such as artificial neural networks are also introduced. Business and economic databases are analyzed using statistical software packages in both class and project assignments. **Note:** Students who have received credit for DESC 677 may not take this course for credit.

Rationale:
Addition of course description, prerequisite and credit value to the calendar. Basic knowledge of statistics (MBA 643) required for success in this course. Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: BSTA 678   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School:	John Molson School of Business
Department:	Supply Chain and Business Technology Management
Program:	Business Administration MBA
Degree:	Master of Business Administration

Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
BSTA 678 Data Mining Techniques	**BSTA 678 Data Mining Techniques** (3 credits) *Prerequisite*: MBA 643. The course covers essential ideas and techniques for extracting information from large amounts of data. It discusses both supervised and unsupervised methods and covers topics such as dimension reduction, multiple regression, logistic regression, discriminant analysis, classification and regression trees, neural networks, association rules, cluster analysis and multi-dimensional scaling. Illustrations of the concepts and methods are given, and students gain practical experience in data mining with the use of popular data mining software. **Note:** Students who have received credit for the topic Data Mining Techniques under a DESC 695 number may not take this course for credit.

Rationale:
Addition of course description, credit value and prerequisite in the calendar. Basic knowledge of statistics (MBA 643) required for success in this course. Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:
None

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PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: BSTA 679   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	BSTA 679 Statistical Models for Data Analysis (3 credits) *Prerequisite:* MBA 643. This course introduces and examines the role of contemporary statistical methods in improving business and industrial processes. The methodologies selected for discussion represent those that are most extensively used in contemporary business studies and analyses. The topics covered include modern statistical thinking, linear regression analysis, logistic regression, and experimental methods in product and process designs. The course involves mostly analyses of real-life data using statistical software packages. The understanding of the rationale of the methodologies introduced is also emphasized. **Note:** Students who have received credit for the topic Statistical Models for Data Analysis under BTM 695 may not take this course for credit.

Rationale:
This course has been offered as Special Topics under BTM 695 every term since Fall 2017 with enrolment at capacity every term. It is part of the 4 courses required for MBA students to obtain the SAS certification. Prerequisite added as students require a fundamental knowledge of statistics (MBA 643) before attempting more advanced courses.

Resource Implications:
None – conversion of successful slot course to permanent calendar entry. No additional sections required.

Other Programs within which course is listed:

None

COURSE CHANGE: BSTA 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	BSTA 695 Seminar in Special Topics (3 credits) **Note:** BSTA 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.
Rationale: New course name and number to serve Business Staistics special topics only.	
Resource Implications: None	
Other Programs within which course is listed: None.	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: BTM 633   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
BTM 633 Strategic Management of Information Technology	**BTM 633 Strategic Management of Information Technology** (3 credits) *Prerequisite*: Minimum of 6 credits in the MBA program. Students critically evaluate IT and business problems with a focus on strategic management of IT for competitive advantage. Using case studies, students are provided with real-world situations where they must make and explain business decisions in the context of IT governance and alignment. Topics covered include, among others: emerging technologies, digital transformation, enterprise architecture, security and risk management, etc. Pedagogical methods include lectures, case studies, presentations, and an IT strategy report. **Note:** Students who have received credit for MBA 615 may not take this course for credit.

Rationale:
Addition of course description, credit value and prerequisites in the calendarAddition of course description and prerequisites in the calendar. Students require basic business knowledge (minimum 6 credits in MBA program) for success in the program. In past, some students with an IT background have attempted the course in their first semester in the MBA and have struggled as they lack sufficient business knowledge to link IT to business strategy. Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications: None

Other Programs within which course is listed: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: BTM 660   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration-
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
BTM 660 Project Management	**BTM 660 Project Management** (3 credits) *Prerequisite*: MBA 643. This course introduces the students to the principles and methods of project management. It is aligned with the Project Management Body of Knowledge (PMBOK) of the Project Management Institute, the leading project management organization. Students use popular project management software tools, such as Microsoft Project and ProjectLibre to work on their projects. Topics covered include, among others: project activity planning, risk management, budgeting, scheduling, resource allocation, and monitoring, with an emphasis on Information Technology projects. **Note:** Students who have received credit for DESC 660 may not take this course for credit.

Rationale:
Addition of course description and prerequisite in the calendar.
Prerequisite added as students require a fundamental knowledge of statistics (MBA 643) before attempting more advanced courses.Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:

None

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COURSE CHANGE: BTM 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number   [ ] Course Title   [X] Credit Value   [ ] Prerequisite
[ ] Course Description   [X] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Note

Present Text (from 2020/2021) calendar	Proposed Text
BTM 695 Seminar in Special Topics (*) **Notes:**	**BTM 695 Seminar in Special Topics** (3 credits) **Note:** BTM 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
This course name and number was used for all Supply Chain and Business Techonology special topics. Now it will only serve Business Technology Management subjects. The note has been adjusted accordingly. Asterix removed.

Resource Implications:
None

Other Programs within which course is listed:
None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: FINA 663   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
Finance	**Finance**
FINA 663 ~~Seminar~~ in Corporate Finance	**FINA 663 Corporate Finance** (3 credits) *Prerequisite:* MBA 646. The objective of this course is to introduce students to recent advances in corporate finance. Topics covered include principal-agent conflicts, information asymmetry, moral hazard and adverse selection and their application to managerial decision-making under uncertainty. The course examines capital structure choice, mergers and acquisitions, financing choices, corporate governance, and payout policy. The application of these concepts is explored using Microsoft Excel and statistics.

Rationale:
Course title change to standardize course title format across Departments.Addition of the course description, prerequisite and credit value to the calendar. Prerequisite added as students require a fundamental knowledge of finance (MBA 646) before attempting more advanced courses.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: FINA 664   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
FINA 664 Private Equity	**FINA 664 Private Equity** (3 credits) *Prerequisite:* MBA 646. This course provides an overview of the world of private equity. Students examine the role of private equity investments in investment portfolios and the overall contribution of the private equity asset class in the overall capital market. The course introduces different types of private equity investments such as venture capital, growth equity and leveraged buyouts. Students develop a technical framework to analyze and value companies, are introduced to the concept and practice of deal-making and business plan analysis and develop a sensitivity to the non-analytical aspects of investment analysis. **Note:** Students who have received credit for the topic Venture Capital under a FINA 695 number may not take this course for credit.

Rationale:
Course title change to standardize course title format across Departments.Addition of the course description, prerequisite and credit value to the calendar.
Prerequisite added as students require a fundamental knowledge of finance (MBA 646) before attempting more advanced courses.
Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: FINA 665   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	**Proposed Text**
FINA 665 Mergers and Acquisitions	**FINA 665 Mergers and Acquisitions** (3 credits) *Prerequisite:* MBA 646. This course examines the financial aspects of mergers, acquisitions and other types of corporate restructuring strategies, such as hostile takeovers and the market for corporate control, financial re-capitalization, leveraged buyouts, management buyouts, going-private decisions etc. The objectives of this course are two-fold: first, to introduce the area of mergers and acquisitions and corporate restructuring, and secondly, to strengthen and develop the presentation and research skills necessary for the finance industry in general and investment banking in particular. **Note:** Students who have received credit for the topic Mergers and Acquisitions under a FINA 695 number may not take this course for credit.

Rationale:
Course title change to standardize course title format across Departments and addition of the course description, credit value and prerequisite to the calendar.   Prerequisite added as students require a fundamental knowledge of finance (MBA 646) before attempting more advanced courses.   Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:
None

COURSE CHANGE: FINA 682   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
FINA 682 ~~Seminar in~~ International Financial Management	**FINA 682 International Financial Management** (3 credits) *Prerequisite:* MBA 645 and MBA 646. This course introduces the fundamental principles and issues related to international financial markets and their implications for firms operating in an international environment. Topics covered include foreign exchange markets, international parity conditions, foreign exchange risk management, hedging with currency derivatives, and financing the firm in the global capital market.

Rationale: Course title change to standardize course title format across Departments. Addition of the course description, credit value and prerequisite in the calendar. Prerequisite added as students require a fundamental knowledge of finance (MBA 646) and economics (MBA 645) before attempting more advanced courses.

Resource Implications: None

Other Programs within which course is listed: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: FINA 683   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration-Executive Option
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
FINA 683 ~~Seminar in~~ Portfolio Management	**FINA 683 Portfolio Management** (3 credits) *Prerequisite:* MBA 646. This course covers recent theoretical and empirical developments in portfolio management, with an emphasis on investment strategy and the evaluation of investment performance. It introduces students to modern investment theory and the fundamentals of portfolio management. Specific topics covered include construction of optimal asset portfolios using techniques such as the single index model, extensions of the capital asset pricing model such as the zero-beta model, criteria for evaluation of investment performance, active versus passive portfolio management, portfolio insurance, and market efficiency.

Rationale:
Course title change to standardize course title format across Departments. Addition of the course description, credit value and prerequisite to the calendar. Prerequisite added as students require a fundamental knowledge of finance (MBA 646) before attempting more advanced courses.

Resource Implications:
None

Other Programs within which course is listed:

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: FINA 685   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
FINA 685 ~~Seminar in~~ Options and Futures	**FINA 685 Options and Futures** (3 credits) *Prerequisite:* MBA 646. This course examines the markets and valuation models for options and futures contracts, and their application to hedging and the valuation of the other financial contracts. Students explore different common derivatives pricing models such as: cost-of-carry, binomial and Black-Scholes. The strengths and limitations of these different models when applied to hedging and valuation situations are examined.

Rationale: Course title change to standardize course title format across Departments. Addition of the course description, creidt value and prerequisite to the calendar. Prerequisite added as students require a fundamental knowledge of finance (MBA 646) before attempting more advanced courses.

Resource Implications: None

Other Programs within which course is listed: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: FINA 687　　　　New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School:　　　　　　　　John Molson School of Business
Department:　　　　　　　　　John Molson School of Business
Program:　　　　　　　　　　Business Administration MBA
Degree:　　　　　　　　　　　Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
FINA 687 Seminar in Derivatives and Risk Management	
Rationale: This course was not popular. It has been deleted due to low enrolment.	
Resource Implications: None	
Other Programs within which course is listed: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: FINA 688   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
FINA 688 Financial Risk Management	**FINA 688 Financial Risk Management** (3 credits) *Prerequisite:* MBA 646. This course deals with the measurement and management of risks faced by corporations and financial institutions. It introduces students to the tools and techniques used in managing financial risk. The course involves a detailed examination of the various types of risks such as interest rate risk, credit risk, liquidity risk, market risk, and operational risk, and, an in-depth analysis of the tools, techniques, and instruments that firms use to manage those risks. Students are exposed to statistical techniques, simulations, and Excel modelling with the purpose of understanding how specific risks and the aggregate risk faced by firms are managed. **Note:** Students who have received credit for the topic Financial Risk Management under a FINA 695 number may not take this course for credit.

Rationale:
Addition of the course description and prerequisite in the calendar. Prerequisite added as students require a fundamental knowledge of finance (MBA 646) before attempting more advanced courses.Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: FINA 690   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
FINA 690 Investment Analysis	**FINA 690 Investment Analysis** (3 credits) _Prerequisite:_ MBA 646. This course introduces financial investments and analysis from the viewpoint of both individuals and institutional investors. Conversely, it also benefits managers of publicly-listed companies to understand the drivers of security values. With an emphasis on equities and fixed-income capital markets, the course covers topics such as Alternative Investments, Behavioral Finance, and Portfolio Management.

Rationale: Addition of the course description, credit value and prerequisite in the calendar. Prerequisite added as students require a fundamental knowledge of finance (MBA 646) before attempting more advanced courses.
Resource Implications: None
Other Programs within which course is listed: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: FINA 691   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
FINA 691 ~~Seminar in~~ Real Estate Finance	**FINA 691 Real Estate Finance** (3 credits) *Prerequisite:* MBA 646. This course looks at the fundamental concepts, principles and analytical methods and tools useful for making real estate investments and real estate financial decisions. There are two primary objectives for this course. These are: to expose the students to the terms issues and topics in commercial real estate, and, to provide them with the set of skills necessary to assess any commercial real estate investment/project.

Rationale:
Course title change to standardize course title format across Departments and addition of the course description and prerequisite in the calendar. Prerequisite added as students require a fundamental knowledge of finance (MBA 646) before attempting more advanced courses.

Resource Implications:
None

Other Programs within which course is listed:
None

COURSE CHANGE: FINA 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Finance
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[ ] Prerequisite
[ ] Course Description	[X] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
FINA 695 Seminar in Special Topics (*) **Note**s:	**FINA 695 Seminar in Special Topics** (3 credits) **Note**: FINA 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
Credit value has been added to the calendar. Since now FINA 664, 665 and 688 have course descriptions, the information will be published under the corresponding course. Asterisk removed and FINA 695 note adjusted

Resource Implications:
None

Other Programs within which course is listed: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 659   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: John Molson School of Business
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~MANA 659 Executing Strategies~~	
Rationale: This course has not been successfully offered for several years.	
Resource Implications: None	
Other Programs within which course is listed: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 664   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: John Molson School of Business
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
~~MANA 664 Seminar in Corporate Law~~	

Rationale:
This course has not been successfully offered for several years.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 665   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: John Molson School of Business
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
~~MANA 665 Management of Change~~	
Rationale: This course has not been successfully offered for the past years.	
Resource Implications: None	
Other Programs within which course is listed: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 667   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	**Proposed Text**
Management MANA 667 Corporate Governance	**Management** **MANA 667 Corporate Governance** (3 credits) *Prerequisite:* MBA 650 previously or concurrently. This course is designed to instill the knowledge and key skills necessary for graduate business students to understand the fundamental principles of governance, to assess the governance practices of public companies through their disclosure documents, and to understand the legal and regulatory frameworks for the governance of modern organizations. Students also learn the importance of risk management in the role of corporate governance and how ethical and governance principles can be applied to practical situations as they arise in their work experience. **Note**: Students who have received credit for the topic Corporate Governance under a MANA 695 number may not take this course for credit.

Rationale:
This course has been listed in the Calendar, but has never formally included a course description or the credti value. In addition, the pre/co-requisite has been formally identified. Prerequisite added as students require an understanding of all business functions in order to be successful in the course. MBA 650 is a business strategy course and is the final required course in the program and integrates all the business functions in the development of the business strategy.
Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:

None

D64

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 668   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	**Proposed Text**
MANA 668 Sustainable Business Strategy	**MANA 668 Sustainable Business Strategy** (3 Credits) *Prerequisite:* MBA 641 previously or concurrently. This course explores how businesses can create a competitive advantage through embracing issues of environmental and social sustainability in their core business strategies. This course focuses on developing both conceptual and applied understandings of sustainability and how firms can successfully develop and compete through sustainability-oriented action. **Note:** Students who have received credit for the topic Sustainable Business Strategy under a MANA 695 number may not take this course for credit.

Rationale:
This course has been listed in the Calendar, but has never formally included a course description pr a credit value. In addition, the pre/co-requisite has been formally identified.Prerequisite added as students require an overview of business and the different stakeholders (MBA 641). Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:
None

COURSE CHANGE: MANA 670   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number   [ ] Course Title   [X] Credit Value   [X] Prerequisite
[X] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Note

Present Text (from 2020/2021) calendar	Proposed Text
MANA 670 Management Consulting	**MANA 670 Management Consulting** (3 Credits) *Prerequisite*: MBA 641; MBA 647 previously or concurrently This course focuses on the management consulting profession and process. The course is structured around three parallel streams. The first stream of the course examines the consulting process - the five phases of a consulting project from entry to termination. The second stream focuses on core consulting skills that are required to operate and succeed as a management consultant. The third stream is a real-world consulting project that students conduct in teams with a client firm. The course concludes by reflecting on the role of consultants and management consulting as a career choice. **Note:** Students who have received credit for the topic Introduction to Management Consulting under a MANA 695 number may not take this course for credit.

Rationale:
This course has been listed in the Calendar, but has never formally included a course description or the credit value. In addition, the pre and co-requisite has been formally identified. Prerequisite added as students require an overview of business and the different stakeholders (MBA 641) and an understanding of the fundamentals of managing people (MBA 647).Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 681   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MANA 681 ~~Seminar in the Management of International Business~~	**MANA 681 Global Competition and International Strategy** (3 Credits) *Prerequisite:* MBA 650 previously or concurrently. This course focuses on globalization and the complex competitive landscape and proliferation of new business configuration that it has created for firms/organizations in today's global business environment. Students learn how multinational firms/organizations formulate and implement effective international strategies to deal with ongoing global challenges. It is organized around several themes such as global competitiveness and local responsiveness; reasons for going global; institutional pressures and global challenges; managing ethics and social responsibilities in a global context; international collaborative and entry strategies; internationalization of SMEs, international negotiation; organizational design and international HRM; and global governance and control mechanisms.

Rationale:
This course has been listed in the Calendar but has never formally included a course description and the credit value. In addition, the title has been modified in order to standardize course titles offered by the Management department. Even thoughthe course title for has changed, the content remains the same. The new tiltle better reflects the nature of the course. In addition, the prerequisite has been formally identified.
Prerequisite added as students require an understanding of all business functions in order to be successful in the course. MBA 650 is a business strategy course and is the final required course in the program and integrates all the business functions in the development of the business strategy.

Resource Implications:
None

Other Programs within which course is listed:

None

D67

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 682   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MANA 682 ~~Seminar in~~ Human Resources Management	**MANA 682 Human Resources Management** (3 Credits) *Prerequisite*: MBA 647. This course focuses on current issues related to the management of people within organizations. Topics include human resource planning, recruitment, selection, training and development, performance management, compensation and employee relations. Through this course, students develop an understanding of the strategic partnership between the human resource function and managers, allowing the company to capitalize fully on the potential of people as a source of competitive advantage.

Rationale:
This course has been listed in the Calendar, but has never formally included a course description or the credit value. In addition, the title has been modified in order to standardize course titles offered by the Management department. Further, the prerequisite has been formally identified. Prerequisite added as students require an understanding of the fundamentals of managing people (MBA 647) to be successful in the course.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 683   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MANA 683 ~~Seminar in~~ Entrepreneurship and Small Business	**MANA 683 Entrepreneurship and Small Business** (3 Credits) *Prerequisite:* MBA 642; MBA 644 and MBA 650 previously or concurrently. This course focuses on the entrepreneurial aspects of management that are required to create, develop, and sustain either a new business venture or a major project/initiative within an existing organization. Entrepreneurial activities have a global impact on individual lives, careers, and also on organizational survival and growth. Entrepreneurs introduce change and innovation into the economic and social system, forcing other individuals and organizations to adapt constantly. This course is designed to provide students with a basic understanding of this discipline, preparing them either to start or to take over a business, grow an existing business, or interact with entrepreneurs as advisors or in similar roles.

Rationale:
This course has been listed in the Calendar, but has never formally included a course description or the credit value. In addition, the title has been modified in order to standardize course titles offered by the Management department. Further, the prerequisite has been formally identified. Prerequisite added as students require knowledge in accounting (MBA 642), marketing (MBA 644) and strategy (MBA 650) to be successful in the course.

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: MANA 684   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	MANA 684 Entrepreneurship through Acquisition (3 Credits) This course is designed to provide students with the understanding that you can buy an existing business and run it as a CEO. Running your own firm offers a different career path and career lifestyle than does working for a traditional corporation. In this course, students evaluate opportunities to acquire firms and alternative strategies to successfully acquire and manage these firms. Students also meet and learn from a variety of guest speakers, from those that have travelled down this path, as well as several professionals in accounting, financing and law. **Note**: Students who have received credit for MANA 695 Business Ownership may not take this course for credit.

Rationale:
This course was previously a slot course (MANA 695 Business Ownership) and after being successfully offered: 2018-2019 (enrolment: 23), and 2019-2020 (enrolment: 12), the course description is being provided as the course has become a regular offering in the management department. For this reason, an assigned course number is provided in order for this course to appear in the calendar.

Resource Implications:
None. Conversion of a successful slot course to permanent. No new sections to be added to regular offerings of the program.

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 690   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration-
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	MANA 690 LIVE Case Experience (3 Credits) Building upon the MBA Program Case Competition Program, this course focuses on strategic implementation and the integration of topics from the courses within the program. Class exercises are designed to help students integrate and apply their complete education and past experiences to a variety of business situations. Through intensive case analysis and presentations, students will learn to apply theoretical and practical ideas to real situations in a pressured environment. The course will develop analytical, presentation and social interaction skills to prepare students for today's business environment. In addition, student teams will participate in a 'LIVE' project mandate for a client on the final day of the course. **Note:** Students who have received credit for MANA 695 LIVE Case Experience may not take this course for credit.

Rationale:
This course was previously a slot course (MANA 695 LIVE Case Experience) and after being successfully offered: 2017-2018 (enrolment: 16), and 2018-2019 (enrolment: 16), the course description is being provided as the course has become a regular offering in the management department. For this reason, an assigned course number is provided in order for this course to appear in the calendar.

Resource Implications:
None. Conversion of a successful slot course to permanent. No new sections to be added to regular offerings of the program.

Other Programs within which course is listed:

None

D71

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MANA 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Business Administration MBA
Degree: Master of Business Administration-
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MANA 695 Seminar in Special Topics (*) **Notes:**	**MANA 695 Seminar in Special Topics** (3 credits) **Note:** MANA 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
Since MANA 667, 668 and 670 have now course descriptions the note will go under the corresponding course. Asterisk removed and MANA 695 note adjusted

Resource Implications:
None

Other Programs within which course is listed:

None

D72

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MARK 671   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Marketing
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
Marketing MARK 671 ~~Seminar in~~ Consumer Behaviour	**Marketing** **MARK 671 Consumer Behaviour** (3 credits) *Prerequisite:* MBA 644. This course introduces frameworks, tools, and concepts that are relevant to the consumption of goods and services. The focus in on understanding consumer behaviour in order to develop and execute effective marketing strategies. This course examines personal, social, cultural, and psychological characteristics as well as external factors to understand how these factors impact the consumption process. The pedagogy used to achieve course objectives may include lectures, case studies, group projects, and presentations.

Rationale: Course title change to standardize course title format across Departments. Addition of the course description, credit value and prerequisite to the calendar. Prerequisite added as students require an understanding of the fundamentals of marketing (MBA 644) to be successful in the course.

Resource Implications: None

Other Programs within which course is listed: None

D73

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MARK 672   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Marketing
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MARK 672 ~~Seminar in~~ Strategic Marketing	**MARK 672 Strategic Marketing** (3 credits) *Prerequisite:* MBA 644. This course focuses on market analysis, marketing profitability, the establishment of marketing objectives and the development of marketing strategies as a means of building sustainable competitive advantage for the organization in different contexts. The primary objective of the course is the cultivation of effective strategic marketing planning and decision-making skills using analytical frameworks and measuring marketing and overall organizational performance. Topics covered may include: developing marketing plans; branding and managing brands as important company assets; offence-oriented and defence-oriented competitive strategies; and the measurement of marketing profitability and financial performance. The pedagogy used to achieve course objectives may include lectures, case studies, group projects, and presentations.

Rationale:
Course title change to standardize course title format across Departments. Addition of the course description, credit value and prerequisite to the calendar.
Prerequisite added as students require an understanding of the fundamentals of marketing (MBA 644) to be successful in the course.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MARK 673   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Marketing
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number   [ ] Course Title   [X] Credit Value   [X] Prerequisite
[X] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Note

Present Text (from 2020/2021) calendar	Proposed Text
MARK 673 Social Media Marketing	**MARK 673 Social Media Marketing** (3 credits) *Prerequisite*: MBA 644. This course focuses on the array of communication media and analytical tools available to the marketer as digital technology evolves. The nature of various social media along with their relevance and effectiveness for achieving certain communication objectives are examined. Integrating social media into the overall marketing communication plan is also studied. The primary focus of the course is how social media content is created, published, analyzed, managed, and compared. The pedagogy used to achieve course objectives may include lectures, case studies, group projects, and presentations. **Note:** Students who have received credit for the topic Social Media Marketing under a MARK 695 number may not take this course for credit.

Rationale:
Addition of the course description, credit value and prerequisite to the calendar. Prerequisite added as students require an understanding of the fundamentals of marketing (MBA 644) to be successful in the course.
Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MARK 674   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Marketing
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
MARK 674 Integrated Marketing Communications	**MARK 674 Integrated Marketing Communications** (3 credits) *Prerequisite*: MBA 644. This course focuses on the development of effective marketing communications and the importance of the integration of any organization's marketing communications tools to ensure the achievement of marketing and communications objectives based on an understanding of the multi-directional characteristics of relevant communication methods. Topics covered may include the role of Integrated Marketing Communications; the shifting media landscape; identifying and prioritizing key stakeholder groups and generating conversations among them; creating effective message strategies; and effective use of copy and creative platforms. The pedagogy used to achieve course objectives may include lectures, case studies, group projects, and presentations. **Note:** Students who have received credit for the topic Integrated Marketing Communications under a MARK 695 number may not take this course for credit.

Rationale:
Addition of the course description, credit value and prerequisite in the calendar. Prerequisite added as students require an understanding of the fundamentals of marketing (MBA 644) to be successful in the course.

Resource Implications:
None

Other Programs within which course is listed:

None

D76

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MARK 691   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Marketing
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MARK 691 ~~Seminar in~~ Pharmaceutical Marketing	**MARK 691 Pharmaceutical Marketing** (3 credits) *Prerequisite:* MBA 644. This course focuses on marketing and its role in the pharmaceutical industry. The objective is to provide the student with a thorough understanding of current marketing practices and critical issues in a key global industry. Conceptual frameworks and practical applications are featured, with emphasis on the unique nature of marketing and associated challenges in the industry. The pedagogy used to achieve course objectives may include lectures, case studies, a term project, issues analyses, and presentations. When appropriate, guest speakers may be invited to discuss specific issues confronting the industry.

Rationale:
Course title change to standardize course title format across Departments. Addition of the course description, credit value and prerequisite to the calendar.
Prerequisite added as students require an understanding of the fundamentals of marketing (MBA 644) to be successful in the course.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MARK 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Marketing
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[X] Credit Value	[ ] Prerequisite
[ ] Course Description	[X] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: NOte		

Present Text (from 2020/2021) calendar	Proposed Text
MARK 695 Seminar in Special Topics (*) **Notes:**	**MARK 695 Seminar in Special Topics** (3 credits) **Note:** MARK 695 subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.
Rationale: Since MARK 673 and 674 have now course descriptions the note will go under the approriate course. Asterisk removed and note adjusted. The credit value has been added to the calendar.	
Resource Implications: None	
Other Programs within which course is listed: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 640   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
Courses **MBA 640 On Ramp** (0 credits) <s>The On Ramp provides students with the essential tools and basic quantitative skills needed to succeed in the MBA Program and must be completed prior to starting the program. The On Ramp is comprised of two modules: fundamental MBA survival skills and quantitative skills. The quantitative skills module reviews and tests the essential quantitative skills needed prior to starting the program. At the end of the On Ramp, students' quantitative skills are assessed via an examination. Unsuccessful students are required to complete COMM 610 in addition to the regular program requirements. COMM 610 must be successfully completed in the first term of the MBA program. This course is evaluated on a pass/fail basis.</s>	**Core Courses** **MBA 640 On-Ramp** (0 credits) The On-Ramp covers basic quantitative tools needed to succeed in the MBA Program. The course is divided into several learning modules to review and test the essential quantitative skills needed prior to starting the program. **Note:** At the end of the On-Ramp, students' quantitative skills are assessed via an examination evaluated on a pass/fail basis. Unsuccessful students are required to retake the test after a 5-day waiting period. Failure to successfully complete MBA 640, could delay the beginning of the MBA program.
Rationale: Corrections needed to align with course changes.	
Resource Implications: None	
Other Programs within which course is listed: None	

D79

COURSE CHANGE: MBA 641   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [X] Prerequisite
[ ] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Note

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 641 Responsible Manager (3 credits) *Prerequisites*: MBA 640 ~~or COMM 610~~ concurrently. This introductory course focuses on management, organizations and society. Students reflect on who managers are and what they do~~,~~ and understand how their work is vital in all the functions of the organization. Taking a multi-level approach acknowledging the individual, organizational, and societal impacts of business, this course critically explores ethical behavior, corporate responsibility and stakeholder engagement. Students develop a more nuanced understanding of what it means to be a responsible manager and the role of business as a vibrant and important actor in society. The pedagogical method is primarily through case analysis. **Notes:** 1. Students are expected to complete ~~MBA 641~~ in their first term. 2. Students who have received credit for MBA 691 may not take this course for credit.	**MBA 641 Responsible Manager** (3 credits) *Prerequisite*: MBA 640 concurrently. This introductory course focuses on management, organizations and society. Students reflect on who managers are and what they do and understand how their work is vital in all the functions of the organization. Taking a multi-level approach acknowledging the individual, organizational, and societal impacts of business, this course critically explores ethical behaviour, corporate responsibility and stakeholder engagement. Students develop a more nuanced understanding of what it means to be a responsible manager and the role of business as a vibrant and important actor in society. The pedagogical method is primarily through case analysis. **Notes:** 1. Students are expected to complete this course in their first term. 2. Students who have received credit for MBA 691 may not take his course for credit.

Rationale:
Corrections needed to align with course changes. COMM 610 is being removed as a prerequisite as the course has never been offered. Editorial change to the note.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 642   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: John Molson School of Business
Program: Business Administration MBA
Degree: Master of Business Administration-
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MBA 642 Financial Reporting for Responsible Decision Making (3 credits) *Prerequisite*: MBA 640 ~~or COMM 610~~ concurrently. This course provides an overview of the corporate external financial reporting system. It examines the role played by management, creditors, investors and auditors. The legal environment for enforcing accounting standards is also studied. As financial reporting helps various decision makers allocate resources to the most profitable and socially responsible ventures, annual reports' comparability is analyzed under existing International and U.S. reporting standards. The pedagogical approach used in this course is based on lectures, case analyses and the discussion of current professional issues, such as triple bottom line accounting and the detection of accounting fraud. **Note**: Students who have received credit for MBA 607 may not take this course for credit.	**MBA 642 Financial Reporting for Responsible Decision Making** (3 credits) *Prerequisite*: MBA 640 concurrently. This course provides an overview of the corporate external financial reporting system. It examines the role played by management, creditors, investors and auditors. The legal environment for enforcing accounting standards is also studied. As financial reporting helps various decision-makers allocate resources to the most profitable and socially responsible ventures, annual reports' comparability is analyzed under existing International and U.S. reporting standards. The pedagogical approach used in this course is based on lectures, case analyses and the discussion of current professional issues, such as triple bottom line accounting and the detection of accounting fraud. **Note**: Students who have received credit for MBA 607 may not take this course for credit.

Rationale: Corrections needed to align with course changes. Comm 610 removed from prerequisite listing as it has not been offered for many years.

Resource Implications: None

Other Programs within which course is listed: None

COURSE CHANGE: MBA 643   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MBA 643 Managerial Analytics (3 credits) *Prerequisites:* ~~MBA 640 or COMM 610;~~ MBA 641 previously or concurrently. This course emphasizes the development of analytical skills needed to work effectively in a business environment. It introduces the basics of knowledge discovery from big data, business analytics and predictive modeling for data driven decision making and policy formation. Topics include exploratory data analysis, statistical analysis and modeling, forecasting and data visualization. Practical usages of the methodologies are demonstrated via projects and case analysis based on big data from various functional areas of business. **Note:** Students who have re~~v~~eived credit for MBA 608 may not take this course for credit.	**MBA 643 Managerial Analytics** (3 credits) *Prerequisite:* MBA 641 previously or concurrently. This course emphasizes the development of analytical skills needed to work effectively in a business environment. It introduces the basics of knowledge discovery from big data, business analytics and predictive modelling for data-driven decision making and policy formation. Topics include exploratory data analysis, statistical analysis and modelling, forecasting and data visualization. Practical usages of the methodologies are demonstrated via projects and case analysis based on big data from various functional areas of business. **Note:** Students who have received credit for MBA 608 may not take this course for credit.
Rationale: Corrections needed to align with course changes. Prerequisite listing updated to reflect structure of program – MBA 640 is a co-req of MBA 641 and therefore does not need to be included in the prerequisite listing. Comm 610 has not been offered in many years and is removed from the prerequisite listing.	
Resource Implications: None	
Other Programs within which course is listed: None	

COURSE CHANGE: MBA 645   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MBA 645~~:~~ Economics for Organizational Decision Making (3 credits) *Prerequisite~~s~~:* ~~MBA 640 or COMM 610;~~ MBA 641 previously or concurrently. This course applies the principles and methodologies of economics to the analysis of the global economy and its impact on the domestic business landscape. Students learn how domestic and foreign fiscal and monetary policies influence the performance of national economies through the study of macroeconomic factors such as exchange rates, interest rates, inflation and trade barriers. By the end of the course, students have developed a framework that allows them to identify and assess the systemic risks and opportunities facing any organization. Pedagogical methods may include lectures, cases and/or projects. **Note:** Students who have received credit for MBA 618 may not take this course for credit.	**MBA 645 Economics for Organizational Decision Making** (3 credits) *Prerequisite:* MBA 641 previously or concurrently. This course applies the principles and methodologies of economics to the analysis of the global economy and its impact on the domestic business landscape. Students learn how domestic and foreign fiscal and monetary policies influence the performance of national economies through the study of macroeconomic factors such as exchange rates, interest rates, inflation and trade barriers. By the end of the course, students have developed a framework that allows them to identify and assess the systemic risks and opportunities facing any organization. Pedagogical methods may include lectures, cases and/or projects. **Note:** Students who have received credit for MBA 618 may not take this course for credit.

Rationale:
Corrections needed to align with course changes. COMM 610 is being removed as a prerequisite as the course has never been offered.   Prerequisite listing updated to reflect structure of program – MBA 640 is a co-req of MBA 641 and therefore does not need to be included in the prerequisite listing. Comm 610 has not been offered in many years and is removed from the prerequisite listing.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 646   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 646 Financial Management (3 credits) *Prerequisites:* ~~MBA 640 or COMM 610,~~ MBA 642. This course develops the tools and theories necessary for sound financial and risk management decisions. The core concepts of opportunity cost, risk and return are applied to the practical problems facing financial managers in large and small enterprises. Specific topics explored in depth include time value of money, security and option valuation, capital budgeting and cost of capital, liquidity management, corporate governance and performance evaluation. Pedagogical tools including lectures, cases/simulations, discussions and applied research are used to present and critique standard and best practices in financial decision making. **Note:** Students who have received credit for MBA 614 may not take this course for credit	**MBA 646 Financial Management** (3 credits) *Prerequisite:* MBA 642. This course develops the tools and theories necessary for sound financial and risk management decisions. The core concepts of opportunity cost, risk and return are applied to the practical problems facing financial managers in large and small enterprises. Specific topics explored in depth include the time value of money, security and option valuation, capital budgeting and cost of capital, liquidity management, corporate governance and performance evaluation. Pedagogical tools including lectures, cases/simulations, discussions and applied research are used to present and critique standard and best practices in financial decision making. **Note:** Students who have received credit for MBA 614 may not take this course for credit

Rationale:
Corrections needed to align with course changes. Prerequisite listing is updated to reflect the structure of the program. MBA 640 is a pre or co-requisite of MBA 642.

Resource Implications:
None

Other Programs within which course is listed:
None

COURSE CHANGE: MBA 647   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 647 Managing People in Organizations (3 credits) *Prerequisite:* ~~MBA 640 or COMM 610;~~ MBA 641. Managing people in today's organizations requires managers to understand the relationship of and between individual, team, and organizational goals. This course informs students about core concepts that help to explain and predict how people behave in organizations, including discussions of perception, motivation, team dynamics, conflict, stress management, leadership, and change. Students also learn the science behind selected and critical Human Resource Management practices, including how to train and develop employees, and how to evaluate their performance. Through a combination of lectures and activities (e.g. case discussions, experiential exercises, and projects), students develop the interpersonal, communication, and decision-making skills necessary to manage people effectively and ethically in a diverse and fast-paced business context. **Note:** Students who have received credit for MBA 609 may not take this course for credit.	**MBA 647 Managing People in Organizations** (3 credits) *Prerequisite:* MBA 641. Managing people in today's organizations requires managers to understand the relationship of and between individual, team, and organizational goals. This course informs students about core concepts that help to explain and predict how people behave in organizations, including discussions of perception, motivation, team dynamics, conflict, stress management, leadership, and change. Students also learn the science behind selected and critical Human Resource Management practices, including how to train and develop employees, and how to evaluate their performance. Through a combination of lectures and activities (e.g. case discussions, experiential exercises, and projects), students develop the interpersonal, communication, and decision-making skills necessary to manage people effectively and ethically in a diverse and fast-paced business context. **Note:** Students who have received credit for MBA 609 may not take this course for credit.

Rationale: Corrections needed to align with course changes. COMM 610 is being removed as a prerequisite as the course has never been offered. Prerequisite listing updated to reflect structure of program – MBA 640 is a co-req of MBA 641 and therefore does not need to be included in the prerequisite listing. Comm 610 has not been offered in many years and is removed from the prerequisite listing.

Resource Implications: None

Other Programs within which course is listed: None

COURSE CHANGE: MBA 648   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 648 Business Process Management (3 credits) *Prerequisite:* ~~MBA 640 or COMM 610,~~ MBA 641. Business Process Management plays a central role in achieving competitive advantage in terms of quality, price, customer services and product variety. The focus is on improving the performance of core operations by optimally allocating scarce resources. Managerial and analytical tools are studied in improving business processes. The course covers operational issues such as demand management, resource planning, inventory management and quality management. Through case discussion, analysis and spreadsheet modelling, this course provides a hands-on approach to operations management. **Note:** Students who have received credit for MBA 616 may not take this course for credit.	**MBA 648 Business Process Management** (3 credits) *Prerequisite:* MBA 641. Business Process Management plays a central role in achieving competitive advantage in terms of quality, price, customer services and product variety. The focus is on improving the performance of core operations by optimally allocating scarce resources. Managerial and analytical tools are studied in improving business processes. The course covers operational issues such as demand management, resource planning, inventory management and quality management. Through case discussion, analysis and spreadsheet modelling, this course provides a hands-on approach to operations management. **Note:** Students who have received credit for MBA 616 may not take this course for credit.
Rationale: Corrections needed to align with course changes.Prerequisite listing updated to reflect structure of program – MBA 640 is a co-req of MBA 641 and therefore does not need to be included in the prerequisite listing. Comm 610 has not been offered in many years and is removed from the prerequisite listing.	
Resource Implications: None	
Other Programs within which course is listed: None	

COURSE CHANGE: MBA 649   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MBA 649 Strategic Managerial Accounting and Control (3 credits) *Prerequisites:* ~~MBA 640 or COMM 610,~~ MBA 641~~.~~ MBA 642~~,~~ This course focuses on the analytical techniques deployed to assist management in the design, implementation, and monitoring of the organization's strategy. It also covers techniques, which support the ensuing corrective decision-making. Topics covered include~~:~~ planning, capital budgeting, master budget, break-even point, differential analysis, product costing, etc. For management control: decentralization systems, transfer pricing, flexible budgets, standard costs and variance analysis, etc. The course uses the case method in both for-profit and not-for-profit organizations. **Note:** Students who have received credit for MBA 628 may not take this course for credit.	**MBA 649 Strategic Managerial Accounting and Control** (3 credits) *Prerequisite:* MBA 641, MBA 642. This course focuses on the analytical techniques deployed to assist management in the design, implementation, and monitoring of the organization's strategy. It also covers techniques, which support the ensuing corrective decision-making. Topics covered include planning, capital budgeting, master budget, break-even point, differential analysis, product costing, etc. For management control: decentralization systems, transfer pricing, flexible budgets, standard costs and variance analysis, etc. The course uses the case method in both for-profit and not-for-profit organizations. **Note:** Students who have received credit for MBA 628 may not take this course for credit.
Rationale: Corrections needed to align with course changes.COMM 610 is being removed as a prerequisite as the course has never been offered. Prerequisite listing updated to reflect structure of program – MBA 640 is a co-req of MBA 641 and therefore does not need to be included in the prerequisite listing. Comm 610 has not been offered in many years and is removed from the prerequisite listing.	
Resource Implications: None	
Other Programs within which course is listed: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 651   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~Electives:~~ **MBA courses** MBA 651 MBA Research Paper (6 credits)	**MBA Elective courses** **MBA 651 MBA Research Paper** (6 credits) *Prerequisite:* Permission of the Graduate Program Director. Under the guidance of the supervising professor, the purpose of the MBA research project is to involve the student in a substantial learning experience in research related to business practice. It provides an opportunity to study in-depth a business problem of personal interest to the student and the business administration. The research project is expected to fall within the confines of one or a combination of the following three broad categories: 1) collection and analysis of data to test a hypothesis, 2) development of an original theoretical model or an original synthesis of existing research on a particular issue or 3) an original case history. In all cases, a specific problem should be addressed, and conclusions and/or recommendations should be drawn regarding that problem.

Rationale: Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar

Resource Implications: None

Other Programs within which course is listed: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 652   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
~~MBA 652 MBA Internship (3 credits)~~	

Rationale:
Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar.
Course deleted – historically used for situations where students found their own internship opportunities. Hasn't been used for that purpose for many years.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 654   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MBA 654 ~~MBA~~ Reading course	**MBA 654 Reading Course** (3 credits) *Prerequisite:* Permission of the Graduate Program Director. Students undertake research reading or field projects permitting independent study under the guidance of a faculty member. The reading course is for students who wish to explore a specific topic, issue or question in greater depth. The student in consultation with the supervising professor will negotiate the parameters of the study, the prescribed readings and the assessment process.

Rationale:
Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar The title is adjusted and credit value has been added to the calendar. The prerequisite ensures students have a supervising professor before enrolling;

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 655   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MBA 655 International Case Competition Organizer (6 credits)	**MBA 655 International Case Competition Organizer** (6 credits) *Prerequisite:* Permission of the Graduate Program Director after a selection process. Five students are selected to organize and run the yearly John Molson MBA International Case Competition. Each member is responsible for predetermined tasks, for example, sponsorships, marketing, schools and volunteers, logistics, judges and events. The event requires nearly one year of planning whereby student organizers have the support of an academic advisor and an advisory board composed of CEOs, presidents, chairmen and vice-presidents of major multinational corporations.

Rationale:
Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar.

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 656   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 656 ~~International~~ Case Competition – ~~Executive Assistant, Special Projects~~ (~~6~~ credits)	**MBA 656 <u>MBA</u> Case Competition <u>Organizing Committee</u>** (<u>3</u> credits) *<u>Prerequisite</u>*: <u>Permission of the Graduate Program Director after a selection process.</u> <u>The MBA Case Competition Organizing Committee (MBACCC), supervised by the MBA Faculty Advisor to Case Competitions, is a student-run organization that provides the leadership and development of Case Competition preparation and participation. Students selected for the MBACCC will plan the competition events for the academic year and be responsible for developing a strategic plan to build and foster a competitive culture within the MBA Program. The MBACCC is responsible for the development of educational workshops, marketing of club activities, logistics for team participation at competitions, financial and budgetary activities and hosting of internal events. In addition, students will be responsible for the hand-over of knowledge, contacts, and materials to the next cohort of students.</u>

Rationale: Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar

Resource Implications: None

Other Programs within which course is listed: None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 657   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration-
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 657 International Case Competition – Executive Assistant (3 credits)	**MBA 657 International Case Competition – Executive Assistant** (3 credits) *Prerequisiite:* Permission of the Graduate Program Director after a selection process. This course is available to four students per year who serve as special assistants to the MBA International Case Competition organizers. Their responsibilities are to help the organizers in well-defined roles. Each member is responsible for predetermined tasks: volunteers, logistics, judges, and sustainability.

Rationale:
Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 658   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MBA 658 Case Competition Organizer (3 credits)	**MBA 658 Van Berkom Case Competition - Executive Assistant** (3 credits) *Prerequisite:* Permission of the Graduate Program Director after a selection process. This course is available to two students per year who serve as special assistants to the Van Berkom Small-Cap Case Competition organizers. Their responsibilities are to help the organizers in well-defined roles. Each member is responsible for predetermined tasks, for example, sponsorships, technology and schools. The event requires around nine months of planning and is overseen by the director of the Van Berkom Small-Cap Case Competition.

Rationale: Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar
Resource Implications: None
Other Programs within which course is listed: None

COURSE CHANGE: MBA 659   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration-
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	Proposed Text
MBA 659 Strategies in Action (Case competition) (3 credits)	**MBA 659 Strategies in Action (Case competition)** (3 credits) *Prerequisite*: Permission of the Graduate Program Director after a selection process. This course focuses on strategic implementation and the integration of topics from the core courses within the program. Class exercises are designed to help students integrate and apply their complete education and past experiences to a variety of business situations. Through intensive case analysis and presentations, students will learn to apply theoretical and practical ideas to real situations in a pressured environment. The course will develop analytic, presentation, and social interaction skills to prepare students for today's business environment. In addition, the try-out for the course is used to select participants to represent the John Molson School of Business at various MBA Case Competitions. The goal is to select and prepare teams that will represent Concordia University with excellence and integrity. **Note:** Students who have received credit for MANA 691 may not take this course for credit.

Rationale:
Corrections needed to align with course changes and include MBA electives courses descriptions and note added in the calendar.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 660   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 660 Small Business Consulting Bureau (3 credits)	**MBA 660 Small Business Consulting Bureau** (3 credits) *Prerequisite*: MANA 683 concurrently; and permission of the Graduate Program Director after a selection process. The Concordia Small Business Consulting Bureau provides professional consulting services to start-ups and small businesses at competitive rates. Students selected for the Small Business Consulting Bureau provide ad-hoc consulting services to entrepreneurs looking to launch a new business, or business owners wanting to grow their current business or requiring specific strategy or business advice. In addition to earning credit, students also receive compensation as a percentage of the revenues generated by the projects executed. Students must be available for a period of 12 months and are expected to dedicate at least 15 hours per week to the Bureau. **Note:** Students who have received credit for the topic Small Business Consulting Bureau under an MBA 695 number may not take this course for credit.

Rationale:
Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar.
Prerequisite added as students require an understanding in small business and entrepreneurship (MANA 683) prior to offering consulting services to small businesses.Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 661   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[X] Course Title	[ ] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 661 ~~JMSB/MBA~~ Community Services Initiative (3 credits)	**MBA 661 Community Services Initiative** (3 credits) *Prerequisite:* 24 credits in the MBA program; and permission of the Graduate Program Director after a selection process. Students provide in-depth consulting for credit under the guidance of faculty. The Coordinator of the Community Service Initiative (CSI) builds relationships with representatives of the host organizations, determines their specific needs and develops a course outline to address them. Approved projects focus on providing a relevant service to the organization and experiential learning and credit for the students. **Note:** Students who have received credit for the topic Community Services Initiative under an MBA 695 number may not take this course for credit.

Rationale:
Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar. Addition of credit valuee and prerequisite. Prerequisite added to ensure that students offering consulting services to non-profit organizations have sufficient business knowledge (approximately ½ of MBA program) to benefit from the experience and add value to the organization. Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 662   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	MBA 662 Surgical Innovation II (3 credits) *Prerequisite:* Permission of the Graduate Program Director after a selection process. Experimental Surgery is the process of surgical innovation and acquisition of hands-on skills necessary to work within a multidisciplinary team in the creation of a novel, needs-driven, and marketable prototype used in the care of the surgical patient. This is the second of two courses on Surgical Innovation introducing concepts and performing needs analyses right through to exploring the entrepreneurial skills needed to launch a start-up company. In this course, students work in teams and are expected to create a prototype of the solution as determined in the first course, establish and validate the value proposition, and present the prototype and business model. **Note:** Surgical Innovation I is offered by McGill University. Students who have received credit for MBA 652 may not take this course for credit.

Rationale:
This course is the second course completed by MBA students in the area of surgical innovation. The first course is offered by McGill Department of Surgery and introduces students to the hospital setting, ethics, and the different clinical areas. Students are formed into teams comprised of students from McGill, Concordia and ETS and spend two semesters working on developing a viable solution to an unmet need. Corrections needed to align with course changes and include MBA electives courses descriptions in the calendar.

Resource Implications:
None – this course is treated as a readings course for workload purposes and the JMSB co-ordinator receives no workload credits.

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 663   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	MBA 663 District 3 Startup Consulting (0 credits) *Prerequisite:* MANA 683 previously or concurrently, enrollment in the John Molson School of Business MBA and permission of the Graduate Program Director after a selection process. The District 3 Startup Consulting course is a non-credit experiential learning opportunity. Students provide ad-hoc consulting services to startup entrepreneurs in the District 3 incubator. During the term, students attend a four-module workshop on client and mandate identification, data collection, project development, and project closure. Under the supervision of a District 3 Coordinator, consulting services may include feasibility studies, market analysis, writing business plans, financial analysis and projection models, strategy development, and writing funding applications and sponsorship proposals. **Note:** Students are evaluated on a pass/fail basis.

Rationale:
District 3 Startup Consulting is a new experiential learning opportunity already offered to MBA students since Fall 2019. Currently, this is a non-credit opportunity, however, the the amount of effort and learning involved during the term with D3 warrants recognition in the student transcript. This is similar to the recognition received by co-op students for their work term.
Prerequisite added as students require an understanding in small business and entrepreneurship (MANA 683) prior to offering consulting services to startups in D3.

Resource Implications:
None. The course is based on autonomous (with guided support) individual/team projects under the supervision of the District 3 Programs Director.and the collaboration of the Startup Coordinator.

Other Programs within which course is listed:

None

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PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: MBA 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: N/A
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[X] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Note		

Present Text (from 2020/2021) calendar	**Proposed Text**
MBA 695 Seminar in Special Topics ~~(*)~~ (3 credits) **Note~~s~~:**	**MBA 695 Seminar in Special Topics** (3 credits) **Note:** MBA 695 Subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.

Rationale:
As special topics courses have now course descriptions, the informaiton will be published under each corresponding description. Asterisk removed and MBA 695 note adjusted

Resource Implications:
None

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MBA-29** VERSION: 6

COURSE CHANGE: SCOM 610   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Course Number   [ ] Course Title   [X] Credit Value   [X] Prerequisite
[X] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Note

Present Text (from 2020/2021) calendar	Proposed Text
SCOM 610 Supply Chain Management	**SCOM 610 Supply Chain Management** (3 credits) _Prerequisite:_ MBA 648. This course provides an overall perspective of various functions that exist within supply chains with an emphasis on macro processes, drivers, and performance indicators along a supply chain. Coordination issues among supply chain stakeholders are detailed. Production/service planning and control issues in managing supply chains are also covered. Mathematical modelling is emphasized in dealing with facility location, capacity planning, demand and supply management, aggregate planning, scheduling, and inventory decisions. Supplier evaluation/development practices and outsourcing are also studied. Relevant enterprise resource planning modules with advanced planning and scheduling functionalities are introduced to illustrate the integration and coordination issues in supply chain planning and control. **Note:** Students who have received credit for the topic Supply Chain Management under a DESC 695 number may not take this course for credit.

Rationale:
Addition of course description, credit value and prerequisitet to the calendar. Prerequisite added as students require an understanding of business processes (MBA 648) in order to succeed in the course. Since this course now has its course description, the corresponding note, previously under the department listing, has been moved here.

Resource Implications:
None

Other Programs within which course is listed:
None

COURSE CHANGE: SCOM 695   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: May 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Business Administration MBA
Degree: Master of Business Administration
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	SCOM 695 Seminar in Special Topics (3 credits) **Note:** SCOM 695 Subject matter varies from term to term. Students may take this course more than once, provided that the course content has changed.
Rationale: New course name and number to serve Supply Chain Management special topics only.	
Resource Implications: None	
Other Programs within which course is listed: None.	

Conversion of Slot Courses into Permanent Entries

MBA Elective Courses

Course outlines

Proposed course number	Previously offered under	Course Title
BSTA 679	BTM 695	Statistical Models for Data Analysis
MANA 684	MANA 695	LIVE Case Experience
MANA 690	MANA 695	Entrepreneurship through Acquisition
MBA 662	MBA 652	Surgical Innovation II
MBA 663		District 3 Startup Consulting

BTM 695 to **BSTA 679**

Concordia University
John Molson
School of Business

COURSE DESCRIPTION

Business leaders are increasingly relying on data to improve organization performance. Naturally, the effective use of data depends on how successful an organization is in applying data analysis tools in addition to data management. Since the data relating to a firm's business activities in most cases involve elements of uncertainty, statistical and probabilistic tools have been widely used to model the collected data. Short, medium and long-term business strategies are then developed based on these models in order to maximize performance. The purpose of the course is to examine the role of statistical thinking in business decision making at all levels of operations. It attempts to equip the students with some useful modeling tools (along with their explained logic) that are widely used in various functional areas of business and in experimental designs for product and process design improvement.

COURSE OBJECTIVES

This course introduces and examines the role of contemporary statistical methods in improving business and industrial processes. The methodologies selected for discussion represent those that are most extensively used in contemporary business studies and analyses. The course emphasizes on the understanding of the rationale of the methodologies introduced. The topics covered include modern statistical thinking, linear regression analysis, logistic regression, discriminant analysis, and experimental methods in product and process designs. The course involves mostly analyses of real-life data using SAS ENTERPRISE GUIDE.

COURSE MATERIALS

Textbook: Terry E. Dielman (2005). Applied Regression Analysis - a Second Course in Business and Economic Statistics. Thomson Brooks/Cole. Fourth edition, ISBN/ISSN: 053446548X.
Note: There is a digital option (Web Assign) that is also available in the bookstore. Please use the class key listed below to enroll in the class on web assign: concordia.au 0644 0628

Other Materials:
 BSTA450 materials are available on Moodle – JMSB Intranet system. Logon to Moodle course site which provides a comprehensive resource for the course where up-to-date information on assignments, exercise data sets,

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term project (guidelines for preparation project proposals and project reports), and lecture notes are deposited. Check it frequently for updates.

☐ SAS website http://www.sas.com/

☐ SAS EG http://www.sas.com/technologies/bi/query_reporting/guide/

☐ SAS Enterprise Guide Downloadable from myconcordia.ca portal.

☐ SAS EG Modules on YouTube.

☐ Professor Danielle Morin YouTube videos:

https://www.youtube.com/channel/UCT4JIIVFlCahZE35P8_iKQ/featured

☐ SAS e-learning courses are available online to students of this class. Choose the latest version from the online courses given below.

o SAS Enterprise Guide: ANOVA, Regression and Logistic Regression

o SAS Enterprise Guide: Querying, Reporting, and Analyzing Data Using SAS(R) Enterprise Guide(R)

☐ In order to activate your SAS e-learning facility go to

http://support.sas.com/training/elearn/activate.html

o To sign in to SAS or to create your new profile go to: support.sas.com/myelearn

o To access online SAS courses, provide the access code: G70135110

EVALUATION

Assignments:	25%
Project:	25%
Mid-term:	20%
Final:	30%
Total:	100%

There are 5 sets of assignments which include exercises from the book, SAS tutorials, and SAS EG. The details of the assignments will be posted on the Moodle.

- The project will be on using SAS EG to get hands-on experience on a real-world business problem. Students are encouraged to work in groups of 2-3 students on assignments and the project. The details of the project will be posted on Moodle.
- The final exam is cumulative and covers all the topics discussed in the course with an emphasis on material presented since the last exam.
- Midterm and final exams will be closed book and notes. Calculators are allowed but computers and cell-phones or any devices that have internet capability are not allowed. One letter size cheat sheet (back and front) is allowed for the midterm. Two letter size cheat sheets (back and front) are allowed for the final.

GRADING

A+ [90--100] % B+ [77-80[%   C+ [67-70[%   D+ [57-60[%
A [85---90[%   B [73-77[%   C [63-67[%   D [53-57[%
A- [80---85[%   B- [70-73[%   C- [60-63[%   D- [50-53[%   F [0-49[%

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Learning Objective/Activities	Assignments	Exams
Understand the essentials of business data collection and the identification of different types of measurements.	In class discussions, assignment problems, and project.	Theory-based exam questions.
Have the ability to decompose large data sets into meaningful summary statistical techniques to better understand and communicate numerical data to make more effective business decisions.	In class discussions, assignment problems, and project.	Application-based exam questions.
Gain an appreciation for the different experimental designs to properly examine research questions and draw conclusions about the population.	In class discussions, assignment problems, and project.	Theory-based exam questions.
Analyze business data to identify relationship between variables using multiple regression and analysis of variance analysis for better decisions	In class discussions, assignment problems, and project.	Theory-based and application-based exam questions.
Learn and use some useful modeling tools (along with their explained logic) that are widely used in various functional areas of business and in experimental designs for product and process design improvement.	In class discussions, assignment problems, and project.	Theory-based and application-based exam questions.

LEARNING PLAN

Class	Date	Chapter	Recommended Assignment	Book Chapters
1.	Sep 5	• Introduction – Data Analytics • Review of Basic Statistical Concepts	9, 13, 15, 17, 23, 27, 29	2.4-2.9
2.	Sep 12	Simple Regression Analysis	1, 4, 7, 11, 15, 17, 19, 21 **Assignment set 1.**	3.1-3.4, 3.51, 3.52, 3.7
3.	Sep 19	Multiple regression Analysis	1, 3, 7, 11, 19	4.1-4.6
4.	Sep 26	Assumptions of regression Models	1, 7, 15 **Assignment set 2.** **Project assignment.**	6.1- 6.6
5.	Oct 3	• Variable Selection • Using Indicator and Interaction Variables • Fitting Curves to Data	1, 3 1, 3 1, 5 **Assignment set 3.**	8 7.1, 7.2 5
6.	Oct 10	Midterm Exam (subject to change)		
7.	Oct 17	• Introduction to design experiments with a single factor • Experiments with randomized block design	1, 5, 7, 9, 11 **Project First Draft Submission**	9.1, 9.2
8.	Oct 24	**Review of project draft**		
9.	Oct 31	Experiments with two Factors	3, 8 **Assignment set 4.**	9.3
10.	Nov 7	Analysis of Covariance A/B testing		9.4

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11.	Nov 14	Discriminant Analysis		10.2
12.	Nov 21	Logistic Regression	**Assignment set 5.**	10.3
13.	Nov 28	**Exam Review & Project Presentation**		
14.		Exam to be scheduled by the office		

CLASS POLICY

Homework solutions and simulation results should be typed or scanned using scanners or mobile scanner applications like CamScan and uploaded on assignment page (photos taken by cell-phone cameras and in formats other than pdf will NOT be accepted).
- No late homework will be accepted.
- No make-up exams will be given. If you cannot make the exam dates due to a class schedule conflict or personal matter, you must drop the class.

Students are encouraged to discuss homework problems with one another, but each student must do their own work and submit individual solutions written/coded in their own hand. Copying the solutions or submitting identical homework sets is written evidence of cheating. The penalty ranges from F on the homework or exam, to an F in the course, to recommended expulsion.
- Posting the homework assignments and their solutions to online forums or sharing them with other students is strictly prohibited and infringes the copyright of the instructor. Instances will be reported to officials as academic dishonesty for disciplinary action.
- Students are required to attend all the lectures and TA sessions and actively participate in class discussions.

ACADEMIC INTEGREITY

The Code of Conduct (Academic) at Concordia University states that "the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavors and relationships with the University," (Academic Code of Conduct, art. 1).

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to read the pertinent section in the Concordia Graduate Calendar Graduate Calendar available only at http://graduatestudies.concordia.ca/publications/graduatecalendar/current/ and visit the following web address: http://provost.concordia.ca/academicintegrity/, both of which provide useful information about proper academic conduct.

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MANA 695 to **MANA 684**

Course Outline
JOHN MOLSON MBA PROGRAM

MANA 695-A   **Term: Fall 2019**

Course Title: Special Topics   **Time: Thursday 14:45-17:30**
Business Ownership
(Entrepreneurship Through Acquisition)

Professor: **David Horowitz**

Tel.:   **(514) 995-0596**
E-mail: **david@htadirect.com**
Office
Hours: **By Appointment**

COURSE DESCRIPTION

This course is designed to provide students with the understanding that you can buy an existing business and run it as a CEO. Running your own firm offers a different career path and career lifestyle than does working for a traditional corporation. In this course we describe in detail the opportunity involved in acquiring a small business, the magnitude of such an opportunity and the practicality of achieving it. You will also meet and learn from a variety of guest speakers, from those that have traveled down this path, as well as several professionals in accounting, financing and law.

COURSE OBJECTIVES

The objective of this course is to expose students to this very achievable career path and to show you that with some very important practical applications, the risk is very low and manageable. In order to succeed, you will learn about industry and market analysis, business plan writing, valuation, financing options, risk assessment and negotiation. Through case analysis, group discussions, in-class debates and presentations, students will learn to apply theoretical and practical ideas to real life business situations.   As a seminar course, a high level of student involvement is required. Students can expect to take part in group debates, mini-presentations and case discussions in order to develop and examine the topics covered in this course.

COURSE MATERIALS

Book: **HBR Guide to Buying a Small Business**

Richard S. Ruback, Royce Yudkoff
Can be purchased directly from Harvard or on Amazon.ca

Cases used in the course are to be purchased. A link will be given to students in Week 2.   114

Course Activities
A combination of lectures, cases, articles, videos, discussions and in-class debates will be used to develop the key concepts of this course. Students will be evaluated on the bases of class contribution, class exercises, and a business plan submission.

Student Evaluation
The final grade will be calculated as follows:

Class contribution and Participation	15%
2 case assignments	30%
Individual Research Assignment	20%
Group Case Presentation	<u>35%</u>
	100%

Note
1) Students are expected to attend all classes.
2) Late assignments will be penalized **20%** for each day late.
3) Assignments must be submitted at the **beginning of the class** that they are due.

Class Contribution/Participation includes:
The class contribution grade will be based on attendance and participation in class exercises. This includes; showing evidence of careful preparation of readings and cases assigned for class; listening and responding to the instructor's questions; participating in class discussions and asking thought provoking questions. **Note:** given that this is seminar course, students are expected to participate on a regular basis. It is also expected that students will refrain from being argumentative and will respect the views of their classmates and guest speakers. Please note that students who miss classes can expect to lose a substantial portion of their class contribution and participation mark.

Case Assignments
Over the term, two cases will be selected and completed on an individual basis. These cases will consist of preparing an analysis and/or answering a set of questions.

Individual Research Assignment
You will do a detailed research on a business/industry of interest. Details to follow.

Group Term Assignment
This project will be a group effort (team size will depend on the size of enrolment in the class). Groups will be formed by week 3. Groups will make a 12 minute presentation that will be followed by a 5 minute question period. In addition, groups may submit an appendix (limited to 3 pages and 500 words that provides support material not covered in the presentation). Students must also submit a copy of their PowerPoint slides on the day of their respective presentation.

Syllabus
The instructor reserves the right to modify the syllabus at any time over the term.

MANA 695-A Business Ownership

Class	Class Activity
1 Sept 5	Introduction to the course Review course outline Understanding Key Concepts
2 Sept 12	Chapters 1&2- Understanding ETA
3 Sept 19	Chapter 3- The Acquisition Process Chapter 4- Anticipating the Cost Your Search
4 Sept 26	Chapter 5 – Paying for Your Search Chapter 6 – Characteristics You Want in Your Business Individual case #1 due
5 Oct 3	Research Project- Library Resources Industry & Market Analysis
6 Oct 10	Chapter 7 – Managing Your Search Effectively
7 Oct 17	Chapters 8&9- Sourcing with Brokers and Directly Individual Research Project due
8 Oct 24	Chapter 10 – Enduring Profitable Small Businesses
9- Oct 31	Chapter 11 – Gauge Enduring Profitability Chapter 12- Filtering Owner's Commitment Individual case #2 due
10 Nov 7	Chapter 13 – Due Diligence Chapter 14 – How much to Pay Risk assessment
11 Nov 14	Chapter 15 – Deal Terms Chapter 16 – The Offer
12 Nov 21	Chapter 18 – Raising Debt Chapter 19- Raising Equity
13 Nov 28	Presentations

Note: the above schedule can change at the instructor's discretion, prior notice will be given.

ACADEMIC INTEGRITY AND THE ACADEMIC CODE OF CONDUCT

The Code of Conduct (Academic) at Concordia University states that "the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University," (Academic Code of Conduct, art. 1) Graduate Calendar, 2009-2010, page 589).]

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to read the pertinent section in the 2009-2010 Concordia Graduate Calendar Graduate Calendar, (pages 589 -600) and visit the following web address: http://provost.concordia.ca/academicintegrity/ , both of which provide useful information about proper academic conduct.

MANA 695 to **MANA 690**

Concordia University
John Molson
School of Business

MANA695 Summer Intensive (on-line format)	**Term: Summer 2020**
Title: LIVE Case Experience Seminar	**Time: M-W-F 2 week Summer intensive**

Professor:	**Tim Field**
Office:	**MB 13-105**
Tel.:	**(514) 848 2424 ext. 2908**
E-mail:	**tfield@jmsb.concordia.ca**
Office Hours:	**TBA**

COURSE DESCRIPTION AND OBJECTIVES

Building upon the MBA Case Competition Program, this course focuses on Strategic implementation and the integration of topics from the core courses within the program. Class exercises are designed to help students integrate and apply their complete education and past experiences to a variety of business situations. Through intensive case analysis and presentations, students will learn to apply theoretical and practical ideas to real situations in a pressure environment. The course will develop analytic, presentation, and social interaction skills to prepare students for today's business environment. In addition, student teams will participate in a 'LIVE' project mandate for a client on the final day of the course.

MBA 659 Summer Intensive is a seminar course that will run for 6 sessions (~3 session per week for a two week period). Offered in full day sessions, the seminar will be divided into three components. The first part will primarily consist of team case presentations, with fellow students evaluating the presentation and asking questions. Both business issues and presentation skills will be addressed. In the second part of the course, each team will prepare a presentation for the 'LIVE' consulting client as part of the final deliverable for the course (see schedule below).

Prerequisite: There are no prerequisites for this course -- however, students who have taken MBA659 (strategies in action) cannot take this course.

COURSE MATERIALS

Course Pack – each class ends with a presentation as the assignment deliverable and thus case material will be provided by the instructor

Class Lecture Notes – Any course slides/material will be posted in the Moodle course folder

Grading:

Due to the unique nature of the course, each class concludes with the submission of a team assignment (completed during class time). Students will be judged on factors including analytical skills, presentations, participation during case preparation, and interpersonal skills.

Breakdown of evaluation:	Grade Component:
Attendance	0%
Presentation, Preparation & Analysis of class assignments	50%
'LIVE' Case Mandate (research case)	30%
Participation, Judging and Peer assessment	20%
Total	**100%**

A. Attendance

Attendance is not graded in the course. You will not receive credit simply for attending classes. However, attendance at all classes is mandatory. Students who are absent from class without permission can expect a reduction in grade given that the structure of the course involves only in-class assignments. **Students who anticipate work schedule conflicts should NOT take this course.**

B. Presentation & Preparation

Each student will present part of his or her group's analysis and recommendations to the class. Students will be evaluated on the quality of their analysis, contribution to the team presentation, and presentation skills.

An important facet of the course is teamwork in preparing and analyzing the cases. Therefore, I will assess your participation in the case preparation process. There are two elements to the preparation grade: content (analytic skills) and process (social interaction skills). I will use three methods to assess preparation/participation. First, I will move among the groups as they prepare and analyze the case. I will observe the interaction among the members and evaluate their input. Second, I will evaluate the overall content of the presentation. Third, I will institute a peer-assessment evaluation process whereby all students will evaluate the respective team.

C. 'LIVE' Case Mandate (research case)

During the final week of the seminar, student groups will participate in a 'LIVE' case mandate. The Mandate will be presented earlier that week in order to give teams time to conduct market research. Following the process of our MBA Case Competition Program, students will have the opportunity to work on a consulting mandate for a consulting client. Following the case competition format, teams will meet the client, work on the Mandate and present to Client judges at the conclusion of the final session of the course.

D. Participation, Judging and Peer Assessment

One key goal of course participants should be improvement in analytic and presentation skills. Therefore, we as a class will strive to provide constructive feedback on the presentation skills and analytic content of others' presentations. Students in the role of judges will provide constructive criticism of their peers.

In addition to the feedback process, students are expected to work collegially, strive to improve their analytical and presentation skills, assist peers in doing the same and approach class assignments with enthusiasm. In order to support team development, teams will fill out a team evaluation form and use this feedback to collectively improve team cohesion. Further, at the conclusion of the term students will complete a peer evaluation of their respective team-mates (pes.concordia.ca).

Tentative Class Schedule

Session 1   Mon. May 4   9:00 am – 4pm Case Presentation 1 Student Judges

Session 2   Wed. May 6   9:00am – 4pm Case Presentation 2 Student Judges

Session 3   Fri. May 10   9:00am – 4pm Case Presentation 3 Student Judges

Session 4   Mon. May 11 9:00am – 4pm Case Presentation 4 Student Judges

Session 5   Wed. May 13 9:00am – 4pm LIVE Case Presentation & Preparation

Session 6   Fri. May 15   9:00am – 6pm 'Live' Case Mandate Client Judges

Session description:

9:00am – Noon   Case preparation
Noon – 1:00pm   Lunch
1:00pm – 1:45pm   Case preparation
2:00pm – 4:00pm   Team Presentations &Feedback

LIVE Case Presentation Session description:
May 13
9am to 10am   Meet the Client, presentation of the Mandate and Q&A session
10am to 4pm   Preparation time for working on LIVE Mandate

Friday May 15
9:00am – Noon   Work of Mandate (Follow-up Q&A with the Client)
Noon – 1:00pm   Lunch
1:00pm – 1:45pm   Finalize presentations
2:00pm – 5:00pm   Team presentations
5:00pm – 6:00pm   Wrap-up, announce final standings

Syllabus
The instructor reserves the right to modify the syllabus at any time over the term.

<u>Group Case Presentation Guidelines</u>

Groups will make a 20 minute power point presentation followed by a 15~20 minute question and answer period. This is a formal presentation and all presenters will address the judges as the management team of the respective company. Groups must provide me with a soft copy of their power point slides **(emailed by 1:45pm)**.

As for the format of the presentation, I leave it to you to decide on the style and format of your presentation. In terms of material covered and time frame the following template is suggested;

Introduction   3
       Agenda
       Key issues
       Problem Statement
       Recommendation

Analysis   5-6
       Internal
       External

Alternatives   3-4
       Discussion of options
       Evaluation of options (metrics)
       Recommendation (revisited)

Implementation   6-7
       Short-term
       Med-term
       Long-term
       Contingency plan
       Financial implications (when possible)

                                              17-20

LIVE Case – description of expectations

Your group project assignment is to develop a presentation for a "live" case study of a firm's strategy issues within the context of its market. Using the assigned Client, student teams will conduct secondary research to conduct and analysis and develop recommendations.

The LIVE project is meant to solidify what you learned in the course. Your presentation should be aimed at the top management team, board of directors, or shareholders of the company. Your work should conduct a thorough analysis and address the following points:

- (i)   Define and Introduce the Mandate and recommendation
- (ii)   External analysis
  - a. An assessment of industry drivers (general environment and key trends)
  - b. Competitor analysis
  - c. Client analysis
- (iii)   Internal environment analysis
- (iv)   Financial analysis
  - a. Resources
- (v)   Operations analysis
  - a. Capabilities, competencies, and challenges/limitations
  - b. H/R
- (vi)   Marketing and competitive position analysis
  - a. Brand, resources, strategic position
- (vii)   Evaluation of the firm's position and consider the strategic options and alternatives available to the firm (where possible)
- (viii) An implementation plan
  - a. Short, medium and long-term
  - b. Functional areas impacted, key goals/targets
  - c. Cost and benefits

Assessment of Learning Objectives

The learning objectives are assessed via in-class presentations, participation in class activities and peer-assessments.

Learning Activity / Learning Objective	In-class presentations	Participation & Peer-Assessments
Develop learning via peer feedback and self-assessments		Constructive criticism from instructor, peers and self-evaluation reports
Learn how to identify and define strategic problems of business cases	Use case studies of actual companies to analyze and present a professional business presentation	
Be able to identify and evaluate strategic options in order to propose and recommend logical solutions	Real-time question and answer period to assess strength of conclusions	
Gain exposure to a variety of industries and develop an understanding of the different competitive dynamics across industries	Use case studies of actual companies to analyze and present a professional business presentation	
Develop presentation skills and learn how to present an analysis in a logical and professional manner	Oral presentations with real-time question and answer period	

ACADEMIC INTEGRITY AND THE ACADEMIC CODE OF CONDUCT

The Code of Conduct (Academic) at Concordia University states that "the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University," (Academic Code of Conduct, art. 1) Graduate Calendar, 2009-2010, page 589).]

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to read the pertinent section in the 2009-2010 Concordia Graduate Calendar Graduate Calendar, (pages 589 -600) and visit the following web address: http://provost.concordia.ca/academicintegrity/ , both of which provide useful information about proper academic conduct.

DISCLAIMER
The instructor reserves the right to change or update this outline, and any other course related materials, as required. The student will be informed in a timely manner through FirstClass and/or announcements during class.

SURGICAL INNOVATION II

Winter 2019

Presented by:

COURSE OBJECTIVES

Experimental Surgery: The process of surgical innovation and acquisition of hands-on skills necessary to work within a multi-disciplinary team in the creation of a novel, need driven, and marketable prototype used in the care of the surgical patient. This is the second of two courses on Surgical Innovation introducing concepts and performing needs analyses right through to exploring the entrepreneurial skills needed to launch a start-up company. In this semester, teams are expected to create a prototype of the solution as determined in the first course, establish and validate the value proposition, and present the prototype and business model.

RECOMMENDED READINGS

Textbook

Yock P., Zenios, S. and Makower, J. (eds). **Biodesign: The Process of Innovating New Medical Technologies**, 2nd edition (Cambridge University Press 2015)

Internet content

http://ebiodesign.org/
This website is the companion to the 2nd edition of Biodesign: The Process of Innovating Medical Technologies. It provides readers with supplemental content to the textbook. Use the navigation above to access Getting Started sections, videos, and appendices for each chapter; or access complete collections of these resources using the icons on the right-hand side.

REQUIRED MATERIAL

Prototype development may require financial outlay by students. Please bring your estimated expenses to Judith Daniel -surgicalresearch.med@mcgill.ca and save all original materials receipts. Some funds are available to help defray these costs. **All expenses have to be pre-approved in order to be refund.**

WORK STATIONS

Space is available at the McGill Steinberg Centre for Simulation and Interactive Learning, for team work in prototype development. Please contact Philippe Legault, Operations Manager at the Simulation Centre, to book space for your group: email Philippe.legault@mcgill.ca or call 514-398-3029. Students are asked to respect booked times, and are encouraged to book blocks of time well in advance, according to team schedules.

EVALUATION PROCEDURE

Students will be expected to be prepared for classes and to participate in all class discussions. Your final grade will be comprised of:

Item	Due date	Weight
Attendance and participation – winter ⇨ 5% Peer evaluation (multiplicative) ⇨ 5%		10%
Concept development/prototype & business coaching - check 1	January 30	20%
Concept development/prototype & business coaching check 2	February 20	
Concept development/prototype & business coaching check 3	March 20	
Project management evaluation	February 6 -13	15%
Final presentation – technical pitch	April 10	25%
Final presentation ⇨ business pitch ⇨ brochure ⇨ poster	April 17	30%
Winter total		100%

GRADING CORRESPONDENCE

Letter Grade	Numerical equivalent (Concordia & ÉTS)	Numerical equivalent (McGill)	Description
A+	90% and above		Exceptional in all respects
A	85% - 89%	85% - 100%	Excellent
A-	80% - 84%	80% - 84%	
B+	75% – 79%	75% – 79%	Very good
B	70% - 74%	70% - 74%	Adequate to Good
B-	65% - 69%	65% - 69%	
C	60% - 64%	60% - 64%	Weak

ACADEMIC INTEGRITY

The Code of Conduct (Academic) at Concordia University states that the "integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University."

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to visit the following web address: http://www.concordia.ca/programs-and-courses/academic-integrity/ . A similar site outlining McGill University's Student Responsibilities around academic integrity and honest work ethic can be found at: http://www.mcgill.ca/students/srr/honest/ . These websites provide important information regarding institutional expectations around academic integrity.

DISCLAIMER

The faculty reserve the right to change or update this outline, and any other course related materials, at any time. The student will be informed in a timely manner through emails and/or announcements during class.

Project management evaluation

Based on the January 9th Project Management presentation, teams will have specific goals and timelines to consider in planning their projects. A project management plan will be submitted on February 6th and presented on February 13th when groups will meet with the facilitator in a 1 hour sessions to informally present their plans, and to receive mentorship and feedback about possible plan weaknesses or omissions. *(15% of final grade)*

Technical and scientific evaluations: Concept development / prototype checks 1, 2 & 3

Groups' presentations on the technical and scientific aspects of their project. Although these are evaluated check points, these presentations don't need to be formal and presented with a PowerPoint support. They should be prepared and organised in a way that we can see the research, reflections, choices and orientation of the prototype or concept development and design, with consideration of customer- and market needs. *(10% of final grade)*

Business coaching sessions - checks 1, 2 & 3

3 Team coaching sessions of 20 minutes with Edna Chosack at District 3 *(10% of final grade)*

Final presentation – Application or prototype

Each team will have 15 minutes to present, followed by 8 minutes Q&A.
Formal presentations will be done in front of Engineers. *(25% of final grade)*

Final presentation – Business pitch

1. Each team will have 10 min minutes to present, followed by 10 minutes Q&A.
    *   What do you need to take your project to the next level? Why should we help you? Ie. If you need money, why should I invest? If you need lab space, why should I give it to you? Etc. etc. *(20% of final grade)*

2. Each team will provide **a brochure** (8.5 x 11" tri-fold format) describing their project: the brochure should be something that audience members can take home or give to contacts (50 copies). In addition, each team will be expected to produce **a poster** outlining the science, the need, the market etc. (consider that you are at a trade show/conference and need to get people to stop and talk to you). This is an opportunity to entice audience members and judges to ask you questions about your project. *(10% of final grade)*

Please note that all team posters and prototypes will be collected and kept by the Surgical Innovation Program.
Please make sure you bring them in by the DEADLINE of April 24, 2019 to the attention of Judith Daniel at the Montreal General Hospital. Room A7-117. Thank you.

Attendance and Participation

Attendance will be kept for all program classes and workshops. Since team work and collaboration are at the heart of the Surgical Innovation program, your participation in the group project and presentations is also evaluated. Grading is as follows:

1. Attendance and participation *(5% of final grade)*
2. Peer evaluation *(5% of final grade)*

This outline lists the topics covered during the course and any required readings.
Class are held every Wednesday:

Session	Date/time	Location & Time	Topic	Instructor(s)	Deliverable
1	January 9	**1PM to 4PM** ÉTS - A-1242	Class syllabus Project Management class – Lecture (3h)	Nathalie Goyette Tina Cerulli	
		4PM to 4:45 *ÉTS - A-1242*	*Non-Academic CVs and Cover Letter-Part 1 (45min)*	*Emily Bell*	*CREATE Students* ***Mandatory***
	January 14th	*MedTech Innovation Summit* *8:30- 4 :30* *Salle André Mathieu :* *475 Boulevard de l'Avenir, Laval, QC H7N 5H9* *4:45-Networking Cocktail*	*Compulsory for ALL CREATE's students*	*Please contact Judith*	
2	January 16	**9AM to 1PM** ÉTS - CENTECH	MedTech Start-Up Workshop	Steve Arless	
		1h30 to 3PM	Presentation skills	Andrew Churchill	
		3PM to 3:45 *ÉTS - A-1242*	*Non-Academic CVs and Cover Letter-Part 2 (45min)*	*Emily Bell*	*CREATE Students* ***Mandatory***
3	January 23	**1PM to 3PM** ÉTS - A-1242	Patent Workshop	Monika Paape-Miyoshi	
		3 PM to 5PM *ÉTS - A-1242*	*Interview Readiness (2hr session)*	*Emily Bell*	*CREATE Students* ***Mandatory***
4	January 30	**1PM to 4PM** District 3 Concordia	Technical and scientific evaluation 1 Business coaching 1	Jen & Michael Edna Chosack	
5	February 6	**1PM to 4PM** SIM Center	Presentation skills (scientist and business pitches)	Andrew Churchill	1 page project management plan
6	February 13	**From 8AM to 4PM** 1 hour/team **MGH-A7.136**	Project management – follow up and evaluation	Tina Cerulli	
7	February 20	**1PM to 4PM** District 3 Concordia	Technical and scientific evaluation 1 Business coaching 1	Jen & Michael Edna Chosack	
8	February 27 *Concordia closed*	**1PM to 4PM** 2300, boul. Alfred Nobel Suite 230 Ville Saint Laurent, H4S 2A4	Field trip to Soundbite Medical Solutions Inc.	Steve and Dustin Arless	

9	March 6 *McGill closed*	*1PM to 3PM* *ÉTS - A-1242*	*Six Sigma Practices and Approaches in Industry*	*Stuart Kozlick*	*CREATE Students* ***Mandatory***
10	March 13	1PM to 3PM SIM Center A-010	"Lessons Learned as a serial MedTech entrepreneur….preparing compelling business plans and the financing strategy to support and execute them"	Steve Arless	
		3PM to 3h45PM *SIM Center A-010*	*Debrief session (questions, comments, etc)*	*Tina Cerulli*	*CREATE Students* ***Mandatory***
11	March 20	1PM to 4PM District 3 Concordia	Technical and scientific evaluation 1 Business coaching 1	Jen & Michael Edna Chosack	
12	March 27	1PM to 4PM ÉTS - A-1242	Round table on founding		
13	April 3	NO CLASS	Preparation time – team working		
		1PM to 4PM *SIM Center D003*	*Mindful Involvement:* *Introductory workshop to the workbook*	*Emily Bell*	*CREATE Students* ***Mandatory***
14	April 10	1PM to 4PM ÉTS - A-1242	Prototyping – Final presentation	Natalia N.	Prototype
15	April 17	McGill – Glen Hospital site	Final Project Pitch		Business plan Brochure Poster

MBA 663 District 3 Startup Consulting
Abridged outline

Instructor: Jane Somerville
Office: 1250 Guy St Suite 600
E-mail: jane@district3.co
Office Hours: By appointment (send me an email)

Description
District 3 Innovation Hub provides support to startup entrepreneurs with innovative startup projects to move faster and better along the startup journey by providing access to knowledge, guidance, a community of peers and space, and ecosystem support.

Students who apply and are selected for the District 3 Startup Consulting (SC) provide ad-hoc consulting services to startup entrepreneurs in the District 3 incubator, and these projects may include feasibility studies, market analysis, "business plans", financial analysis and projection models, growth initiatives, strategy, funding applications and sponsorship proposals.

The District 3 SC is a non-credit work term. Students will be responsible for marketing their services and "hunting" for their projects within the startup community (with the support of the District 3 coordinator). Students will identify the startups' needs; prepare a business proposal with clear deliverables and timelines with a particular startup; execute on the proposal. Each student will be responsible for delivering a minimum of 2 startup mandates.

The work term will run for one 4-month semester, and students accepted are expected to dedicate at least 20 hours per week to the SC, with a minimum of 3 hours physically at District 3 during working hours each week.

Course Objectives
The course is based on autonomous (with guided support) individual/team projects and has the following objectives:
• to provide experiential learning experience in an individual and/or group environment;
• to provide access to a comprehensive consulting experience including:
   • Identifying the right client,
   • Determining the client's needs,
   • Formulating the project mandate - along with the client
   • Preparing a business proposal to formulate and present interim and final reports, and work product to the startup client;
• to provide opportunities to deliver consulting services around a variety of issues and objectives, (which may include feasibility studies, market analysis, business plans, financial analysis and projection models, growth initiatives, strategy, funding applications and sponsorship proposals) in a variety of different industries.
• to provide exposure and understanding to the start-up ecosystem and how start-ups operate.

The work term will be broken down into the following themes (each theme will have an in-person workshop):
   1. Client & mandate identification
        a. How to identify the right client based on the team's skillset.

b. How to work with a client to determine the project mandate - including scope and timelines.
　　　c. Determining project scope (please see below on potential consulting project scope frameworks*).
　　　d. How to formulate a contract with the client (including progress reports, check-ins and final reporting objectives).
　2. Data collection
　.　　What information is required to deliver required mandate.
　　　a. How to work with the client to collect the right data where possible.
　　　b. How to work with external resources to supplement data.
　3. Project development
　.　　How to utilize the data collected to provide recommendations and execution on project scope.
　4. Project closure
　.　　Preparing and presenting the final report.
　　　a. Providing supplementary resources (example: recommendation guidelines).
　　　b. Receiving feedback.
　　　c. Closing contract.

*Consulting project frameworks (Harvard Business Review - source):
　1. Providing information to a client.
　2. Solving a client's problems.
　3. Making a diagnosis, which may necessitate a redefinition of the problem.
　4. Making recommendations based on the diagnosis.
　5. Assisting with implementation of recommended solutions.
　6. Building a consensus and commitment around corrective action.
　7. Facilitating client learning—that is, teaching clients how to resolve similar problems in the future.
　8. Permanently improving organizational effectiveness.

Class Lectures and Interaction with Instructor
There will be a session with the Instructor and the District 3 SC Coordinator at the beginning of the term, in which guidelines for success will be introduced.

Thereafter there will be regular formal required weekly meetings with the Instructor, as well as additional meetings on an as-needed basis. Regular communications can also be maintained by email.

It is the student's responsibility to proactively manage all projects, keeping the Instructor and/or Coordinator informed, and to seek feedback about bids, proposals, interim and final reports, presentations, and any other activities of the SC as required.

Evaluation
The evaluation of the course will be based on the following:

- Overall performance - *Presentations, submitted documents, closing of project, engagement, attendance*

- Start-up evaluation - *an assessment from the start-up of the quality of the project, meeting of project deliverables and team/individual assessment).*
- A reflection paper - (per project - includes their key learnings, an assessment on themselves, what they would do better).

Grading
Pass/fail

Co-requisite
MANA 683 Entrepreneurship & Small Business is a co-requisite

Non-disclosure Agreement
As consultants, you are expected to respect the confidentiality of the Bureau's past and current clients' businesses. You will be required to sign a non-disclosure agreement restricting team members from disclosing or sharing any proprietary or confidential information acquired through your involvement in the Bureau, without the prior written approval of the owner of said information.

The above clause does not override Concordia University's academic regulations. Therefore, to facilitate effective evaluations and oversight of student performances, all student written work and communications with consulting group clients are subject to professorial approval consistent with University procedures with regard to course evaluation and appeals procedures.

SCHOOL OF GRADUATE STUDIES

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:	December 14, 2020
SUBJECT:	**GRADUATE CURRICULUM CHANGES (MSCA-17)** **(CALENDAR – 2021/2022)** **MASTER OF SCIENCE (MANAGEMENT)** **JOHN MOLSON SCHOOL OF BUSINESS**

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

Resulting from a broad curriculum review, JMSB is proposing modifications to the MSc in Management. The changes are framed by reviewed goals and objectives, learning experiences and assessment plans. The proposed modifications contain three new core courses, two course deletions and a professional development requirement as well as updates to the academic regulations and admissions requirements. Several editorial housekeeping items are also noted.

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

cc: S. Betton, Associate Dean, Professional Graduate Programs, John Molson School of Business
    J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

TO: Dr. Bradley Nelson, Associate Dean, Academic Programs and Development
          Chair, Graduate Curriculum Committee

Cc: Ms. Gina Beltran, Developer, Graduate Academic Programs
          School of Graduate Studies

          Ms. Julie Johnston, University Curriculum Administrator

FROM: Dr. Anne-Marie Croteau, Dean,
          Chair of the John Molson School of Business Faculty Council

DATE: November 20, 2020

SUBJECT: Proposed changes to the Master of Science in Management (MSCA-17)

The proposed changes to the Master of Science in Management are the result of a curriculum review that took into consideration feedback from our alumni, the current market conditions for our graduates, the course offerings at other institutions, and the areas of expertise in the department. The proposal includes the creation of goals and objectives, learning experiences and assessment plans. It also includes editorial updates of admission requirements, academic regulations; the removal of two core courses, the addition of new core courses, and a professional requirement; and the deletion of three elective courses.

There are no resource implications. Two courses have been removed from this program (MSCA 602 and 615), and three have been deleted (MSCA 640, 645, and 647). The same amount has been added (MSCA 603, 616, 655, 656, and 657). One of these new courses, MSCA 655, is a zero-credits course created to guarantee students satisfy their professional requirements by taking selected workshops already offered by GradProSkills.

The John Molson School of Business Faculty Council approved the proposed changes on November 6th, 2020.

I respectfully submit this proposal to the Graduate Curriculum Committee to be reviewed at its next committee meeting on December 7th, 2020.

Attachment

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 27, 2020

Subject: Proposed changes to the Master of Science in Management (MSCA-17)

The Master of Science in Management Curriculum Committee proposes an update to the admission requirements and academic regulations to harmonize these requirements with the other JMSB MSc programs and the School of Graduate Studies. In addition, the proposal includes revised course numbers and titles for the statistical and methodology courses to better position them in the program. The program proposes the following course changes, two removals, three deletions, four additions and a new zero-credits professional requirement. These changes to the courses are the result of consulting program alumni and an analysis of the current employment market for new graduates of the program.

The JMSB Faculty Academic Programs Committee approved these changes on October 16, 2020 unanimously.

I respectfully request to submit this proposal during the next meeting of the JMSB Faculty Council.

Thank you.

I N T E R N A L   M E M O R A N D U M

To: Sandra Betton, Associate Dean Professional Graduate Programs

From: Kathleen Boies, Associate Dean Research & Research Programs

Date: August 25, 2020

Re: **Proposed changes to the Master of Science in Management (MSCA-17)**

Dear Sandra,

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

In September 2019, a curriculum revision committee was created. The mandate of the revision committee included the creation of goals and objectives, learning experiences and assessment plans for the MSc in Management program. The revisions were developed in the context of a) the market for our graduates, b) the offerings of other universities, c) the specific areas of expertise residing in the management department, and d) input from our alumni.

The attached document provides a summary of the proposed changes.

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

To: Kathleen Boies, Associate Dean, Research and Research Programs

From: Jisun Yu, Chair, Department of Management

Date: 8 June 2020

Subject: **Departmental Approval on the MSc in Management Curriculum Revision Proposal**

On June 5, 2020, the Department of Management had a department meeting, in which the members thoroughly reviewed and discussed the MSc in Management Curriculum Revision Proposal. At the end of the meeting, the proposal was fully supported and approved with a majority vote. Twenty-eight (28) eligible members voted: Twenty-six (26) in favor, zero (0) against, and two (2) abstention.

cc: L. Dyer, Graduate Program Director

MSc Management—Curriculum Revision Proposal

TABLE OF CONTENTS

1. RATIONALE FOR REVISING THE PROGRAM

The MSc in Management has existed since 1989, initially offered as an MSc in Administration degree with three concentrations. In 2014, the program was divided into separate degree designations: MSc in Finance, MSc in Management and MSc in Marketing. Despite this restructuring, the curriculum and administration remained mostly unchanged. The original program was designed to be rigorous training in analytical and data based research skills, and to be a conduit to Ph.D. Programs. While our program was designed as a preparation for a PhD, a great majority of students do not pursue doctoral work.

While innovative at launch, the program now requires a thorough update to ensure that it stays relevant. In the past years, our admission rates have been in decline, and a curriculum revision will ensure that the program remains sustainable over time.

In 2017, the Program Appraisal Committee prepared a report and recommended a curriculum revision, pointing out weaknesses of the current program. In this section, I focus on those areas that are most relevant to our experiences in Management. In summer 2019, additional interviews with Management alumni provided the curriculum revision committee with more specific information about areas of improvement.

a. Limited number of electives
b. Not enough applied content in some courses; students are unsure of their skill set at the end of their studies
c. Uneven expectations regarding thesis requirements and longer time to completion than recommended

Number of electives: For several years, the offering of electives has been driven by availability of professors to teach MSc courses. Sabbaticals, parental leaves, and similar circumstances have led to a "patchwork" curriculum that is poorly integrated; this has left students confused about what they are learning. We also recognize a need to ensure that MSc graduates have a consistent set of skills that we (and they) can describe to employers.

Applied content: Students have been dissatisfied with the learning requirements in their courses and the extent to which they were prepared for work in non-academic settings. There is a clear mismatch between the career objectives of many students and the curriculum. The curriculum will benefit from a redesign that directly addresses students who aim to work in non-academic settings. Interviews with our alumni have told us that while the degree helps them to get jobs, few of them use the skills they were taught in their courses.

2. REVISION PROCESS

In September 2019, a curriculum revision committee was created. Linda Dyer chaired the curriculum revision committee in her role as Graduate Program Director. Professors Asma Fattoum-Guedri, Rajshree Prakash and Seth Spain joined as committee members. Sarah Rahimi was the MSc student representative. Also present at all committee meetings were Frederica

Martin (Advisor, Office of the Associate Dean) and Malcolm MacPhail (Head Educational Technologist, Centre for Instructional Technology) who contributed their expertise to the process. Kelly Nolan, our Graduate Program Assistant, supported the committee by taking minutes of each meeting.

The mandate of the revision committee included the creation of goals and objectives, learning experiences and assessment plans for the MSc in Management program. The revisions were developed in the context of a) the market for our graduates, b) the offerings of other universities, c) the specific areas of expertise residing in the management department, and d) input from our alumni.

Five meetings were held on the following dates in 2019; 23 September, 07 and 10 October, 07 and 21 November. The committee considered several information documents, many of which had been gathered by F. Martin in summer 2019. Documents and information included:

- o Examples of job postings relevant to our graduates
- o Descriptions of the structure and requirements of MSc Management programs across Canada
- o Transcripts of interviews with nine alumni of the program
- o The 2016 JMSB survey of MSc student satisfaction
- o AOL Assessment comments and recommendations
- o Educational background of new students over the past five years

3. PROGRAM GOALS AND OBJECTIVES

Development of a vision: This was the first step in reformulating our program goals and objectives. Developing a vision is a crucial challenge for our department, given that the department's name, "Management" is very broad and does not give potential students or employers a clear picture of the skills developed by our graduates.

Brainstorming and discussion led to the following agreed vision:

> *We study the activities of people in organizations. Questions of interest: What motivates individual employees and how do their careers develop? What makes a successful team? How do leaders, managers and entrepreneurs make sound and ethical decisions in the context of social, technological and political change? How does global competition affect business decision making?*

> *Students develop skills that allow them to keep abreast of current knowledge about people in organizations. They gain expertise in data collection and analysis as well as the application of relevant research findings to solve organizational problems. The ultimate goal is to improve the lives of individual employees, to ensure the sustainability of organizations and to have a positive impact on society as a whole.*

With this vision as a starting point, we proposed a revised set of learning goals and objectives. Care was taken to ensure that our goals aligned with the strategic directions of JMSB and of Concordia as a whole. The proposed goals and objectives are presented in **Table 1** below:

Table 1: Revised Program Learning Goals and Objectives

Goals	Objectives
1. Demonstrate specialized knowledge in the field of study	1.1 Explain core concepts in the area of specialization
	1.2 Summarize recent research advances in the area of specialization
	1.3 Critique existing and recent research advances in the area of specialization
	1.4 Generate research questions of conceptual and practical significance
2. Describe fundamental micro and macro management concepts	2.1 Describe fundamental concepts of organizational behaviour/human resource management (e.g., motivation, selection, training, rewards)
	2.2 Describe fundamental concepts of organizational theory (e.g., structure, environment, culture)
	2.3 Describe fundamental concepts of strategy and entrepreneurship (e.g., competitive advantage, ownership structures, venture creation, business growth, internationalization, strategic alliances, corporate governance)
3. Identify the appropriate methods to analyse and address research problems	3.1 Apply appropriate research method(s) effectively to research problem(s).
	3.2 Identify the appropriate research methodology for research in the area of specialization
	3.3 Assess the use of core analytical techniques for research in the area of specialization.
	3.4 Apply analytical skills appropriately in the area of specialization (may include the use of software and databases).
	3.5 Demonstrate ability to follow ethical guidelines when collecting data or analyzing data.
4. Communicate knowledge and research evidence orally and in writing	*Communicate knowledge and research evidence orally*
	4.1.1 Clearly convey key components of the project orally
	4.1.2 Use appropriate data visualisation

4

	4.1.3 Effectively respond to questions
	4.1.4 Clearly state the implications of the project for research
	Communicate knowledge and research evidence in writing
	4.2.1 Convey coherently all components of the project in writing
	4.2.2 Incorporate and respond to supervisor's feedback effectively.
	4.2.3 Use appropriate vocabulary and grammar
	4.2.4 Use citations and quotes appropriately
	4.2.5 Use appropriate formatting principles (e.g. tables, graphs, exhibits)
5. Explain research implications as they apply to sustainability and social impact	5.1 Describe how research outcomes might affect stakeholders such as managers, consumers, employees, broader society
	5.2 Develop recommendations based on research findings that could benefit stakeholders.
	5.3 Address issues related to social responsibility and/or the social impact of their research recommendations.
	5.4 Address the extent to which research results may apply to other populations (e.g. countries, gender, organization type).

5

4. CHANGES TO PROGRAM DESCRIPTION AND REQUIREMENTS

4a) Admission requirements

- Bachelor's degree with high academic standing serves as a prerequisite for the program. To be eligible for admission, applicants must have maintained at least a B average in their final two years and have obtained a Grade Point Average (GPA) of at least 3.00 on a 4.30 scale, or the equivalent, from an accredited university.
- Applicants with insufficient prior training in their expected area of specialization may be required to take prerequisite courses in addition to the required coursework in the graduate program. The specific courses to be taken are determined by the Program Director depending upon the student's background and area of specialization.
- Applicants must submit proof of satisfactory performance on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) completed within the previous five years, three letters of recommendation with the Academic Assessment forms, and a short statement of purpose.
  (Please note that the GMAT is preferred to the GRE).
- 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.

4b) Degree requirements

12 credits of required courses:

MSCA 656: Individual and Group Behaviour in Organizations (3 credits)
MSCA 657: Organizations and Strategy (3 credits)
MSCA 603: Applied Data Analysis (3 credits)
MSCA 616: Research Methodology (3 credits)

12 credits of Management seminars: Each year a selection of specialized seminars will be offered on a rotating basis.

21 credits, MSCA 699: Research Proposal and Thesis

0 credit, MSCA 655: Professional Development:
Students are required to attend a minimum of three professional development workshops approved by the Graduate Program Director and offered in collaboration with different partners (e.g.: GradProSkills). These workshops complement students' academic training and provide them with technical skills that help them succeed professionally and academically. Students must complete these workshops in the first year of the program.

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Table 2: *Examples of Professional Development skills*

Academic skills	Professional skills	Personal development
Effective reading strategies	Basic concepts of project management	Stay healthy in graduate school
Avoiding plagiarism at the graduate level	French conversation group	Navigating emotional intelligence
Presentation skills	Job search strategies	Soft skills
Perfecting the academic paragraph	Leadership; Managing people's performance	Introduction to investing

4c) Program schedule

Fall—Term 1	Winter—Term 2	Summer—Term 3	Fall—Term 4	Winter—Term 5
MSCA 656: Individual and Group Behaviour in Organizations	MSCA 657: Organizations and Strategy	MSCA 655 Professional Development (0 credits)	Thesis work—data collection and analysis	Thesis defence
MSCA 603: Applied Data Analysis	3 Management electives* or cognate seminar			
MSCA 616: Research Methodology				
Management elective* or cognate seminar				

Note: Since electives will be offered on a rotating basis, we would give students a preview of which courses would be available the following year. Students might wish to wait and take an elective that is offered in their Term 4 (or even their Term 5) depending on their interests.

5. PROPOSED CALENDAR DESCRIPTIONS

5a) ADDITIONS / REVISIONS TO REQUIRED COURSES

MSCA 603: Applied Data Analysis (3 credits)

The need to understand and interpret data is of increasing importance to managers, executives, and entrepreneurs. The goal of this course is to develop skills in applied data analysis for business decision making—there are questions in the world that we want answers to, so we design studies to collect and then analyze inherently noisy data to answer those questions. The emphasis is applied and computational, with mathematical concepts presented when needed. The course covers the most important statistical methods in micro-level management research: 1. Linear regression problems, 2. Generalized linear modeling, 3. Measurement, data reduction, and causal modeling, 4. Design and analysis of experiments, 5. Bayesian approaches.

MSCA 656: Individual and Group Behaviour in Organizations (3 credits)

This course provides students with a basis for understanding and critically examining how to manage individuals in an organizational context. Key concepts include aspects of organizational behaviour such as leadership, motivation, work attitudes and group dynamics. Concepts central to human resource management are also addressed—individual differences and diversity, recruitment, selection, training, organizational rewards and strategic human resource management. The course introduces the current work of scholars in these areas, with reference to the classical roots of their research.

MSCA 657: Organizations and Strategy (3 credits)

This course introduces students to advanced topics and current debates in entrepreneurship, strategic management and organization theories. First, it examines core theories and concepts of entrepreneurship and strategic management that enable entrepreneurs/managers to create new businesses and sustain competitive advantage for firms. Second, it explores how organizations manage change in their environment by examining organizational structure, interorganizational relationships, and the institutional environment. This course provides students with a basis for understanding and critically examining complex organizations in contemporary society.

MSCA 616: Research Methodology - Management (3 credits)

Course number and Name change: Previous number 615, previous name, Research Methodology - Administrative Sciences. Calendar description is unchanged. This course will better serve the needs of Management students. The course MSCA 615 will remain active in other MSc programs.

6. ASSESSMENT OF LEARNING OUTCOMES

Program Goals	Required courses	Electives	Proposal	Thesis
1. Demonstrate specialized knowledge in the field of study		Introduced	Reinforced	Mastered
2. Describe fundamental micro and macro management concepts	Introduced o *Individual & Group Behaviour* o *Organizations & Strategy*	Reinforced and Mastered		
3. Identify the appropriate methods to analyse and address research problems	Introduced o *Applied Data Analysis* o *Research Methodology*	Reinforced	Reinforced	Mastered
4. Communicate knowledge and research evidence orally and in writing	Introduced o *Individual & Group Behaviour* o *Organizations & Strategy* o *Research Methodology* o *Applied Data Analysis*	Reinforced	Reinforced	Mastered
5. Explain research implications as they apply to sustainability and social impact	Introduced o *Research Methodology* o *Applied Data Analysis* o *Research Methodology*	Reinforced	Reinforced	Mastered

7. RESOURCE IMPLICATIONS OF THE PROGRAM

There is sufficient expertise in the department to cover all core courses proposed. The table below lists the proposed core courses, along with the minimum number of faculty members qualified to teach it. The department is confident that the needs can be covered.

In total, two courses are added as core courses.

Under the old curriculum, one section of statistics (MSCA 602) was covered by a faculty member from the Department of Supply Chain and Business Technology Management. In this new curriculum, we propose that the course (now MSCA 603) will be offered by Management faculty members.

In total, therefore, there is no change in the number of courses offered in the program. The net change in the number of instructors from the Department of Management required to teach these courses is one (one additional instructor will be from Management).

CORE COURSES (all courses are 3 credits)

Course Code	Course Title	Full-time Faculty Members
MSCA 656	Individual and Group Behaviour in Organizations	At least 10 qualified
MSCA 657	Organizations and Strategy	At least 9 qualified
MSCA 603	Applied Data Analysis	At least 5 qualified
MSCA 616	Research Methodology – Management	At least 6 qualified

Consolidated View of Proposed Changes - MSCA-17 - Management

Course	New course	Course Removal from program	New number and title to indicate MNGT Specific	Course deletion	Editorial	Addition/ change of course description to the calendar	Addition/ Change of note	Addition of Credit Value to the calendar
MSCA 602		x			x			
MSCA 603	x							
MSCA 615		x			x			
MSCA 616			x					
MSCA 640				x				
MSCA 641								x
MSCA 643								x
MSCA 644								x
MSCA 645				x				
MSCA 646								x
MSCA 647				x				
MSCA 648								x
MSCA 649								x
MSCA 651								x
MSCA 652							x	x
MSCA 654								
MSCA 655	x							
MSCA 656	x							
MSCA 657	x							
MSCA 699								

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

PROGRAM CHANGE: Admission Requirements

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Management MSc Admission Requirements - Bachelor's degree with high academic standing serves as a prerequisite for the program. To be eligible for admission, applicants must have maintained at least a *B* average in their final two years and have obtained a Grade Point Average (GPA) of at least 3.00 on a 4.30 scale, or the equivalent, from an accredited university. - Applicants must submit proof of satisfactory performance on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) completed within the previous five years, three letters of recommendation with the Academic Assessment forms, and a short statement of purpose. (Please note that the GMAT is preferred to the GRE). - 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. ~~Concordia Comprehensive ESL Placement Test (ConCEPT). Applicants who have been admitted by a program and whose test results fall within the range requiring a language placement test are required to write the Concordia Comprehensive ESL Placement Test (ConCEPT).~~	Management MSc Admission Requirements - Bachelor's degree with high academic standing serves as a prerequisite for the program. To be eligible for admission, applicants must have maintained at least a *B* average in their final two years and have obtained a Grade Point Average (GPA) of at least 3.00 on a 4.30 scale, or the equivalent, from an accredited university. - Applicants with insufficient prior training in their expected area of specialization may be required to take prerequisite courses in addition to the required coursework in the graduate program. The specific courses to be taken are determined by the Graduate Program Director depending upon the student's background and area of specialization. - Applicants must submit proof of satisfactory performance on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) completed within the previous five years, three letters of recommendation with the Academic Assessment forms, and a short statement of purpose. (Please note that the GMAT is preferred to the GRE). - 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. The program is open to both full-time and part-time students. D1

Rationale:

- The requirement for applicants with insufficient training in their area of specialization is added to maintain consistency with other MSc programs.

- The Concordia Comprehensive ESL Placement Test is no longer in use.

Resource Implications:
None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

PROGRAM CHANGE: Degree requirements

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
Degree Requirements Fully-qualified candidates are required to complete a minimum of 45 credits. In the first year of the program, candidates are ~~required~~ to complete a minimum of 24 credits. Please see the MSCA Courses section for course descriptions. <table><tr><td>45</td><td>Management MSc</td><td></td></tr><tr><td>~~6~~</td><td>*Credits of ~~Required~~ Courses*</td><td></td></tr><tr><td></td><td>~~MSCA 602~~ ~~Applied Linear Statistical Models~~</td><td>~~3.00~~</td></tr><tr><td></td><td>~~MSCA 615~~ ~~Research Methodology - Administrative Sciences~~</td><td>~~3.00~~</td></tr><tr><td>1~~8~~</td><td>*Credits of* Management MSc Seminars *Upon approval of the ~~Department MSc Finance Advisor~~ and the instructor, up to six credits of electives may include the following:* *- Seminars in any other* John Molson School of Business *MSc program;* - PhD Seminars in Management *and* PhD Seminars in Business Policy and Strategy *- Cognate graduate seminars offered by other departments within the university.*</td><td></td></tr><tr><td>21</td><td>MSCA 699 Research Thesis</td><td>21.00</td></tr></table>	Degree Requirements Fully-qualified candidates are required to complete a minimum of 45 credits and any mandatory workshops. In the first year of the program, candidates are strongly encouraged to complete a minimum of 24 credits and MSCA 655. Please see the MSCA Courses section for course descriptions. <table><tr><td>45</td><td>Management MSc</td><td></td></tr><tr><td>12</td><td>*Credits of* Core *Courses:*</td><td></td></tr><tr><td></td><td>MSCA 603 Applied Data Analysis</td><td>3.00</td></tr><tr><td></td><td>MSCA 616 Research Methodology - Management</td><td>3.00</td></tr><tr><td></td><td>MSCA 655 Professional Development</td><td>0.00</td></tr><tr><td></td><td>MSCA 656 Individual and Group Behaviour in Organizations</td><td>3.00</td></tr><tr><td></td><td>MSCA 657 Organizations and Strategy</td><td>3.00</td></tr><tr><td>12</td><td>*Credits of* Elective Management MSc Seminars *Upon approval of the* Graduate Program Director *and the instructor, up to six credits of electives may include the following:* *- Seminars in any other* John Molson School of Business *MSc program;* - PhD Seminars in Management *and* PhD Seminars in Business Policy and Strategy *- Cognate graduate seminars offered by other departments within the university.*</td><td></td></tr><tr><td>21</td><td>MSCA 699 Research Thesis</td><td>21.00</td></tr></table> D3

Management MSc Seminars

Each year a selection of specialized seminars will be offered on a rotating basis from those listed below:

~~MSCA 640~~ ~~Seminar in Organizational Behaviour~~
MSCA 641   Seminar in Staffing and Career Management
MSCA 643   Seminar in Motivation, Evaluation and Rewards
MSCA 644   Seminar in Meso Organizational Behaviour
~~MSCA 645~~ ~~Seminar in Organizational Theory and Design~~
MSCA 646   Seminar in Leadership
~~MSCA 647~~ ~~Seminar in Strategic Management in Global Context~~
MSCA 648   Seminar in International Management
MSCA 649   Seminar in Comparative Corporate Governance
MSCA 651   Seminar in Entrepreneurship across Contexts
MSCA 652   Seminar in Special Topics in Management
MSCA 654   Seminar in Consulting

Elective Management MSc Seminars

Each year a selection of specialized seminars will be offered on a rotating basis from those listed below:

MSCA 641	Seminar in Staffing and Career Management	3.00
MSCA 643	Seminar in Motivation, Evaluation and Rewards	3.00
MSCA 644	Seminar in Meso Organizational Behaviour	3.00
MSCA 646	Seminar in Leadership	3.00
MSCA 648	Seminar in International Management	3.00
MSCA 649	Seminar in Comparative Corporate Governance	3.00
MSCA 651	Seminar in Entrepreneurship across Contexts	3.00
MSCA 652	Seminar in Special Topics in Management	3.00
MSCA 654	Seminar in Consulting	3.00

Rationale:

- Traditionally, MSCA 602 and MSCA 615 were differentiated by section numbers, but it has caused much confusion for students. The change in number will make it easy for students to identify which course they should be signing up for.

- An understanding of Entrepreneurship is also desirable for our students. The global context is not widely required so students interested in those aspects of Strategy will have access to an elective in international management. We decided to include MSCA 656 and MSCA 657 as part of the core requirements. We have adjusted the credit value of the electives accordingly.

- A review of the market for MSc Management graduates and feedback provided by alumni told us that beyond Organizational Behaviour, key concepts in Human Resource Management are essential skills for our students. HRM concepts are the application of Organizational Behaviour in the workplace.

- In order to encourage steady progress in their thesis work, students will be required to register for a minimum of three workshops of the type currently offered by Grad Pro Skills. The Graduate Program Director ensures that this requirement has been met.

- The structure has changed and there is now a Graduate Program Director for each MSc program.

The list of elective seminars has been included here as part of the degree requirements, as it is in other programs.

Resource Implications:
None

- These courses were already offered yearly as electives and students were very strongly encouraged to take them.

- For professional development: no resource implications, as this will fall under the GPD's mandate.

For MSCA 603, there will be a shift in resources at the department level. The Department of Management will now offer one more course and the Department of Supply Chain and Business Technology Management will now offer one less.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

PROGRAM CHANGE: Academic Regulations

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

[ ] Editorial   [ ] Requirements   [X] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2020/2021) calendar	Proposed Text
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. ~~In accordance with standard university policy,~~ the minimum residence requirement for this master's degree is three terms of full-time study, or the equivalent in part-time study. ~~This requirement must be met regardless of the amount of graduate work previously completed in any other program or at any other university.~~ 3. Time Limit. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements. 4. ~~Credit Load: Full-time Students. The normal course load for full-time students is 12 credits in each of the terms in the first year and the 21-credit thesis in the second year.~~ 5. ~~Credit Load: Part-time Students. The maximum course load for part-time students is 9 credits per calendar year. The 21-credit thesis should take one year to 18 months to complete.~~ 6. ~~Course Reduction. In exceptional circumstances, students may be granted permission to reduce their course load below the normal specified above while remaining in good standing.~~ 7. ~~Program and Course Withdrawal. Students who wish to apply for withdrawal from an MSc program must do so in writing at the office of the Associate Dean, Research and Research Programs. Students may drop a course up to the end of the course change period. This is normally about two weeks after classes begin (see Academic Calendar). In addition to the regulations which appear in the Graduate Registration section of the Graduate Calendar, students enrolled in an MSc program will be required to observe the following rules.~~ 8. Graduation Requirement. In order to graduate, students must have a ~~minimum~~ cumulative GPA of 2.70.	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 for this master's degree is three terms of full-time study, or the equivalent in part-time study. 3. Time Limit. Please refer to the Academic Regulations page for further details regarding the Time Limit requirements. (https://www.concordia.ca/academics/graduate/calendar/current/academic-regulations.html) 4. Graduation Requirement. In order to graduate, students must have a cumulative GPA of at least 2.70.

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Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 603   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	MSCA 603 Applied Data Analysis (3.00 credits) *Description*: The need to understand and interpret data is of increasing importance to managers, executives, and entrepreneurs. The goal of this course is to develop skills in applied data analysis for business decision making—there are questions in the world that we want answers to, so we design studies to collect and then analyze inherently noisy data to answer those questions. The emphasis is applied and computational, with mathematical concepts presented when needed. The course covers the most important statistical methods in micro-level management research: 1. Linear regression problems, 2. Generalized linear modeling, 3. Measurement, data reduction, and causal modeling, 4. Design and analysis of experiments, 5. Bayesian approaches. *Component(s):*.Seminar *Notes:* ▪ Students who have received credit for MSCA 602 may not take this course for credit.

Rationale:

- Traditionally, these courses were differentiated by section numbers, but it has caused much confusion for students.

- This new course will be taught by a Management instructor, with a focus on the particular analytic techniques used in Management research. The focus onapplication emphasizes the relevance of the techniques to the students' own future thesis research.

Resource Implications:
One Management instructor needed to replace the SCBTM instructor who has been teaching the course.

Other Programs within which course is listed:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 615   New Course Number: MSCA 616

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
	MSCA 616 Research Methodology - Management (3.00 credits) *Description:* This seminar provides a basic understanding of the research process and a knowledge of the methods used in the design and execution of scientific research relevant to social sciences, and specifically the business context. The seminar helps students to develop skills needed to assess the feasibility and potential contribution of proposed studies, and to critically evaluate research reported by others. The application of relevant research methods are reviewed through discussions of exemplary articles published in leading journals. Cornerstone topics in this seminar include: theory construction, measurement, overview of data collection methods, reliability, as well as internal and external validity issues. *Component(s):* Seminar. *Notes:* ▪ Students who have **received credit for MSCA 615** may not take this seminar for credit.

Rationale:
- There is a course in Marketing research methodology with the same name and number. Students sometimes register themselves in the wrong section, so the creation of new number and title clarifies the difference between the courses.
- This course will keep the same course description that MSCA 615, but its content is designed to better serve the needs of Management students. MSCA 615 will remain active in other MSc programs.

Resource Implications:
None

Other Programs within which course is listed:

None.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 640   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~**MSCA 640 Seminar in Organizational Behaviour** (3 credits)~~ ~~This course reviews the important developments in administrative and behavioural thinking and focuses on the work of management scholars who have made significant contributions to the theory and practice of management. The course spans the various levels of organization analysis (individual, group and organizational) and a variety of perspectives on organizational behaviour, organizational theory and administrative thought. Students are expected to understand and be able to assess critically the concepts, theories and scholarly contributions of material covered in this course. The state of the art both in theory and empirical research are emphasized.~~ ~~Note: Students who have received credit for this topic under a MSCA 652 number may not take this course for credit.~~	
Rationale: A review of the market for MSc Management graduates and feedback provided by alumni told us that beyond Organizational Behaviour, key concepts in Human Resource Management are essential skills for our students. HRM concepts are the application of Organizational Behaviour in the workplace. An updated course has been designed to cover these topics and will replace this course.	
Resource Implications: None	
Other Programs within which course is listed: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 644   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MSCA 644 Seminar in Meso Organizational Behaviour *Description:* Meso organizational behaviour focuses on understanding organizational phenomena by bridging concepts or theories at the individual (i.e. micro) and the contextual (i.e.macro) levels of analysis. The seminar examines people within organizations by exploring different levels of analysis, including individuals, groups, departments, organizations, industries, and societies. It focuses on better understanding how similar phenomena may operate at different levels, how phenomena at any one level are shaped by phenomena at other levels, and the reciprocal dynamics that exist between levels to make up the world of organizations in which we live and work. Meso organizational behaviour is important because: (a) it helps students of human resource management better understand the systemic factors that contribute to how individuals think, feel, and act in organizations; and (b) it helps students better understand how organizations are shaped by the people that populate them. *Component(s):* Seminar. *Notes:* ▪ Students who have received credit for this topic under a MSCA 652 number may not take this course for credit.	MSCA 644 Seminar in Meso Organizational Behaviour (3.00 credits) *Description:* Meso organizational behaviour focuses on understanding organizational phenomena by bridging concepts or theories at the individual (i.e. micro) and the contextual (i.e.macro) levels of analysis. The seminar examines people within organizations by exploring different levels of analysis, including individuals, groups, departments, organizations, industries, and societies. It focuses on better understanding how similar phenomena may operate at different levels, how phenomena at any one level are shaped by phenomena at other levels, and the reciprocal dynamics that exist between levels to make up the world of organizations in which we live and work. Meso organizational behaviour is important because: (a) it helps students of human resource management better understand the systemic factors that contribute to how individuals think, feel, and act in organizations; and (b) it helps students better understand how organizations are shaped by the people that populate them. *Component(s):* Seminar. *Notes:* ▪ Students who have received credit for this topic under a MSCA 652 number may not take this course for credit.

Rationale:
Editorial change, the credit value was not posted on the calendar. We are adding it to maintain consistency with other courses.

Resource Implications:
None

Other Programs within which course is listed:
None

D11

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 645   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

<div align="right">

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

</div>

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MSCA 645 Seminar in Organizational Theory and Design (3 credits) In this seminar we explore organizations and organizational environments. The primary aim is to introduce students to an understanding of how organizational scholars have conceptualized and studied organizations as systems of structures and relations and as cultural systems, and how these systems interact with and are embedded in the context of an external environment. To accomplish this aim the seminar focuses on some basic sociological tools for conceptually investigating a variety of organizational topics. Students acquire an in-depth understanding of how organizations are made up of formal, relational and cultural structures both inside and outside the organizational boundary. Some topics and conceptual frameworks include power, conflict, organizational identity and image, organizational control, discourse and rhetoric, legitimacy, organizational impression management, emergence of new organizations, and organizational change	
Rationale: MSCA 656 and MSCA 657 will become required courses. Much of the content of MSCA 645 is incorporated into MSCA 657, replacing the content that focused on the global context, which will now be covered in an elective.	
Resource Implications: None	
Other Programs within which course is listed: MSCM- A subsequent dossier will be submitted to remove these courses from the MSCM program requirements.	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 647   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~**MSCA 647 Seminar in Strategic Management in Global Context** (3 credits)~~ ~~This seminar provides a broad survey of core literature and research findings in the strategic-management and international-business fields, exploring the opportunities and challenges associated with conducting business in a global context. The objective of this course is to provide a theoretical overview of strategic management with a particular emphasis on the strategy of multinational enterprises. By the end of the course, students should understand the basic theories within the field and should develop their skills in framing research questions relevant to strategy or globalization.~~	
Rationale: A review of the market for MSc Management graduates and feedback provided by alumni told us that an understanding of Entrepreneurship is desirable for our students. The global context is not widely required so students interested in those aspects of Strategy will have access to an elective in international management. An updated course has been created to cover these topics. It will replace this one.	
Resource Implications: None	
Other Programs within which course is listed: MSCM- A subsequent dossier will be submitted to remove this course from the MSCM program requirements.	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 652   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
MSCA 652 Seminar in Special Topics in Management (3.00 credits) *Notes:* - ~~Changes in topic will be indicated by the letter following this seminar number e.g., MSCA 652A, MSCA 652B, etc.~~	MSCA 652 Seminar in Special Topics in Management (3.00 credits) *Component(s):* Seminar *Notes:* ▪ More than one topic can be offered under this course. In such cases, the name of the topic will be indicated on the class schedule under Topic.
Rationale: The explanation of the topic indicator has been removed from the list in Degree Requirements and added here under course descriptions. The SIS system does not allow letter indicators	
Resource Implications: None	
Other Programs within which course is listed: None	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 655   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

<div align="right">

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

</div>

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	MSCA 655 Professional Development (0.00 credits)
	Prerequisite/corequisite: Permission of the Graduate Program Director is required.
	Description: Students are required to attend a minimum of three professional development workshops approved by the Graduate Program Director and offered in collaboration with different partners (e.g. GradProSkills). These workshops complement students' academic training and provide them with technical skills that help them succeed professionally and academically.
	Component(s): Workshop
	Notes:
	• This course will be assessed on a pass/fail basis.

Rationale:
In addition to the proposed coursework, students can benefit from acquiring additional skills that do not require the time commitment of a full 3-credit course but are nevertheless extremely useful for their professional success. These needs can best be accommodated through mandatory workshops. This new program requirement will be consistent with the other JSMB MSc programs.

Resource Implications:
None. The proposed workshops are already offered by GradProSkills.

Other Programs within which course is listed:

MSc DS/MIS, Finance

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 656   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	MSCA 656 Individual and Group Behaviour in Organizations (3.00 credits)
	Description: This course provides students with a basis for understanding and critically examining how to manage individuals in an organizational context. Key concepts include aspects of organizational behaviour such as leadership, motivation, work attitudes and group dynamics. Concepts central to human resource management are also addressed—individual differences and diversity, recruitment, selection, training, organizational rewards and strategic human resource management. The course introduces the current work of scholars in these areas, with reference to the classical roots of their research.
	*Component(s):*Seminar
	Notes:
	▪ Students who have received credit for MSCA 640 may not take this course for credit.

Rationale:
A review of the market for MSc Management graduates and feedback provided by alumni told us that beyond Organizational Behaviour, key concepts in Human Resource Management are essential skills for our students. HRM concepts are the application of Organizational Behaviour in the workplace.

Resource Implications:
We are replacing MSCA 640 by MSCA 656. There are no resource implications.

Other Programs within which course is listed:

None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **MSCA-17** VERSION: 2

COURSE CHANGE: MSCA 657   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Management MSc
Degree: Master of/Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	MSCA 657 Organizations and Strategy (3.00 credits) *Description*: This course introduces students to advanced topics and current debates in entrepreneurship, strategic management and organization theories. First, it examines core theories and concepts of entrepreneurship and strategic management that enable entrepreneurs/managers to create new businesses and sustain competitive advantage for firms. Second, it explores how organizations manage change in their environment by examining organizational structure, inter-organizational relationships, and the institutional environment. This course provides students with a basis for understanding and critically examining complex organizations in contemporary society. *Component(s)*:Seminar *Notes*: Students who have received credit for MSCA 647 may not take this course for credit.
Rationale: A review of the market for MSc Management graduates and feedback provided by alumni told us that an understanding of Entrepreneurship is desirable for our students. The global context is not widely required so students interested in those aspects of Strategy will have access to an elective in international management.	
Resource Implications: We are replacing MSCA 647 by MSCA 657. There are no resource implications.	
Other Programs within which course is listed: None	

APPENDICES

1. One-page description of revised academic courses and other activities
   - o Individual and Group Behaviour in Organizations
   - o Applied Data Analysis
   - o Organizations and Strategy
2. AOL Assessment Comments and Recommendations for each MSc Learning Goal
3. Benchmark – comparative analysis
4. Examples of job postings

MSCA 656: Individual and Group Behaviour in Organizations (3 credits)

Course Description This course provides students with a basis for understanding and critically examining how to manage individuals in an organizational context. Key concepts include aspects of organizational behaviour such as leadership, motivation, work attitudes and group dynamics. Concepts central to human resource management are also addressed—individual differences and diversity, recruitment, selection, training, organizational rewards and strategic human resource management. The course introduces the current work of scholars in these areas, with reference to the classical roots of their research.

Course learning objectives
- Demonstrate knowledge of core issues, theories, and findings in the field of Organizational Behaviour (OB) **[LG 2.1]**
- Demonstrate knowledge of core issues, theories, and findings in the field of Human Resource Management (HRM). **[LG 2.1]**
- Critically assess reports of research in the fields of OB and HRM. **[LG 2.1, 3.2]**
- Propose a research project that can advance knowledge and solve a specific organizational problem within the field of OB or HRM. **[LG 3.2, 5.1]**
- Use effective oral and writing skills to present ideas about an OB or HRM topic. **[LG 4.1, 4.2]**

Organizational behaviour topics	1. Motivation and work attitudes
	2. Group dynamics
	3. Leaders and followers
	4. Wellbeing and stress
	5. Ethical behaviour at work
Human resource management topics	6. Individual differences and diversity
	7. Recruitment and selection
	8. Training and career development
	9. Performance management
	10. Organizational rewards
	11. Strategic human resource management

Assessment: To be determined, but should include oral & written work and a research proposal (e.g. Exploration of a key concept in OB or HRM—historical foundation of the concept, how definitions have developed from original formulation to recent research; potential applications & key stakeholders who might have an interest; research questions or hypotheses).

MSCA 603: Applied Data Analysis (3 credits)

Course description The need to understand and interpret data is of increasing importance to managers, executives, and entrepreneurs. The goal of this course is to develop skills in applied data analysis for business decision making—there are questions in the world that we want answers to, so we design studies to collect and then analyze inherently noisy data to answer those questions. The emphasis is applied and computational, with mathematical concepts presented when needed. The course covers the most important statistical methods in micro-level management research: 1. Linear regression problems, 2. Generalized linear modeling, 3. Measurement, data reduction, and causal modeling, 4. Design and analysis of experiments, 5. Bayesian approaches.

Overview of course elements

- We will begin an introduction to some of the major problems and solutions of statistics. This is to focus on why we need statistical analysis. That is, I want students in this course to understand how a particular analysis has been used to solve, or assist in solving, a real problem.
- We will "reverse-engineer" some cases throughout the semester, with an aim towards identifying the underlying issues in a decision situation in order to identify information needed, data to be collected, designs to use, and analyses to apply.
- We proceed with a solid review of elementary probability theory. We next progress through descriptive and inferential statistics. We will cover a thorough introduction to the generalized linear model, with emphasis on regression, ANOVA, and logistic models.
- We will use R as our primary statistical language in this course since, first, it has become the lingua franca of applied statistics and, second, it is free.

Course learning objectives

- Explain core methodological concepts in the field of Management (research design, measurement, ethics & sampling) **[LG 3.3, 3.4]**
- Assess the use of core analytical techniques in management research reports **[LG 3.3, 3.4]**
- Produce a competent written report **[LG 4.1]**

MSCA 657: Organizations and Strategy (3 credits)

Course description: This course introduces students to advanced topics and current debates in entrepreneurship, strategic management and organization theories. First, it examines core theories and concepts of entrepreneurship and strategic management that enable entrepreneurs/managers to create new businesses and sustain competitive advantage for firms. Second, it explores how organizations manage change in their environment by examining organizational structure, inter-organizational relationships, and the institutional environment. This course provides students with a basis for understanding and critically examining complex organizations in contemporary society.

Course learning objectives

- Identify the various theories of organizing based on organizational structure, resources and environment. **[LG 2.2]**
- Describe the influence of stakeholders, networks and institutions on the manner in which organizations manage change. Describe the implications of ownership structure and financial resources on firm growth and success. **[LG 2.2, 2.3]**
- Display a clear and an accurate understanding of firm-specific, environmental and institutional factors that influence firm strategy and competitive advantage. **[LG 2.2, 2.3]**
- Review and provide a relevant interpretation of strategic options such as diversification, internationalization, mergers, acquisitions and strategic alliances. **[LG 2.3]**
- Identify basic theoretical assumptions and critique empirical findings. **[LG 1.2, 1,3. 5.1]**
- Develop and communicate well-structured and comprehensive research studies. **[LG 4.1, 4.2, 1.4, 5.1]**

Strategy topics	1. Course overview: Strategy and Organization Theory
	2. Entrepreneurs and founding team characteristics
	3. Business opportunity assessment and firm's competitive advantage; Ownership structure and firm governance
	4. Financial resources: Financing opportunities for entrepreneurial firms
	5. Growth and Cooperative Strategies 1:Internationalization, mergers and acquisitions, divestitures
	6. Growth and Cooperative Strategies 2: Strategic alliances, networks, managing alliance partners
Organization Theory topics	7. Resource Dependence Theory
	8. Stakeholder theory
	9. Social Network Analysis
	10. Institutional theory
	11. Institutional Change

Assessment: Participation, Examinations; Research talks - critique/assessment

MSCA 616 – Research Methodology

The objective of this seminar is to provide a basic understanding of the research process and knowledge of the methods used in the design and execution of scientific research relevant to social sciences, and specifically the business context. The seminar helps students to develop skills needed to assess the feasibility and potential contribution of proposed studies, and to critically evaluate research reported by others. The application of relevant research methods are reviewed through discussions of exemplary articles published in leading journals. Cornerstone topics in this seminar include: theory construction, measurement, overview of data collection methods, reliability, as well as internal and external validity issues.

LEARNING OUTCOMES
By the end of this course you should have:
- Developed your ability to read, analyze and critique reports of empirical research in the academic literature
- Developed your curiosity and creativity, and built the habits of conscientiousness and collaboration that are essential to good research
- Designed and pilot-tested a research study using appropriate methodologies
- Enhanced your skills at writing and presenting technical research reports
- Increased your confidence in undertaking your thesis research

REQUIRED READINGS
- Kite, M.E. & Whitley, B.E. (2018). *Principles of Research in Behavioral Science*, Fourth Edition, Routledge.
- Additional readings include journal articles and book excerpts.

ASSESSMENT
Assignment sheets, class preparation material and other information will be made available on the Moodle course website. Please ensure that you check regularly for updates.
- **Assignments [40%]**.The assignments let you explore a research topic of interest to you. Each assignment focuses on particular methodological concepts, allowing you to probe the complexities of your area of research interest.
- **Report of pilot research [25%]**.The work you have done on the four assignments culminates in an empirical pilot study of your research issue. The report is written individually and is expected to be about 3000 words long.
- **Take-home examination [25%]**. In week 10, I shall give you some material to read and questions based on the material. You will have a 24-hour period to write and submit your answers.
- **Class participation [10%]**. On one occasion during the term, I will ask you to investigate a specific topic, present it to your fellow students, and lead a discussion of the topic. Beyond this, I will post preparation questions in advance of each Zoom session so that you will be ready to participate in the class discussion of the assigned articles.

SCHEDULE[1]

1. Introduction to the course & the research process. We examine the anatomy of a research report, the learning objectives of the course, and discuss how the course is designed to prepare you for your thesis research.
2. Behavioural science and theory building. We discuss the role that scientific research plays in administrative practice. With a focus on theory building, we learn to differentiate between good and poor theories and to apply these ideas to a topic of your choice.
3. Research designs: Inferences of causality. In exploring the role of the experiment as an ideal research design, we define and apply the important concept of internal validity. We consider the uses of non-experimental designs
4. Group meetings with instructor to design your projects
5. Approaches to measurement; Reliability and validity. We look at self-report and archival measures, and discuss how the quality of measures is assessed. The "mystique" of quality and quantity are defined.
6. Field studies and surveys; ethical considerations. We learn how to design and distribute an effective questionnaire measure.
7. Group meetings with instructor to finalize your measures
8. Case studies, interviews and archival data. What are important considerations when data are collected through interviews and from archival sources? How can we ensure that these data are of good quality?
9. Sampling procedures and data collection. How to use your network to build a sample, ethically. Other approaches to finding participants.
10. EXAMINATION
11. Communicating research findings (and a brief look at data analysis). We examine how research findings can be presented in an informative, technically correct, user-friendly way.
12. Group meetings for peer feedback on writing
13. Planning the future. The thesis process and dissemination of research.

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[1] In the event of extraordinary circumstances, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

APPENDIX 2: AOL ASSESSMENT RECOMMENDATIONS FOR EACH MSC LEARNING GOAL (2014; 2016)

Goals	Objectives	
1. Demonstrate specialized knowledge in the field of study	1.1: Demonstrate knowledge of core concepts in the area of specialization 1.2: Demonstrate knowledge and understanding of recent research advances in field of specialization 1.3: Generate research ideas 1.4: Evaluate, assess and critique existing and on-going research	1.Introduce specialized knowledge in the field of study Special seminar on how to critique and evaluate research – mandatory Addition of more assignments in the research methodology courses
2. Identify and apply appropriate research methodology to a research problem	2.1: Demonstrate understanding of the research methodologies used in the area of specialization 2.2: Identify the appropriate research methodology for a research problem 2.3: Use appropriate research software and information technology (IT) 2.4: Apply appropriate research methodology to a research problem	Demonstrate proficiency in research skills in the field of study Addition of more assignments in the research methodology courses Enable students to engage and promote their research ideas (AGRE) Creation of Academic English course for Business Students to address deficiencies in English (Cont. Ed.) Students who do not meet minimum requirements of English test in one or more sections must take the language course. Requirement that score on IELTS English test be increased to a minimum of 7.5 for writing and speaking at admission.
3. Communicate knowledge and research results effectively	3.1: Produce and deliver high quality business presentations 3.2: Produce high quality business documents	Demonstrate the competence to effectively communicate knowledge and research results Addition of two 3-hour tutorials to help students acquire the necessary skills to employ statistical software (SAS, SPSS, STATA). Creation of Academic English course for Business Students to address deficiencies in English (Cont. Ed.) Students who do not meet minimum requirements of English test in one or more sections must take the language course. Recommend to take GradProSkills workshops for writing and speaking.

4. Demonstrate understanding of ethical issues relevant in research and scholarship	4.1: Demonstrate understanding of plagiarism and its consequences 4.2: Demonstrate understanding of ethical issues related to human subjects 4.3: Demonstrate understanding of ethical issues of data collection and analysis 4.4: Demonstrate understanding of ethical issues related to reporting of research results	Demonstrate an understanding of ethical issues relevant in research and scholarship. Special seminar on how to critique and evaluate research – mandatory Difficult for all members of committee to judge the extent to which students have adhered to ethics principles. (In PhD assessment report, recommendation is to separate proposal from thesis).

	Strengths	Weaknesses
Faculty members	Diverse faculty	Niche research expertise not always relevant to professional aspirations
Teaching	Interdisciplinary and theory focused	Not enough applied content Moderate satisfaction with core courses Limited # electives X-listing affects pedagogy
Research and supervision	High caliber graduate research Small student/ supervisor ratio	Uneven expectations re: thesis requirements Few faculty members involved in supervision
Program analysis	International reputation Program complements JMSB's research goals	Low capture rates Longer time to completion

APPENDIX 3: BENCHMARK – COMPARATIVE ANALYSIS

HEC				
Maîtrise en gestion (MSc) - thesis				
20 specializations : Affaires internationales ; Analyse d'affaires – technologies d'information ; Analytique d'affaires ; Commerce électronique ; Comptabilité-Contrôle-Audit ; Développement organisationnel ; Économie appliquée, Économie financière et appliquée ; Entrepreneuriat – Intrapreneuriat-Innovation ; Expérience utilisateur dans un contexte d'affaires ; Finance ; Gestion d'opérations ; Gestion des ressources humaines ; Gestion en contexte d'innovations sociales ; Ingénierie financière ; Intelligence d'affaires ; Logistique internationale ; Management ; Marketing ; Stratégie				
ADMISSION	FUNDING	STRUCTURE		
		Finance	**Marketing**	**Management**
Être titulaire d'un baccalauréat en administration des affaires (B.A.A.), d'un diplôme de 1er cycle dans un domaine connexe ou d'un diplôme jugé équivalent par la direction du programme, avec une moyenne d'au moins 3,0 sur 4,3, ou la moyenne de votre université d'origine pour l'admission à un programme de 2e cycle, si celle-ci est plus élevée. TAGE MAGE (résultat compétitif : 300 et plus) GMAT (résultat compétitif : 630 et plus) GRE (résultats équivalents à ceux du GMAT)	Bourses d'admission, d'une valeur **de 2 000 $ à 4 000 $,** sont accordées par la direction du programme de maîtrise ès sciences en gestion aux meilleurs candidats admis sur la base de l'excellence de leur dossier d'admission.	Mandatory: 1. Topics in Corporate Finance 2. Capital Market Theory 3. Derivative Securities I 4. Financial Econometrics 5. Comparative Perspectives on Business Organisations Electives : • 0 to 3 credits from Bloc 1 • 3 to 6 credits from Bloc 2 • 0 to 3 credits from Bloc 3 • 3 credits chosen within all MSc or PhD programs 24 credits • Thesis • Préparation à la réalisation du	Mandatory : • Méthodologie de la recherche quantitative en marketing • Méthodologie de la recherche qualitative en marketing • Regards croisés sur l'entreprise Electives : 12 crédits parmi : • Profil – recherche, analyse, conseil • Profil – gestion du marketing • 3 credits chosen within all MSc or PhD programs **24 credits** • Thesis • Préparation à la réalisation du mémoire	Mandatory: • Approches interdisciplinaires dans l'étude des problèmes humains de la gestion • Management: théories et **pratiques** • Introduction à la recherche empirique en management • Regards croisés sur l'entreprise Electives : • Bloc 1 : pratiques – 3 à 9 crédits parmi 11 cours • Bloc 2 : contextes – 0 à 6 crédits parmi 8 cours • 3 credits chosen within all MSc or PhD programs 24 credits

Queen's University

Smith School of Business

Master of Science in Management

Areas of specialization**:** Accounting; Analytics; Business Economics; Finance; International Business; Management Information Systems; Marketing; Organizational Behaviour; Strategy

ADMISSION	FUNDING	STRUCTURE: These are 12-month programs beginning in September.		
		Finance	**Marketing**	**OB**
1. A four year undergraduate degree with a B+ (77%) average. 2. A mandatory GMAT test score in the 85th percentile (approximately 640), or a GRE test score of 160 Verbal Reasoning and 163 Quantitative Reasoning. In certain cases, lower test scores can be compensated for by excellence in other application areas.	Our MSc students receive generous funding of $20,000. This funding is allocated from several sources, a portion of which is made up from your involvement in teaching assistantship/research assistantship employment. The majority of MSc students supplement their formal funding from the School with research and/or teaching assistantships. Graduate students are allowed to work up to an average of 10 hours week. •	Introduction to Research Methodology (MGMT 801) (1,5) • Capital Markets, Theory and Empirics (MGMT 821) (3) • Microeconomic Theory (ECON 810) or Advanced Microeconomic Theory (ECON 811) (3) • Quantitative Methods (ECON 852) (3) **Winter**: • Econometric Methods (MGMT 890) (3) • Financial Economics (MGMT 923) (3) • Corporate Finance, Theory and Empirics (MGMT 822) (3) **Summer**: • • Major Research Project (MGMT 898)	Introduction to Research Methodology (MGMT 801) (1,5) • Experimental Research Method Design (MGMT 803) (1,5) • Statistics I (MGMT 800) (3) • Marketing Strategy & Management I)(1,5) • Research Development I (MGMT 847) (3) • Consumer Behaviour I (1,5) **Winter**: • Survey Research Method Design (MGMT 804) (1,5) • Qualitative Research Method Design (MGMT 802) (1,5) • Consumer Culture Theory I (1,5) • Quantitative Models for Marketing I (MGMT 945) (1,5) **Summer**: • • Major Research Project (MGMT 898)	Introduction to Research Methodology (MGMT 801) (1,5) • Experimental Research Method Design (MGMT 803) (1,5) • Statistics I (MGMT 800) (3) • Foundations of Research in Organizational Behaviour (3) • Seminar in Micro-Organizational Behaviour (3) **Winter**: • Survey Research Method Design (MGMT 804) (1,5) • Qualitative Research Method Design (MGMT 802) (1,5) • Seminar in Meso-Organizational Behaviour (3) • Advanced Topics in Organization Theory (3) **Summer**: • Major Research Project (MGMT 898)

Ryerson University

Ted Roger's School of Management

Master of Science in Management

Areas of specialization**:** Accounting; Entrepreneurship and Strategy; Finance; Global Management Studies; Health Services Management; Hospitality and Tourism Management; Human Resources Management & Organizational Behaviour; Information Technology Management; Law and Business; Marketing; Real Estate Management; Retail Management

ADMISSION	FUNDING	STRUCTURE: These are 16-month programs beginning in September.
BBA & BComm Degrees: Completion of a Business Administration, Bachelor of Commerce or equivalent business degree from a recognized institution may exempt you from foundation courses. **Other Bachelor Degrees:** Completion of a four-year bachelor degree from a recognized institution. Foundation business courses may be required; exemptions are based on previous courses taken during your undergraduate degree. **Minimum B Average:** 73% or above average in the final 2 years of university study, including post-graduate university programs. **A GMAT / GRE is not a requirement for this program**	*Ted Rogers Graduate Entrance Scholarship* The criteria for a Ted Rogers Graduate Entrance Scholarship is based solely on academic excellence. *Ted Rogers Graduate Entrance Award* The criteria for a Ted Rogers Graduate Entrance Award include academic excellence, extracurricular/community involvement, and financial need. **Ryerson Graduate Fellowship (RGF) – $10,000** The criteria for a Ryerson Graduate Fellowship is based solely on academic excellence for full time domestic students who have achieved a minimum of a B average in your last two years of study.	• Foundation courses, if required (up to 5 credits) • Term 1 (Fall) - 1 core course + 2 electives (3 credits) • Term 2 (Winter) - 1 core courses + 2 elective (3 credits) + Research Seminar • Term 3 to 4 (Spring - Fall) - Thesis (5 credits) • Total credits required to graduate (11 credits) **Core courses**: Applied research methods I (1 cr) • Applied Research Methods I Students are introduced to quantitative and qualitative research techniques, with particular emphasis on their application to the field of management. Applied research methods I I (1 cr) • In this course, students will refine their research question, develop expertise in the specific methodology to be used for their thesis research, and will develop a research proposal. **Research seminar**: The purpose of the research seminar course will be to expose students to research in the Ted Rogers School of Management in order to inform their understanding of management research questions and the paradigmatic approaches and methodologies employed to address them.

Université Laval				
Faculté des sciences de l'administration - ULaval				
MSc Research (with thesis)				
Options include: accounting, international management, finance, management, marketing, operations & systems de decision, système d'information organisationnel**s.**				
ADMISSION	**FUNDING**	**STRUCTURE**		
Grade et discipline	**Bourses d'admission de 3 000$**	**Finance**	**Management**	**Marketing**
Être titulaire d'un baccalauréat en administration ou dans un domaine connexe.		Marché des capitaux et gestion de portefeuille**3 crédits**	Introduction aux méthodes de recherche qualitative en gestion**3 crédits**	Introduction aux méthodes de recherche qualitative en gestion**3 crédits**
Résultats scolaires Une moyenne correspondant à 3,5 sur 4,33 au 1er cycle est requise (80% ou l'équivalent selon le système de notation) pour le candidat sans expérience professionnelle.	Elles sont remises en 2 versements à tout étudiant admis à la M. Sc. recherche en sciences de l'administration.	Produits dérivés**3 crédits** Théorie financière**3 crédits** Économétrie financière II**3 crédits**	Introduction aux méthodes de recherche quantitative en gestion**3 crédits** **6 à 9 crédits parmi liste de 15 cours**	Introduction aux méthodes de recherche quantitative en gestion**3 crédits** Méthodologie et éthique**3 crédits**
Projet et direction de recherche Lors de la demande d'admission, le candidat est responsable de proposer son champ et son projet de recherche. La Direction de programme pourra vous accompagner dans la	**Prime de 4 000$** Elle est accordée lorsque l'étudiant dépose son mémoire en 24 mois ou moins.	Réussir 9 crédits de cours, de niveau 6000 ou 7000, avec l'approbation de la direction de programme, à l'exception de GSF-6038.(Venture Capital) Activité de recherche - mémoire 1**3 crédits** Activité de recherche - mémoire 2**3 crédits** Activité de recherche -	Réussir 6 à 9 crédits, de niveau 6000 ou 7000, avec l'approbation de la direction de programme. Activité de recherche - mémoire 1**3 crédits** Activité de recherche - mémoire 2**3 crédits** Activité de recherche - mémoire 3**9 crédits** Activité de recherche - mémoire 4**9 crédits**	**6 à 12 crédits parmi :** MRK-6082, MRK-6088, MRK-6091, MRK 6092 Réussir 0 à 6 crédits de cours, de niveau 6000 ou 7000, avec l'approbation de la direction de programme. Activité de recherche - mémoire 1**3 crédits** Activité de recherche - mémoire 2**3 crédit**

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APPENDIX 5: EXAMPLES OF JOB POSTINGS (Excerpts)

1 Consultant, Senior Consultant - Consulting Montreal - Deloitte

Role description:

As a Consultant or Senior Consultant, you will play a pivotal role on a collaborative engagement team with responsibilities that range from analyzing client issues and interviewing key personnel to developing recommendations and authoring presentations. You will have the opportunity to leverage your professional background and skills by specializing immediately or by gaining exposure to several industries and competencies during your first few years with the firm. Either way, you will refine your consulting skills and gain a deep knowledge of an industry area or service area as your career develops and you take on increased management responsibilities.

Qualifications:

Successful candidates demonstrate an interest in their selected service line and will have the following attributes:

- Graduating by September 2017 with an MBA or Master's Degree in Engineering, Business, Management, Public Policy / Administration, Finance, Organizational Behaviour, Industrial Relations, Industrial and Organizational Psychology or other relevant specialized Master's Degree
- French and English language working proficiency is required for placement at the Montreal office
- An exemplary record of achievement in school both academically and in extracurricular activities
- 1-5 years of relevant work experience
- Excellent leadership and interpersonal skills with demonstrated ability to work with others effectively in teams
- Superior verbal and written communication with creative ability to conceptualize and articulate new approaches and solutions
- Comfortable working in an ambiguous environment with competing deadlines and rapidly evolving client needs and conditions
- Creative thinking with the ability to conceptualize innovative solutions to clients' needs
- Strong business acumen with solid analytical skills
- Commitment to professional and client service excellence with the ability to build solid relationships
- Strong technical proficiency in MS Office applications; specifically PowerPoint, Excel and Word
- CAPM, PMP, CCBA, or CBAP (Asset)

2. KPMGs People & Change Practice helps clients drive business value and enhance business success through the optimization of their people and people agenda.
 We are looking for a Consultant to actively participate in multiple aspects of projects by identifying issues, forming hypotheses, designing and conducting analysis, as well as synthesizing conclusions and presenting recommendations. Individuals who can work in a dynamic, fluid and entrepreneurial environment will excel, and find a wide range of opportunities within our growing practice.

Role & Responsibilities

- Help execute on project deliverables working independently and in teams as required in the areas of organization design, strategy implementation and change management.
- Contribute to hands-on delivery of core analysis responsibilities including primary and secondary research, quantitative data collection and analysis, business analysis, and application of frameworks and methodologies to achieve client objectives.
- Serve as a liaison between clients and upper management.
- Preparation of reports and presentations to clients.
- Assist with the creation of proposals and other business development activities to help meet revenue targets.

Skills & Qualifications

- Bachelor Degree in Business, Commerce, Behavioural Sciences, or other related field with a Masters Degree in Organizational Behavior or Industrial/Organizational Psychology an asset.
- Minimum one to three (1-3) years of experience within Human Resources including behavioural change management, organization design, talent management, project management, and organization development.
- Experience working within a management consulting capacity is an asset.
- Experience in workforce analytics an asset.
- Confidence, creativity and a strong entrepreneurial drive.
- Experience directing meaningful process and strategy improvements that demonstrate strong analytical and problem-solving skills and the ability to work creatively to address client requirements.
- Experience working in a client facing role across a variety of industries and businesses with a passion for delivery high quality service and client satisfaction.
- Superior communication skills with the ability to communicate with client stakeholders, work closely in a collaborative team environment and lead teams and project deliverables.
- Excellent written communication skills with experience developing compelling proposals, reports, presentations, articles, and research papers.

3. Research Analyst Organizational Effectiveness

DPRA Canada (DPRA) is a dynamic employee-owned company seeking exceptional professionals to join our business consulting team. DPRA proudly provides professional business consulting services to public, private and not-for-profit sector clients in the areas of organizational effectiveness, program evaluation, public policy and legislative review and guidance, applied health and social research, and consultation and engagement.

Job Summary:

DPRA is seeking a Research Analyst for our growing Organizational Effectiveness consulting team. The Organizational Effectiveness team responds to client needs on strategy, operations, structure and people in the public, private and not-for-profit sectors. Specifically, our Organizational Effectiveness consultants work with organizations to maximize the effectiveness and success of their operations and people by developing and implementing effective structures, strategies and programs to drive better results and attract and retain the right people.

Qualifications:

The following qualifications are essential:

- Master's Degree, preferably in business, economics, human resource management or a related field
- Minimum two (2) years of experience in a role related to organizational effectiveness
- Demonstrated ability to conduct qualitative and quantitative research and analysis
- Demonstrated ability to clearly communicate in writing and verbally
- Strong computer literacy skills, including high proficiency in the Microsoft Office suite of applications

In addition, the following qualifications are desirable:
- Business consulting experience
- Public/social sector experience

Performance Expectations:
The Research Analyst contributes to the success of the Organizational Effectiveness Practice Area team. As a key team member, the Research Analyst will:
- Perform quantitative and qualitative research and analysis
- Develop data collection instruments; collect data from surveys, interviews, focus groups, observations and document review; and clean, structure and analyze data
- Summarize findings in writing and in data visualizations that are clear and relevant
- Contribute to development of reports and other deliverables
- Assist with project scheduling and coordination tasks
- Contribute to proposal development
- Travel on occasion to support senior staff in their work alongside clients

4. Enerkem - HUMAN RESOURCES ANALYST

SUMMARY

- Assume a role of a generalist analyst working in all aspects of human resources management, notably recruiting, compensation, organizational development, training and performance management
- Provide the Human Resources Division with both quantitative and qualitative analytical support

RESPONSIBILITIES

- Conduct research on best practices in the field of human resources for the purpose of developing management tools for our supervisors and updating our HR policies and programs
- Prepare succinct, informative presentations aimed at either managers or employees on the subject of effective and efficient management of teams and employees
- Participate in the recruitment process: prepare descriptions and post jobs to be filled, receive and sort applications, plan interviews, manage the logistics of administering psychometric tests, check references, draft job offers, ensure the administrative oversight of new hires
- Assist the Director, Human Resources in her role as HR business partner
- Assist the Manager, Talent and Total Rewards with the comparative analysis of total rewards, review of the salary structure, pay equity maintenance and the development of the benefits package
- Help update job descriptions, and take part in the job evaluation process
- Carry out quantitative analyses on the company's workforce and on HR performance indicators
- Coordinate the logistics of the annual performance management cycle and take part in the improvement of tools and in the coaching of supervisors
- Participate in the review of Enerkem's competency model
- Participate in the development of the new-employee onboarding program and tools
- Update current human resources policies, take part in the development of new policies and see to their company-wide distribution
- Manage HR contents on the Company's intranet site and website

EDUCATION

- Bachelor's or master's degree in human resources management, commerce or business administration

EXPERIENCE

- 2 years' experience in human resources management (in-house or as a consultant)
- Membership in the Ordre des conseillers et conseillères en ressources humaines agréés (order of chartered HR advisors) an asset

5. Project Manager-- Association for New Canadians - St. John's, NL

Association for New Canadians (ANC) is a non-profit, community based organization dedicated to the provision of settlement and integration services for immigrants and refugees.

Reporting to the AXIS Career Services Director the Project Manager is responsible for the coordination and management of all aspects to deliver the Skills for Change program - a targeted language for work training and employment programs to support visible minority refugee women in acquiring the knowledge and skills to support their labour market attachment.

Roles and Responsibilities

- Plan, organize and direct all activities/tasks as required for the full implementation of project goals and objectives
- Ensure that project activities/tasks are consistent with the project objectives and that objectives can be met with available resources
- Ensure the project meets targets, budgets and timelines, with appropriate reporting and evaluation
- Develop, complete and finalize all project deliverables according to the timeline
- Develop a detailed project plan to monitor and track progress
- Measure project performance using appropriate tools and techniques
- Manage changes to the project scope, project schedule and project costs using appropriate verification techniques
- Perform risk management to minimize project risks
- Manage and maintain relationships with clients and all stakeholders
- Create and maintain comprehensive project documentation
- Meet with clients for intake assessment and engage employers/mentors/stakeholders for relevant project activities
- Perform other related duties as assigned

Qualifications and Experience

- Bachelor's Degree in project management, business administration, social sciences or any combination of education and experience; Master's degree an asset
- Demonstrated project management experience
- Excellent organizational and interpersonal skills
- Experience working in non-profit environment would be considered an asset
- Excellent written and verbal communication skills
- Solid organizational skills including attention to detail with ability to multi-task
- Strong working knowledge of Microsoft Office

June 3, 2020

Kathleen Boies
Associate Dean, Research and Research Programs
John Molson School of Business
Concordia University

Object: Letter of support to incorporate professional development workshops into the curriculum of the Master of Science in Administration, the Master of Science in Finance and the Master of Science in Management

Dear Dr. Boies,

GradProSkills is pleased to collaborate with the John Molson School of Business to incorporate professional development workshops as a non-credited degree requirement for the Administration MSc, Finance MSc and Management MSc.

Following multiple discussions, we are committed to increasing access and relevance to professional development workshops to students registered in the JMSB programs mentioned above as of September 2021. These workshops will optimize the students' graduate school experience and equip them to realize their professional and academic goals. Workshop topics would teach professional skills by grounding them in the academic research environment. Some examples may include project managing one's thesis, building a constructive relationship with one's supervisor, writing a literature review, conducting research ethically, and adopting digital tools to conduct data analysis and communicate effectively.

GradProSkills will coordinate with each department to select and offer the professional development workshops that best align with the program's learning objectives and pedagogical goals. We believe that this initiative leads the way in recognizing the professional needs of graduate students as part of their graduate education and constitutes an important step in helping students succeed in their careers of choice.

Please do not hesitate to contact me if you have any questions.

Regards,

_____
Kristy Clarke
Manager, Academic Programs and Development
School of Graduate Studies

SCHOOL OF GRADUATE STUDIES

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:	November 19, 2020
SUBJECT:	**GRADUATE CURRICULUM CHANGES (SPEC-6)** **(CALENDAR – 2020/2021)** **INDIVIDUALIZED PROGRAM** **SCHOOL OF GRADUATE STUDIES**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes proposed by the School of Graduate Studies to the Graduate Certificate in University Teaching (UNIT).

The School of Graduate Studies is proposing to redesign the Graduate Certificate in University Teaching (UNIT) in order to capture a wider range of potential applicants and to revitalize the program's curriculum and structure. The resulting revised program, composed of two microprograms, has been renamed the Graduate Certificate in Teaching of Higher and Continuing Education (C-TEACH).

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

cc: J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

MEMO TO: Graduate Curriculum Committee

FROM: Faye Diamantoudi, Interim Dean of Graduate Studies

DATE: September 22, 2020

SUBJECT: Revision of Graduate Certificate in University Teaching (UNIT) (SPEC-6)
School of Graduate Studies

The School of Graduate Studies would like to reopen admissions to the Graduate Certificate in University Teaching (UNIT). It proposes a redesigned program that appeals to a broader range of students inside and outside of the University and one whose focus on online delivery addresses important issues precipitated by the current COVID-19 crisis.

The following are the proposed modifications:
- Renaming of the existing 15-credit certificate to Certificate in the Teaching of Higher and Continuing Education (C-TEACH)
- Change to the admission requirements to attract a wider pool of students
- Creation of two stackable micro-programs: The Micro-program in the Foundations of Teaching in Higher and Continuing Education (9 credits); and the Micro-program in the Practice of Teaching in Higher and Continuing Education (6 credits)

The School of Graduate Studies will cover the resource implications necessary to implement the redesigned program C-TEACH. These resources are detailed in the budgets attached.

With thanks for your consideration,

Faye Diamantoudi, PhD
Interim Dean of Graduate Studies

MEMO TO: Graduate Curriculum Committee

FROM: Brad Nelson, Associate Dean, Academic Programs and Development

DATE: September 22, 2020

SUBJECT: Revision of Graduate Certificate in University Teaching (UNIT) (SPEC-6) School of Graduate Studies

The School of Graduate Studies has been studying how to revise our Certificate in University Teaching (UNIT) in ways that would appeal to a broader range of students inside and outside of the University and be more relevant to the diverse careers towards which graduate students in a broad range of disciplines are working. Even before the COVID-19 crisis, universities in general, and Concordia University in particular, were sharpening their focus on the digital experience and innovations in teaching. That the Quebec government is launching an Open Campus initiative, intended to expand online teaching throughout the higher education system further amplifies the growing role of online teaching in the portfolio of delivery approaches. This proposed revision reimagines not only the structure of UNIT but its delivery, which will combine asynchronous and synchronous platforms delivered through Knowledge1.

Although university degrees have traditionally been the most sought after credential, partly because of a declining population of traditional university-age students and partly because of a projected increase in the number of people with degrees going back to refresh their educations but not all choosing to do so in traditional degree programs, the style of teaching used in higher education is expanding to other environments. Certainly, it is expanding to Cegeps and colleges, many of which are starting to cater degree and certificate programs to mature students. But continuing education units of universities are also starting to play a role. For example, McGill and Harvard both offer programs for academic credit through their continuing education units. For these reasons, and others, the need for a professional credential in higher and continuing education is greater than ever for students from across the disciplines, and not just those departments dedicated to pedagogical research and teaching. Indeed, it is for this very reason that UNIT has been located in SGS; it's appeal is to students whose programs are not necessarily education and pedagogy.

This context has led us to redesign UNIT as a stackable program with:

- One 9-credit, course-based micro-program in the Foundations of Teaching in Higher and Continuing Education as per the Graduate Calendar's Program Repertoire
- One 6-credit internship in the Practice of Teaching in Higher and Continuing Education.

Students who complete both parts will earn the 15-credit certificate, which we are renaming the Certificate in the Teaching of Higher and Continuing Education (C-TEACH.). Although both micro-programs will function as stand-alone credentials, students must complete the 9-credit, course-based micro-program in Foundations before registering for the practicum.

Through its 9-credit course-based micro-program and accompanying 6-credit practicum, C-TEACH provides a solid foundation on which graduate students and working professionals can enhance their academic and professional training in their specialties with education in pedagogical foundations, facilitation, and online-remote teaching, so they can become effective full- and part-time instructors in the university environment or work outside academia in other professional and educational contexts. For example, most licensed professions require continuing academic and professional training for maintaining credentials. The goal of C-TEACH is to prepare a generation of scholars and professionals able to create and deliver productive, positive online and face-to-face educational experiences in higher education, continuing professional education, and similar contexts.

Upon approval of the proposed program, C-TEACH will be submitted to the Institute for Performance and Learning, which certifies learning and development professionals in Canada, for official recognition towards its Certified Training Practitioner (CTP) and Certified Training and Development Professional (CTDP) credentials. The recognition will give graduates advanced standing towards the residency requirement of both credentials. The CTP credential is especially valuable to Continuing Education instructors and to those Cegep and university instructors looking to qualify for part-time opportunities in government and workplace training groups. In Ontario and other provinces, this credential is sought by college instructors because it expands the instructional opportunities available to them.

Micro-program in the Foundations of Teaching in Higher and Continuing Education
This micro-program provides the foundations that students need to teach in higher and continuing education, responding both to the general movement towards online teaching and learning and the specific academic and professional programs and experiences of our students, while ensuring that those completing the program can work comfortably in the more traditional classroom.

Specific characteristics of this micro-program include:
- Progressing from general 'theoretical' pedagogical learning towards considerations more relevant to students' specific academic and professional backgrounds and interests. In addition to the introduction to scholarship of teaching and learning in their particular disciplines, students receive preparation in designing a course and facilitating both face-to-face and online classes.
- Course components delivered in a blended synchronous and asynchronous online approach through KnowledgeOne.
- Asynchronous course components that will guide students through core concepts and allow them to personalize their learning by exploring the scholarship of teaching and learning in their disciplines.

- Live-class meetings, conducted synchronously online (such as through Zoom), face-to-face, or both, that will provide a seminar-like environment in which students can discuss what they have learned with their peers and explore the differences in teaching across disciplines.
- "Workshops" in courses TEAC 607 and TEAC 608 in which students present their materials or teach a sample lesson and receive feedback from their peers. This peer feedback supplements feedback from instructors.

Micro-program in the Practice of Teaching in Higher and Continuing Education
The internship consists of two parts:
- Teaching an actual course in a university, CEGEP, college, or continuing or professional education program. Because of various restrictions on who can teach these courses resulting from union rules and, in some instances, professional regulations, students will be responsible for finding a placement. However, the GPD will develop relationships with higher education institutions and become familiar with rules governing hiring and opportunities available so that the GPD can advise students on how to apply for jobs.
- A reflection unit supervised by the GPD, in which students reflect on their teaching, continue reading about the scholarship of teaching and learning in their discipline, and prepare a paper that connects their classroom experiences to the scholarship of teaching and learning and to the lessons learned in the Foundations micro-program.

In addition, students enrolled in the practicum will meet during the term during which they teach to share experiences and to seek guidance from one another and the GPD about challenges that arise in their teaching. The GPD will be responsible for facilitating these meetings.

Added Value of the Practice Micro-program
Formal training in teaching will benefit students who hope to teach in higher and continuing education by demonstrating that they have both subject matter and pedagogical expertise. Those who complete the practicum will also have formal teaching experience. In addition, graduates will leave the program with a teaching portfolio, necessary for many of the teaching positions students are likely to seek.

Reinvigorating UNIT
Several of the revisions proposed here address the artificial barriers to recruitment and enrolment that resulted in such low student numbers in UNIT. In its original form, UNIT limited potential applicants to Concordia students in a terminal degree program (PhD, MFA) who had reached candidacy. This kept our student numbers at an unsustainably low number.
We are expanding the pool of potential students by:
- Focusing on the types of teaching skills that prospective students want. In our survey, skills to teach online was the top skill sought by the Cegep and continuing education respondents. Online teaching is possibly the current major pedagogical tool in Canadian higher education.
- Expanding our pool of potential students by appealing to:
  - All active graduate students in a degree program, or who have completed a graduate degree, whether at Concordia or not.
  - Graduate degree students across Quebec and Canada.
  - Current teachers in higher education, such as Cegep and continuing education instructors.

The other artificial barrier in UNIT was the requirement that every applicant secure a reserve course at the time of application through their department. Given the limit on Concordia's reserve courses, as defined in the CUFA and CUPFA Collective Agreements, the number of reserve courses open to graduate students is very low. The practicum in the 6-credit micro-program has been redefined to include supervised remote and asynchronous practicums and/or internships along with off-campus teaching practicum opportunities.

C-TEACH addresses a training gap currently filled only by the University of Sherbrooke's Graduate Certificate in College Teaching, which is exclusively directed at teachers in Anglophone Cegeps. Ours will have a much broader appeal beyond Cegeps and includes an experiential component lacking in Sherbrooke's course-based program.

Administration of the Program
The revised program will continue to be housed in the School of Graduate Studies, where it has been located since its inception. From the outset it was conceived as being directed at graduate students from all four academic Faculties, and SGS is well situated and equipped to ensure the viability and integrity of the program. Being located in SGS ensures that C-TEACH will have ready access to the School's resources in recruitment, programs, and student affairs. Moreover, SGS has a long-established practice of working with professors and students across the university as demonstrated by the Individualized Program, a flagship graduate program for Concordia whose students are among the most successful in terms of completing their degrees as well as competing for awards both externally and internally. Finally, both the Department of Education and the Department of Art History have expressed their written support in several ways: a. their recognition of the need for a program directed at students with little or no training in pedagogy and teaching; b. openness to releasing full-time faculty members to serve as GPDs; c. a commitment to recommend a faculty member to sit on a graduate program committee; and d. assistance in appointing qualified part-time faculty members to teach courses when necessary. Support will also be provided by the Centre for Teaching and Learning, which will advise on the structure of the courses as well as on their adaptation for online delivery (see letter of support from CTL Director, Rob Cassidy).

In terms of administration, C-TEACH is overseen by the associate dean, academic programs and development, in SGS, as is the case with the Individualized Program. The associate dean is responsible for maintaining program cohesion and for appointing the GPD, who works with SGS's graduate program assistant to ensure that the admission and tracking of the students is as smooth and accurate as possible. Specific responsibilities include working with SGS staff to recruit students for the program, overseeing the selection of instructors, supervising the academic side of the practicum (including maintaining relationships with the organizations that can host practicum opportunities), and addressing any student issues that arise during the program. GPDs will be appointed according to their demonstrated experience in and commitment to teaching in higher and continuing education. At the present time, the GPDs have come from Education, however, there are professors in other disciplines with demonstrated expertise in pedagogy, and we can foresee a time when the GPD may not come from Education. If it so happens that the courses cannot be incorporated into the regular workload of the GPD, the associate dean and GPD will work together along with the departments of Education and Art Education on the appointment of appropriate full-time faculty members, or the hiring of competent part-time

faculty. In the latter case, CUPFA will be consulted on the actual composition of the Hiring Committee in accordance with the CUPFA Collective Agreement.

This proposed revision of C-TEACH markedly improves the long-term viability of the program, something that has never been in question, by attaching workload to all three classroom courses in the nine-credit Foundations micro-program. This is not the case with UNIT, as two of the courses are taught as tutorials and incorporated into the GPD's duties, while registration in the third course has been dependent on the registration numbers in ETEC 613. In sum, the viability of the program will be improved both in terms of student numbers and in terms of course availability and staffing.

Resources
As indicated above, the redesigned certificate will require resources that UNIT did not for a number of reasons. In terms of courses, C-TEACH will run three 3-credit courses requiring workload. UNIT had two 3-credit tutorials while a third course required the permission of the Department of Education for each student registered in the program. By widening our student pool, the online courses will justify faculty workload, which will also free up the GPD to spend more time administering the program in general as well as administering and assessing the 6-credit practicum. Previously, the course-remission for the GPD was connected to the tutorials and overseeing the teaching practicum; however, with many more students, this remission will be more profitably deployed for recruitment, admissions, student consultations, and administering the 6-credit practicum, including assembling a pool of possible internship locations. The final resource will be an honorarium for **Concordia supervisors** whose students secure a teaching contract to fulfill the experiential requirement of the certificate. This expense has been carried over from UNIT. (Concordia has not made a practice of compensating on-site supervisors in the past.) As indicated in the cover memo of the Interim Dean of Graduate Studies, these resources have been approved.

Sincerely,

Brad Nelson, PhD
Associate Dean, Academic Programs and Development
School of Graduate Studies

REVISION OF GRADUATE CERTIFICATE IN UNIVERSITY TEACHING (UNIT)

RATIONALE

The Graduate Certificate in University Teaching (UNIT) is being re-conceived in response to a number of factors:

1. The limiting potential student body as defined by the initial entry requirements. (The program was only open to PhD candidates who had been assigned to teach a reserved course).
    We addressed this concern in these ways:
    *   Expanding the potential student body for the program to include anyone who has a master's degree, whether or not they are currently enrolled as a graduate degree student, which adds all graduate degree students, current and future Cegep and Continuing Education instructors, and graduate students at other institutions to the list of potential students. To reach beyond our graduate students, we can leverage existing relationships with Cegeps, Continuing Education groups, and Centres for Teaching and Learning at other higher education institutions.
    *   Redesigning all of the courses as hybrid synchronous/asynchronous courses, which students can take at their convenience, while also ensuring that students have occasional meetings with one another in Live Virtual Classrooms to benefit from the community of learning.
    *   Redesigning all of the courses to include components in which they explore the research and practices related to teaching in their disciplines. Assignments related to this are integrated into the program.
    *   Incorporating pedagogical frameworks that address the relationship between equity, diversity, and inclusion, i.e., anti-racism, decolonization, and curriculum and pedagogy.
    *   Preparing students to teach in all media—not just the traditional classroom but also the live virtual classroom and to support online courses. Even before COVID-19, between 15 and 20% of all undergraduate enrolments were in online courses. But the emergency shift to online learning with the pandemic, which many expect to become a more permanent shift afterwards, has built up demand for instruction on how to teach in different environments.

2. Although we wanted to provide flexibility, we also wanted to ensure a more consistent educational structure than possible with tutorials, and plan to prepare formal courses that address specific competencies. Each of these courses has several well-defined learning experiences and a combination of standard instructional materials and additional assignments and instructional materials that relate to the student's discipline. Because their hybrid delivery, these courses let students personalize their learning to reflect (a) their prior teaching experience; (b) the discipline in which they teach; and (c) the context in which they will be teaching (such as university, continuing education or Cegep). Yet this approach also allows students the opportunity to compare their work with other students during the seminar-style synchronous workshop-like sessions of the courses.

    These hybrid courses will leverage other online resources developed by the Centre for Teaching and Learning and through funding from the Entente Canada-Quebec program to support teaching and learning, as well as resources widely available on the Internet and through the Concordia Library.

We also wanted to update the program to include skills needed in teaching but that had not been explicitly addressed. These skills include facilitation and management of classroom courses, teaching in the live virtual classroom —which is increasingly sought by higher education institutions— and grading work —one of the most challenging teaching activities.

LEARNING OUTCOMES

Table 1. Detailed Learning Outcomes

Learning Outcome	9-credit micro-program			6-credit practicum
	TEAC 606	TEAC 607	TEAC 608	TEAC 609
Determine the educational philosophy that guides your teaching.	☑			☑
Explain the impact of academic freedom on teaching in higher education.	☑			
Apply the science of how higher education students learn.	☑	☑	☑	
Apply evidence-based teaching practices in your discipline.	☑	☑	☑	☑
Either personally or, more likely, by referral, address the supplemental learning needs of students in higher education.	☑	☑	☑	☑
Devise objectives for an assigned course in higher education.		☑		☑
Using the objectives as a guide, develop assessments for an assigned course in higher education.		☑		☑
Based on developed objectives and assessment as guides, outline a learner-centred course to be taught in higher education.		☑		☑
Design learner-centred lessons for the outlined course.		☑		
Applying principles of learner-centred teaching, facilitate lessons for the outlined course.			☑	☑
Seek student feedback on courses.				☑
Using informal feedback, adjust teaching approach in a given lesson.			☑	☑
Using formal feedback, adjust a course.				☑
Grade student work.				☑
Prepare a teaching portfolio.				☑

ENROLMENT PROJECTIONS

The enrolment projections for the two micro-programs that constitute C-Teach are given in the table below. Year 1 corresponds to Fall 2021.

Table 2. Enrolment projections for C-Teach

	Year 1	Year 2	Year 3	Year 4	Year 5
Foundations of Teaching in Higher and Continuing Education (9-credits)	15	20	25	30	35
Practice of Teaching in Higher and Continuing Education (6-credits)	5	10	15	20	25

In this projection, two thirds of the students will be master's students and one third will be PhD students. This distinction has funding implications that are accounted for in the budget attached.

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **SPEC-6** VERSION: 6

PROGRAM CHANGE: UNIT Program Revisions

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

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

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2019/2020) calendar	Proposed Text
~~University Teaching (UNIT) Graduate Certificate~~ **Admission Requirements** - ~~Concordia student currently completing either a PhD or an MFA (Studio Arts) at Concordia University OR registered postdoctoral fellow at Concordia University.~~ - Minimum CGPA of 3.00 on scale of 4.30 (or equivalent in last completed degree). - ~~Candidacy in degree program is a strong asset. Letter of support from the chair of the department.~~ - ~~Completion of one teaching assistantship and identification of faculty member from discipline to act as teaching mentor.~~ - ~~500- to 750-word statement of their teaching philosophy, teaching experiences and a brief description of the course that they wish to teach as part of the internship requirement.~~ - **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. **Degree Requirements** Fully-qualified candidates are required to complete a minimum of 15 credits. ~~6 credits – Core Courses~~ ~~ETEC 613 - Learning Theories (3 credits)~~ ~~UNIT 601 - Teaching and Learning in Higher Education (3 credits)~~ ~~3 credits – Design and Development of a University Course~~	**Certificate in the Teaching of Higher and Continuing Education (C-TEACH)** **Admission Requirements** - Current status as a graduate degree student or earned master's degree. - Minimum CGPA of 3.00 on scale of 4.30 (or equivalent in last completed degree). - Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to work as an instructor. Language proficiency requirements are: IELTS: a minimum overall score of 6.5 with at least a 7.0 each on the component scores for speaking and listening; and TOEFL: minimum overall score of 92 with 25 each on the component scores for speaking and listening. Please refer to the Graduate Admission page for additional information on the Language Proficiency requirements and exemptions. **Degree Requirements** Fully-qualified candidates are required to complete a minimum of 15 credits. Students earn the certificate by completing the two micro-programs: - Micro-program in the Foundations of Teaching in Higher and Continuing Education (9 credits) - Micro-program in the Practice of Teaching in Higher and Continuing Education

UNIT 602 - Design and Development of a University Course (3 credits)	(6 credits)
6 credits – Internship in University Teaching	**Micro-Program in the Foundations of Teaching in Higher and Continuing Education**
UNIT 603 - Internship in University Teaching (6 credits)	TEAC 606 Foundations of Teaching and Learning in Higher and Continuing Education (3 credits)
Academic Regulations	TEAC 607 Foundations of Course Design in Higher and Continuing Education (3 credits)
1. **Academic Standing**. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.	TEAC 608 Foundations of Facilitation of Higher and Continuing Education Courses (3 credits)
Program Specific Requirements. Candidates must complete 15 credits, with a 3.00 assessment grade point average (AGPA) based on a minimum of six credits.	**Micro-Program in the Practice of Teaching in Higher and Continuing Education**
2. **Time Limit**. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements. The expected completion is three terms.	
3. **Graduation Requirement**. In order to graduate, students must have a minimum cumulative GPA of 2.70.	TEAC 609 Field Experience in Teaching (6 credits)
	Academic Regulations
	1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
	Program Specific Requirements. Candidates must complete 15 credits, with a 3.00 assessment grade point average (AGPA) based on a minimum of six credits.
	2. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements. The expected completion is three terms.
	3. **Graduation Requirement.** In order to graduate, students must have a minimum cumulative GPA of 2.70.

Rationale:
To reflect the expanded body of potential students, revised the admissions requirements to address other types of courses that could be taught for this program.
Furthermore, to make the program more flexible to address a variety of student situations, the program has been divided into two, stackable credentials: a three-course (9-credit) and a 6-credit practicum.

Resource Implications:
None

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **SPEC-6** VERSION: 6

COURSE CHANGE: ETEC 613   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

<div align="right">

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

</div>

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~**ETEC 613 Learning Theories** (3 credits)~~ ~~The primary goal of the course is for students to develop a critical understanding of classic and contemporary theories of learning, such as behaviourism, cognitivism, neo-cognitivism, and socio-constructivism as they inform instructional practice. Secondary course goals include enhancing students' abilities to: a) read and evaluate the primary literature in the area; b) present and write within the discipline; c) evaluate applications of theory to practice; and d) collaborate professionally including via computer conferencing.~~	

Rationale:
This course will be replaced in the new curriculum with a new, hybrid format course, whose delivery will combine asynchronous and synchronous delivery methods and technologies. But the primary focus of this course is on MA students who will be working in corporate training or designing self-study courses for other faculty who serve in universities, not classroom instructors and subject matter experts who will prepare their own courses—the focus of the replacement course.

Resource Implications:
None

Other Programs within which course is listed:

<div align="right">

D3

</div>

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **SPEC-6** VERSION: 6

COURSE CHANGE: TEAC 606   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

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

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
	TEAC 606 Foundations of Teaching and Learning in Higher and Continuing Education (3 credits) This course introduces students to the core concepts of teaching and learning in higher education. It specifically explores the concept of academic freedom, which underlies work in higher education, as well as the major philosophies of education and their implications to instructors, learners, and learning. Other topics explored include learner-centred instruction, contextual factors affecting learning in higher education, and teaching and learning in the disciplines in which students will be teaching.

Rationale:
This course replaces the Learning Theories (ETEC 613) and parts of the Teaching and Learning in Higher Education tutorial into a single, cohesive course.
Note that the majority of this program has always been rooted in tutorials instruction, except for the Learning Theories course from the MA in Educational Technology program.

But as noted earlier in this curriculum proposal, that course was never intended for the type of student who participates in this program.

So a new course is being fashioned to address these unique needs. Like the Learning Theories course this replaces, it explores basic learning philosophies, the cognition of learning, and the essential characteristics of student-centered learning. This course takes a special focus on the higher education context, and familiarizes students with those issues and introduces students to issues of teaching and learning in their disciplines in a higher education environment.

Furthermore, to expand the potential student body for this program, the focus is being expanded from university teaching alone to teaching in higher education, which also includes teaching in Cegeps, colleges, and continuing education programs, all of which are viable options for our graduate students.

This will be a hybrid format course, whose delivery will combine asynchronous and synchronous delivery methods and technologies. Students can tailor the course to address the unique teaching issues in their discipline. But to ensure that the students in the program develop a community of learning and promote consideration of issues beyond their immediate situations, the courses also include periodic Live Virtual Sessions, which provide students with opportunities to clarify the material, learn about teaching and learning in other disciplines and educational contexts, and connect class-related issues to broader issues in higher and continuing education.

Resource Implications:
The course will be taught by a part-time instructor. This expense is detailed in the attached budget and has been approved by the School of Graduate Studies.

Other Programs within which course is listed:

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **SPEC-6** VERSION: 6

COURSE CHANGE: TEAC 607   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

<div align="right">

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

</div>

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	TEAC 607 Foundations of Course Design in Higher and Continuing Education (3 credits) *Prerequisite:* TEAC 606. This course provides students with the opportunity to apply the foundations of teaching and learning in higher education to the design of a course they will actually teach. It explains how to identify the needs underlying a course, specify the learning outcomes; prepare authentic and appropriate assessments of those objectives; design a course that incorporates the objectives and assessments; prepare a course outline and Moodle site (or site in a similar course management system); and plan individual lessons with a learner-centred focus. This course also invites students to apply the scholarship of teaching and learning in their disciplines to the design of their courses.

Rationale:
This course replaces and expands on the tutorial, Development of a University Course (UNIT 602) in these ways:

- Expands the focus from solely developing a university course to developing any higher education course (including Cegep, college, and continuing education courses)

- Expands the focus of the design effort from solely developing a syllabus to also preparing learning outcomes and assessments so they can be aligned with course content, developing a Moodle site along with the course outline, developing a general plan for 13 class sessions (the number of sessions in a typical term) and specific lesson plans for 3 of those sessions (so the instructor has enough material to start the course but leaves them free to change course depending on what actually happens in the classroom).

- More tightly focuses on applications of the lessons on lessons of learner-centered instruction from the prerequisite course.

- Further develops the link between the course being designed and the empirical literature on the scholarship of teaching and learning in the discipline.

• Through the seminar-like synchronous sessions, students explore the course concepts in more depth and workshop one anothers' projects.

Resource Implications: The course will be taught by a part-time instructor. This expense is detailed in the attached budget and has been approved by the School of Graduate Studies.

Other Programs within which course is listed:

COURSE CHANGE: TEAC 608   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

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

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	TEAC 608 Foundations of Facilitation of Higher and Continuing Education Courses (3 credits) *Prerequisite:* TEAC 607. This course prepares students to teach in the face-to-face and live virtual classrooms. Specifically, it explains how to prepare for class sessions—even if lesson plans are already developed—how to establish an inclusive, supportive, productive learning environment; how to engage learners during a session; how to foster learning through the facilitation of activities—including conversations on subjects such as equity, anti-racism, decolonization, and similar topics, responses to questions that arise and management of the class; and how to assess whether students have mastered the material before moving onto another unit. This course also helps students adjust their skills for different instructional media.

Rationale:
This course is an addition to the program and provides students with an opportunity to develop their classroom teaching skills for both face-to-face and live virtual (webinar-style) classes. The material for this tutorial is rooted in the five core competencies of facilitating learning established by the Institute for Performance and Learning.

Resource Implications:
The course will be taught by a part-time instructor. This expense is detailed in the attached budget and has been approved by the School of Graduate Studies.

Other Programs within which course is listed:

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **SPEC-6** VERSION: 6

COURSE CHANGE: TEAC 609   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

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

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
	TEAC 609 Field Experience in Teaching (6 credits) *Prerequisite:* TEAC 608. This internship and related instruction is an opportunity for students to teach one 3-credit university, Cegep, or college course, or one 39-hour Continuing Education course in their discipline using the materials developed in TEAC 607 and to reflect on the experience. This course specifically helps nascent instructors practice classroom facilitation skills, receive feedback on their in-class performance, and respond to the feedback. It also provides support in areas such as the grading of assignments and the preparation of teaching portfolios, including a teaching statement and other resources expected by prospective employers. The course also offers opportunities for all students enrolled in the the internship to share and debrief with each other on their in-class teaching experiences.

Rationale:
This 6-credit course replaces the other part of the tutorial, Internship in University Teaching (UNIT 603). This course provides credit both for teaching a course and learning experiences directly related to that work. Those additional learning experiences include formal and informal opportunities to receive feedback on teaching, and apply the teaching experience received in this course to develop the teaching portfolios expected of people who teach in higher and continuing education.

Resource Implications:
1. The graduate program director will coordinate students' internships and will receive a course remission for this work. The course remission is detailed in the budget attached and has been approved by the School of Graduate Studies.

2. Supervisors of Concordia students who teach a reserve course will receive a $750 mentorship stipend for their supervisory work. This expense is detailed in the attached budget and has been approved by the School of Graduate Studies.

Other Programs within which course is listed:

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **SPEC-6** VERSION: 6

COURSE CHANGE: UNIT 601   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

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

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~**UNIT 601 Teaching and Learning in Higher Education** (3 credits)~~ ~~This seminar course is designed as a survey at an advanced level of the theory and practice of higher education pedagogy through an examination of the existing literature. Topics may include but are not limited to student learning assessment, course design, teaching strategies, student diversity, technology in the classroom and reflective practice.~~	

Rationale:
This course will be replaced in the new curriculum with a new, hybrid format course, whose delivery will combine asynchronous and synchronous delivery methods and technologies.

Resource Implications:
None

Other Programs within which course is listed:

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **SPEC-6** VERSION: 6

COURSE CHANGE: UNIT 602   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

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

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
~~**UNIT 602 Development of a University Course** (3 credits)~~ ~~*Prerequisite:* ETEC 613, UNIT 601.~~ ~~In this directed study course, students develop the objectives, outline, content, notes, assignments, and assessment plan for the course that they will teach during UNIT 603, Internship in University Teaching. The prepared materials are evaluated by the students' teaching mentor. This course is graded on a pass/fail basis.~~ ~~**Note:** Normally, this course will be one available via the graduate calendar or as a slot course, and not a new course which would require curriculum approval.~~	

Rationale: This course will be replaced in the new curriculum with a new, hybrid format course, whose delivery will combine asynchronous and synchronous delivery methods and technologies.

Resource Implications: None

Other Programs within which course is listed:

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **SPEC-6** VERSION: 6

COURSE CHANGE: UNIT 603   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

<div align="right">

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2021
</div>

Faculty/School: School of Graduate Studies
Department: Special Individual Programs
Program: UNIT
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:

Type of Change:

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

Present Text (from 2020/2021) calendar	**Proposed Text**
~~**UNIT 603 Internship in University Teaching** (6 credits)~~ ~~*Prerequisite:* ETEC 613, UNIT 601 and 602.~~ ~~This internship requires students to teach one 3-credit university course in their discipline using the materials developed in UNIT 602, Development of a University Course. Students develop a teaching portfolio which includes a teaching statement, an explanation of pedagogical practices used in the course, self-evaluation of the teaching, students' evaluations of the course, and a plan for improvements to the course content and teaching practices. This internship is graded on a pass/fail basis.~~	

Rationale:
This course will be replaced with a 6-credit Teaching Field Experience.

Resource Implications:
None

Other Programs within which course is listed:

D12

TEAC 606: Foundations of Teaching and Learning in Higher and Continuing Education (3 credits)

About this Course

This course introduces students to the core concepts of teaching and learning in higher education. It specifically explores the concept of academic freedom, which underlies work in higher education, as well as the major philosophies of education and their implications to instructors, learners, and learning. Other topics explored include learner-centred instruction, contextual factors affecting learning in higher education, and teaching and learning in the disciplines in which students will be teaching.

Objectives
- Apply the science of how higher education students learn.
- Explain the impact of academic freedom on teaching in higher education.
- Apply evidence-based teaching practices in your discipline.
- Either personally or, more likely, by referral, address the supplemental learning needs of students in higher education.
- Determine the educational philosophy that guides your teaching.

Teaching Approach

Guided asynchronous online self-study, which guides learners through readings, online lectures, and assignments.

In addition, students will meet once per month in a Live Virtual Session to ask questions about the material and relate material taught in the course to contemporary issues in higher and continuing education.

Assignment	Weight
Policies	12.5%
Services	12.5%
Test on learning theory	30%
Structured abstracts of published research on teaching in your discipline and context	15%
Paper on teaching in your discipline	15%

Teaching philosophy	15%

Readings and Related Materials

Will curate materials on:

- The higher education context
- Human information processing
- Teaching and learning in higher education
- Unique challenges in
  - o Undergraduate education
  - o Cegep education
  - o Community college education
  - o Graduate education
  - o Academic freedom
  - o Promoting critical thinking
- In addition, students choose a selection of published research on the scholarship of teaching and learning in their discipline

TEAC 607: Foundations of Course Design in Higher and Continuing Education (3 credits)

About this Course

This course provides students with the opportunity to apply the foundations of teaching and learning in higher education to the design of a course they will actually teach. It specifically explains how to identify the needs underlying a course, specify the objectives, prepare authentic and appropriate assessments of those objectives, design a course that incorporates the objectives and assessments, prepare a course outline and Moodle site (or site in a similar course management system), and plan individual lessons with a learner-centred focus. When doing this, this course also invites students to apply the scholarship of teaching and learning in their disciplines to the design of their courses.

Objectives

- Apply the science of how higher education students learn.
- Apply evidence-based teaching practices in your discipline.
- Either personally or, more likely, by referral, address the supplemental learning needs of students in higher education.
- Devise objectives for an assigned course in higher education.
- Using the objectives as a guide, develop assessments for an assigned course in higher education.
- Based on developed objectives and assessment as guides, outline a learner-centered course to be taught in higher education.
- Design learner-centered lessons for the outlined course.

Teaching Approach

Guided asynchronous online self-study, which guides learners through readings, online lectures, and assignments.

In addition, students will meet once per month in a Live Virtual Session to ask questions about the material and relate material taught in the course to contemporary issues in higher and continuing education.

Assignment	Weight
Course outline—general (including course objectives)	15%
Course outline—topics	15%
Course outline—assignments	15%

Course outline—readings	15%
Lesson plans	40%

Readings and Related Materials

Will curate materials from these sources:

- The training being prepared by the Centre for Teaching and Learning for new Concordia faculty
- Evidence-based materials that address specific teaching challenges in higher education and are being prepared for an ECQ-funded research collaboration between Concordia University and Marianpolis College
- Resources used in the course Fundamentals of Instructional Design (ETEC 651)

TEAC 608: Foundations of Facilitation of Higher and Continuing Education Courses (3 credits)

About this Course

This course prepares students to teach in the face-to-face and live virtual classrooms. Specifically, it explains how to prepare for class sessions—even if lessons plans are already developed—how to establish an inclusive, supportive, productive learning environment; how to engage learners during a session; how to foster learning through the facilitation of activities—including conversations on subjects such as equity, anti-racism, decolonization, and similar topics, responses to questions that arise and management of the class; and how to assess whether students have mastered the material before moving onto another unit. This course also helps students adjust their skills for different instructional media.

Objectives
- Apply the science of how higher education students learn.
- Apply evidence-based teaching practices in your discipline.
- Create an inclusive environment in face-to-face and virtual classrooms
- Either personally or, more likely, by referral, address the supplemental learning needs of students in higher education.
- Applying principles of learner-centered teaching, facilitate lessons for the outlined course.
- When facilitating lessons, lead discussions of issues such as equity, anti-racism, decolonization, and similar issues.
- Using informal feedback, adjust teaching approach in a given lesson.

Teaching Approach Guided asynchronous online self-study, which guides learners through readings, online lectures, and assignments. In addition, students will meet once per month in a Live Virtual Session to ask questions about the material and relate material taught in the course to contemporary issues in higher and continuing education.

Assignment	Weight
Application paper: How to facilitate assignments for 3 different teaching strategies, including the types of material for which each would work, tips for structuring the lesson, engaging students, and providing fee. One of the strategies should address issues of equity, racism, and decolonization.	30%

Revised lesson plans: Revise three lesson plans prepared in the course UNIT 607 to adopt a different teaching strategy than used in the previous course.	40%
Facilitating a lesson. Facilitate a 15-minute segment of one of the lessons that were planned, and receive feedback from peers.	30%

Readings and Related Materials

Textbook: McCain, D. V. (2015). Facilitation Basics. Alexandria, VA: Association for Talent Development.

Additional Resources: Will curate materials from these sources:
- A new workshop on facilitating classes to be developed for GradProSkills
- The textbook, Facilitation Basics
- Evidence-based materials that address specific teaching challenges in higher education and are being prepared for an ECQ-funded research collaboration between Concordia University and Marianopolis College
- The growing body of resources on the website for the Centre for Teaching and Learning at Concordia, including resources on addressing equity, anti-racism, decolonization, and similar issues in the classroom

TEAC 609: Field Experience in Teaching (6 credits)	
About this Course	
This internship and related instruction is an opportunity for students to teach one 3-credit university, Cegep, or college course, or one 39-hour Continuing Education course in their discipline using the materials developed in UNIT 607 and to reflect on the experience. This course specifically helps nascent instructors practice classroom facilitation skills, receive feedback on their in-class performance, and respond to the feedback. It also provides support to students in grading the assignments of their students, and guides students in prepare a teaching portfolio, which includes a teaching statement and other resources expected by prospective employers. The course also offers sessions with other students also participating in their teaching internships to debrief in-class teaching experiences.	
Objectives	
- Apply evidence-based teaching practices in your discipline. - Either personally or, more likely, by referral, address the supplemental learning needs of students in higher education. - Devise objectives for an assigned course in higher education. - Using the objectives as a guide, develop assessments for an assigned course in higher education. - Based on developed objectives and assessment as guides, outline a learner-centered course to be taught in higher education. - Applying principles of learner-centered teaching, facilitate lessons for the outlined course. - Seek student feedback on courses. - Using informal feedback, adjust teaching approach in a given lesson. - Using formal feedback, adjust a course. - Grade student work. - Determine the educational philosophy that guides your teaching. - Prepare a teaching portfolio.	
Teaching Approach	
Guided asynchronous online self-study, which guides learners to reflect on their experiences, expand upon their learning in earlier courses, and interact with their on-site and program supervisors.	
Assignment	**Weight**
Themed logs—lesson plans in theory vs practice; learning theories in practice; midterm evaluation;	30%

Every log: How can I get this to work (put the responses into general log—let onsite supervisors answer the questions; anonymous)	
Structured abstracts of published research on teaching in your discipline and context	25%
Paper on teaching in your discipline	25%
Teaching philosophy / portfolio	20%
Readings and Related Materials Read on a topic of interest Will include a module on the ethics of conducting teaching evaluation research	

SUMMARY OF SURVEY RESULTS

In July 2020, two surveys were sent out to different communities to get a sense of the interest of potential prospective students in the modified certificate. Below is a summary of the key points from the responses obtained. The complete results can be consulted in the documents attached.

Concordia Survey

The survey was sent to all students who had registered in a GradProSkills workshop between Summer 2018 and Winter 2020 and to all graduate students enrolled in the Education Department in Winter 2020. A total of 292 students responded to the survey.

Highlights:
- 206 participants would foresee pursuing this program immediately or in 2-3 years. Only 53 students indicated they would not apply
- 87% indicated the proposed program outcomes are relevant or very relevant to their professional goals
- 56% indicated teaching in higher education is a career priority for them to a great extent
- 45% of respondents do not have formal training in teaching and 83% have teaching experience
- 188 students shared their email hoping to be contacted once applications for program open

Cegep Survey

The survey was shared with a Cegep network in Montreal. A total of 34 individuals responded to the survey.

Highlights:
- 22 participants would foresee pursuing this program immediately or in 2-3 years
- 85% indicated the proposed program outcomes are relevant or very relevant to their professional goals
- 71% indicated teaching in higher education is a career priority for them to a great extent
- 32% of respondents do not have formal training in teaching and 94% have teaching experience
- 17 individuals shared their email hoping to be contacted once applications for program open

Graduate Program in Higher Education Teaching Survey

Would you like to complete this survey in English or in French?
Souhaitez-vous répondre au sondage en anglais ou en français?

	Counts	Percents	Percents 0 — 100
English / Anglais	282	96.6%	
French / Français	10	3.4%	
Totals	292	100.0%	

Do you identify as Indigenous; that is First Nations, Métis or Inuit?

	Counts	Percents	Percents 0 — 100
Yes	5	1.7%	
No	278	95.2%	
I prefer not to answer	9	3.1%	
Totals	292	100.0%	

Do you identify as a member of a visible minority in Canada?*

	Counts	Percents	Percents 0 — 100
Yes	110	37.7%	
No	163	55.8%	
I prefer not to answer	19	6.5%	
Totals	292	100.0%	

*As defined by Canada's Employment Equity Act, visible minority refers to "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour." Options, as used by Statistics Canada, may include Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian, West Asian, and other visible minority groups.

Do you have any teaching experience?				
	Counts	Percents	Percents 0	100
Yes	243	83.2%		
No	49	16.8%		
Totals	292	100.0%		

Do you have teaching experience in any of the following contexts?				
	Counts	Percents	Percents 0	100
University or college (as a teaching assistant)	165	70.2%		
University or college (as a course instructor for an academic program)	72	30.6%		
Private school	61	26.0%		
Workplace trainer	59	25.1%		
High school or Cegep	55	23.4%		
Community education trainer	35	14.9%		
Continuing education program of a university, college, or Cegep	33	14.0%		
Not Applicable	5	2.1%		
Totals	*	*		

* Note: Multiple answer percentage-count totals not meaningful.

Have you completed any formal training in teaching?				
	Counts	Percents	Percents 0	100
No	128	45.4%		
Graduate Seminar in University Teaching offered by Concordia's GradProSkills	99	35.1%		
Graduate degree (certificate, diploma, master's or PhD) in education	41	14.5%		
Bachelor's degree in education	32	11.3%		
Professional development training offered by my employer	28	9.9%		
Other	21	7.4%		
Totals	*	*		

* Note: Multiple answer percentage-count totals not meaningful.

Where did you complete your training in teaching?			
	Counts	Percents	Percents 0 100
Quebec	130	46.1%	
International, other country	39	13.8%	
Canada, outside Quebec	14	5.0%	
International, North America	4	1.4%	
Not Applicable	120	42.6%	
Totals	*	*	

* Note: Multiple answer percentage-count totals not meaningful.

To what extent is teaching in higher education or continuing education a career priority for you?			
	Counts	Percents	Percents 0 100
To a great extent	164	56.2%	
To some extent	81	27.7%	
To a limited extent	24	8.2%	
Not a priority	21	7.2%	
Not sure	2	0.7%	
Totals	292	100.0%	

How relevant are the proposed program outcomes to your professional goals?			
	Counts	Percents	Percents 0 100
Very relevant	128	43.8%	
Relevant	126	43.2%	
Not relevant	22	7.5%	
Don't know	16	5.5%	
Totals	292	100.0%	

If you responded "Not relevant" or "Don't know", please explain your choice.

- I prefer working in the Industry after my Masters.
- I am still not sure which job and position matches me better
- Pursuing a mitacs or post doc would seem more relevant.
- We have the GSUT. Why do we need this? Seems like a waste of time and money. The worst part is if you start making people do this before you let them teach a class.
- Not sure if I will ever become a teacher, but it's something I've considered in the past
- Teaching is not my career goal right now.

- As I understand, academic and research excellence and direct teaching experiences are the main issues universities look into while hiring. Only the internship part or allowing doctoral/masters students to teach course reserves might be enough. A single seminar as I had during my doctoral studies or the GradProSKills seminars might be enough.
- I plan to work in the industry,so teaching will not be a large part of my career.
- Teaching is something I'm only recently considering, so I'm not sure how relevant they are to my personal professional goals at the moment, but they look promising
- These sound like skills I already have--but more importantly, contract faculty are notoriously underpaid and poorly treated, so this program sounds like a scam to further exploit and profit from already-vulnerable members of a broken system.
- I would love to see a prioritisation of working with diverse learning methods, and dealing with racism, abelism, sexism etc in the classroom. These kinds of issues feel really at the heart of what is needed in understanding how to hold space in a teaching environment. It would also be important that the course was taught by diverse faculty.
- Somewhat relevant is my choice of option.
- No use for such programs in my current situation.
- I do not yet know if I want to be a teacher.
- I'm completing the Educational Technology program - however, this is a great idea to improve higher ed instruction (assuming people are motivated to take it).
- I am more interested in industrial experience rather than academic.
- It would depend on whether the teaching opportunities meet my career goals.
- Most of your program outcomes have already been covered in my B. Ed. and the subsequent years learning from 20 years of teaching experience in the field. I'm wary of spending precious time enrolled in something I already know, something that has happened in several GradProSkills workshops. I cannot see if the course will provide some introduction to using various technology tools including interactive virtual tools, so if it does, it should be in the program outcome
- I am not sure I want to be an educator yet. My interests lie more in research and administration
- I think asking students who are already pursuing a master's or Phd to take three core courses with credits in high education teaching is a lot to ask. My experience from teacher training that I received is that the theory unless applied does not make sense and cannot be retained for a long time. Graduate students who want to teach already have to master their discipline theoretically (not sure it is useful unless someone is interested in pursuing teaching and learning as a field of research). I think the practical component is important: making course outlines, receiving feedback not from a general teaching/learning perspective only but also from teachers in their field. Similarly, actual teaching experience, online course design and teaching tools, etc. would be more useful. 9 credits in more coursework, I am not up for it.
- I already find a job outside the university.
- It depends on someone's priority or career plan.
- While I enjoy teaching, I have not really considered it as a career goal.
- Unfortunately, employers are not considering higher education as a pre-requisite. They look at experience mostly.
- -
- I find education programs to be completely bogus, not founded in scientific research or, more importantly, highly experienced and excellent educators. People who teach how to teach rarely have long term experience in teaching. What are even the criteria for excellent teaching?
- While relevant, I worry that those of us who have acquired many of these skills through different pathways would not have a way to obtain a comparable certificate without going through the program, although it may not be as worthwhile compared to somebody with less experience.
- I want to pursue my career as a Structural Engineer so I am not sure how the proposed program can help me.
- I took the week-long teaching workshop intensive with GradProSkills last summer and found it extremely helpful. I'd like to know if the Certificate & micro-program being offered would differ much from the GradProSkills offering by much and if so, how it would differ.
- I don't need to learn teaching skills.
- I am not looking to teach anytime soon in a higher education setting.
- I already have about a decade of experience as a learning designer and plan to expand my avenues in the same area.

Are there other program outcomes you would like to see added?

- Practical education on / strategies for dealing with the actually existing infrastructure of education in Quebec and Canada
- Decolonial syllabi, anti-racist teaching principles, examining personal bias in teaching
- strategies for classroom management such as diffusing interpersonal conflict within the class
- N/A
- If possible, it might also be helpful to have a qualification for high school teaching of non core classes, for example courses in social sciences that are not part of the QEP like psychology, sociology, etc. I am very interested in the graduate diploma and hope to have the opportunity to take these courses in order to be qualified to teach in CEGEPs, as it is my ideal career choice!
- I would really love to gain an actual certificate of completion that I would be qualified to teach in higher education. If we chose the Micro-program option, does this mean I'd still get an actual certificate of completion? This is very important to my interested colleagues and me.
- NA
- Theories of Education
- Not at the moment.
- Gestion de classe: undergrad vs. grad students; grand groupe (plus de 40) vs. petit groupe (10). Comment rendre l'apprentissage dynamique, comment augmenter la participation active des étudiants
- Shadow a faculty member throughout a course based on appropriateness and relevance; audit the course as a teaching assistant, and suggest improvements from a teaching and learning perspective
- Learn best practices for grading and feedback
- Gain a basic understanding of the bureaucratic aspect of Higher Education Teaching, contracts, rights, unions etc
- Missing a "bridging the gap between academia and industry" outcome here. Something along the lines of discussing the role of institutional teaching/learning in society, for example, preparing students to enter the industrial workforce, as opposed to recycling the researchers-training-researchers approach.
- For those with teaching experience/B.Ed., an online delivery option would be very convinient!! Please consider!
- Focus on mixed-model learning (as the world embraces more online instruction/delivery of content)
- getting feedback from students
- No
- The problem is professors don't use their TA's properly. They treat them like subcontractors.
- Learning how to make PowerPoint slides that effectively transmit information to students is fairly lacking at concordia
- No, the program outcomes seems perfect.
- comfortable in online teaching environments
- Managing and optimizing the classroom experience. How best to capture and retain the attention of students. Best practices in communication/instruction.
- Yes, I would like to learn about evaluation methods/techniques (written tests, oral test, projects, and others) and how it affects different kinds of students. The outcome would be to find a fair environment where each student has the ability to show their knowledge in a way that suits him/her.
- Best practices and strategies for teaching online/distance teaching and learning.
- The program needs to go beyond the skills of teaching alone, as people who would become instructors have to deal with students who may not be motivated to learn, who do not understand why they are learning a course, and who never take it seriously.
- ability to teach online - there needs to be an exploration of online pedagogy. Classroom settings differ from online platforms. There also needs to be components to handle classroom management (even at higher education levels). This would again include online or cyber bullying. I would also include sensitization of teachers to diverse populations. Higher education can be perceived as being exclusive. Language and delivery of material needs to be sensitive to all potential audiences.
- Course and program design is also relevant in the corporate setting. I'd be interested in a course or workshop on how course planning and learning assessment can be applied in corporate training (because there is continuing education there as well).
- Concordia had a similar program named 'graduate certificate in university teaching' that doctoral students could attend during their studies. Apart from the internship aspect, it looks very similar. But, without direct subject-matter teaching experiences, certificates might not be very helpful.
- Developing a course relevant to the broad area of study. I remember the GradProSkills seminar sometimes had a hard time addressing how to teach all the different topics (hard science vs. social science)
- No

- Add a discipline-specific component (e.g. a course on physics education research for physics, chemistry education research for chemistry, etc.)
- The idea of credentialing sectional teaching when all seasonal instructors already have advanced degrees, usually including teaching experience, is outrageous and offensive.

  Furthermore, practica are an endemic problem in education. In other fields, these are called co-op placements, and are remunerated accordingly.
- Addressing classes in an online environment.
- how to bridge teaching with research
- Learning online tools to enhance student engagement
- Virtual teaching design
- I would love to see something about simulated job application/experience. I know that becoming a teacher in CEGEP is rather competitive, so if there are any tips on how to prepare for the application process, that would be something of great interest!
- helping students (individually/classroom) identify and overcome their learning blocks; adaptation of course to online platform; applying these skills as online tutor
- Based on what I experienced with the GradProSkills seminar, a lot of the teaching is very superficial, unclear, and geared more towards the Arts than the Sciences. As a result, I'd like to be able to get a more scientific view on teaching, especially for things like designing lab courses.
- How to engage with the students in the classroom
- Develop assessment skills, i.e. grading.
- Ensuring that students have a basic level of technological literacy (e.g., Microsoft office, tools for online learning, tools to record classes, etc.).
  Develop strategies for making the material accessible to all students (e.g., how to avoid unnecessarily complex vocabulary)
- See above.
- #1) Understanding the higher education context. Learning the regulations, processes, procedures, etc in place that one will have to work within. Both in applying for jobs, and implementing your teaching goals, within the parameters of the higher education system.
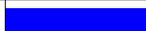
  #2) Putting together your application package (diversity statement, cover letters for different types of positions, etc.) for higher education positions and preparing for interviews (especially virtual).
- Practice and employ the use of modern technology in supporting learning outcomes
- No
- No
- a focus on building inclusive course curricula
- Applying for teaching positions
- Mentorship and Job opportunities
- Discover online teaching practices that facilitate learning and build confidence to perform as an instructor outside of the classroom.
  As well, it would be interesting to include a session on active learning among the teaching practices.
- How to support students with disabilities in the classroom. How to navigate difficult conversations around racism, ableism, sexism, transphobia, etc. Shadow a professor at Concordia.
- Working with students/maintaining a positive and professional relationship. For example, when a student argues with a professor about their grade and how to handle it appropriately.
- Involve technology (virtual teaching). Involve culture (there are some regional differences). Requirements for teaching in Canada. Finally, it is very important to practice the teaching approach. The theory is important but I would expect a very practical course.
- Interview practice, Interview questions, Negotiating contracts/pay/benefits, how to handle classroom conflicts, workplace conflicts, how to support BIPOC and LGBTQQIP2SAA+ students and coworkers.
- Inclusion of active/collaborative learning strategies and techniques.
- The diversity of students we have so no one to be left behind
- It would be helpful to add courses around diversity and inclusion, as well as Universal Design for Learning. It is sometimes challenging for both profs and learners in a post-secondary institution to have a fully inclusive learning experience. Accommodations are very helpful but can only go so far.
- Optional elective for teaching in their discipline (could be asynchronous) - classroom practices may not be specific enough for all disciplines. For example, biology courses with lab components - focus could be on alternatives to lab work when no budget.
- How to accommodate students with learning difficulties in post-secondary studies. How to ensure our teaching is inclusive, intersectional, decolonial, and anti-oppressive.
- No

- Should address teaching/course design for in person and online instruction. Explicit discussions around decolonization and anti-racist practices in the classroom, design of syllabi, etc. Students in the "micro-program" with teaching experience would also benefit from feedback on their teaching portfolio. Opportunities to practice teaching (practicum component) is great - but what does this look like? If it's just an unpaid TA kind of role, it's more exploitative than helpful...
- Program where all PhD students have the opportunity to be instructor for a course
- A focus on in- class experience for students, for example: Strategies for building communities of learning within the classroom to encourage collaboration. How to navigate the politics/power dynamics of higher education as a contractual instructor, finally, strategies for linking curriculum to real world work /demands of the labour market.
- no
- This program is perfect
- Il faut des outils pour l'enseignement en ligne aussi !!!
- As mentioned in previous answer, there should be a component to explores various virtual and interactive tools which prospective lecturers can use in class and outside of class, e.g. MIRO or Mural, etc. Also, there is a severe lack of tending to developing the teacher's mental health outside of classroom practices. We are constantly taking care of our students' mental health but teaching (at any level) is not for the faint-hearted. I'd like to see a PRACTICAL course that equips me to take care of MY mind, heart and spirit, even as I teach. Far too often, teachers are also competitive and collaboration is NOT often seen in the workplace. There are huge silos in the teaching world. It would be great to do something experiential that could demonstrate the power and impact of dialogue and collaboration at the level of working with colleagues. If we are taught to put students in groups for group work for the purpose of building intangible emotional skills like resilience and common courtesy, then, it would be interesting to see how we ourselves land in those continuums. Including something from department of Applied Human Sciences would be very beneficial.
- Get training in online teaching technologies (e.g. Moodle, Zoom, any other educational tool that facilitates learning and teaching)
- Free/Without any educational fees
- Soft skills in communications and presentations.
- Decolonizing course syllabi and assessment.
- It might be advantageous to have a component related to online teaching and familiarity with Learning Management Systems (Moodle, Canvas, etc.), as many universities are prioritizing that skill set in the current climate.
- Learn how to handle troublesome students.
- Dealing with diverse issues of race, class, gender etc. Including diverse items to your syllabus.
  A lot of time emotional issues come up, especially in situations where there are no mental health programs for students - how to deal with them.
- yes
- Some techniques for online courses, especially for making a class interactive.
- Using online resources to support student learning
- No
- In-class communicative skills; online communicative skills
- -
- Diversity in teaching both using diverse materials and works by underrepresented groups in academia and diverse in the sense of including and empowering students of diverse backgrounds, especially racialized people, Indigenous people, gender and sexuality minorities, neurodiverse and disabled people. A program built with access for all needs in the center, not as an afterthought or accomodation.
- Yes, we can have more language/culture courses, anti/racism, queer studies, feminist studies, women's history, and community outreach programs
- How to create an inclusive classroom environment and anti-racist pedagogy so students of colour and/or LGBTQ students are not triggered by learning materials.
- no
- Develop Facilitation techniques. Guidance in managing difficult students. Information on how to motivate students. Opening up conversation with and finding solutions together for students in difficulty, regardless of the reason.
- No
- For the teaching internship within the Certificate Program, would this also include the possibility to do university teaching for those interested? I would be interested in that option, if available.

When would you foresee pursuing this program?				
	Counts	Percents	Percents 0	100
Immediately	112	38.4%		
In 2-3 years	94	32.2%		
In 4-5 years	16	5.5%		
In more than 5 years	17	5.8%		
Would not apply	53	18.2%		
Totals	292	100.0%		

How important is a flexible schedule for you?				
	Counts	Percents	Percents 0	100
Very important	181	62.0%		
Important	94	32.2%		
Not important	11	3.8%		
Don't know	6	2.1%		
Totals	292	100.0%		

How important is the option to attend class sessions either in-person or online to you?				
	Counts	Percents	Percents 0	100
Very important	138	47.3%		
Important	107	36.6%		
Not important	34	11.6%		
Don't know	13	4.5%		
Totals	292	100.0%		

Please rank from 1 to 7 the following teaching formats by their correspondence to your personal learning style, with **1 being the <u>highest</u> correspondence and 7 being the <u>lowest</u>**. Please do not assign each rank more than once.

Rank of teaching formats by correspondence to personal learning style

rank 1-7	1	2	3	4	5	6	7	Totals	Mean
Live online instruction (e.g. webinar)	48.0 16.4%	27.0 9.2%	35.0 12.0%	27.0 9.2%	51.0 17.5%	43.0 14.7%	61.0 20.9%	292.0 100.0%	3.70
Recorded online instruction (e.g. video tutorials)	34.0 11.6%	47.0 16.1%	19.0 6.5%	35.0 12.0%	30.0 10.3%	65.0 22.3%	62.0 21.2%	292.0 100.0%	3.55
Online resources, quizzes and discussion forums (e.g. Moodle)	17.0 5.8%	31.0 10.6%	58.0 19.9%	45.0 15.4%	62.0 21.2%	42.0 14.4%	37.0 12.7%	292.0 100.0%	3.71
In-person lecture (e.g. traditional classroom)	72.0 24.7%	30.0 10.3%	44.0 15.1%	57.0 19.5%	27.0 9.2%	24.0 8.2%	38.0 13.0%	292.0 100.0%	4.45
In-person workshop with significant group activities	37.0 12.7%	70.0 24.0%	47.0 16.1%	35.0 12.0%	38.0 13.0%	48.0 16.4%	17.0 5.8%	292.0 100.0%	4.39
Blended online instruction followed by in-person group activities	23.0 7.9%	39.0 13.4%	51.0 17.5%	55.0 18.8%	54.0 18.5%	44.0 15.1%	26.0 8.9%	292.0 100.0%	3.92
Experiential learning (e.g. teaching practicum)	61.0 20.9%	48.0 16.4%	38.0 13.0%	38.0 13.0%	30.0 10.3%	26.0 8.9%	51.0 17.5%	292.0 100.0%	4.28

[Continuing table]

rank 1-7	Mean
	1 7
Live online instruction (e.g. webinar)	▮▮▮
Recorded online instruction (e.g. video tutorials)	▮▮▮
Online resources, quizzes and discussion forums (e.g. Moodle)	▮▮▮
In-person lecture (e.g. traditional classroom)	▮▮▮▮
In-person workshop with significant group activities	▮▮▮▮
Blended online instruction followed by in-person group activities	▮▮▮
Experiential learning (e.g. teaching practicum)	▮▮▮▮

If you have any final comments or questions regarding the proposed Graduate Program in Higher Education Teaching, please share them below.

- N/A
- I am very interested in the graduate program and hope that it is available to apply as soon as possible.
- I am really happy to receive this survey; I was very sad to see the previous graduate certificate was cancelled and hope to be able to take this program. Thank you.
- I would consider attending this program only on the sole condition I will receive a physical certification that I can teach in higher education. It's also important that we know certain other types of requirements, such as: current students who've completed their masters are encouraged to apply, or psychology students are encouraged to apply, etc. This is important to set the tone for students on what to expect, so that there are no surprises; surprises as in, "this course is designed for those with experience in philosophy".
  If you may please also specify the conditions for the micro-program. For example, I've been teaching for 5+ years at my workplace, and 2+ years as a TA, does this mean I should go into the micro-program? And if I did choose the micro-program, do I still get a certificate? Thank you!
- Looking forward for the experience.
- The program seems very interesting as I think it would be really important to educate prospective professors. A concern I would have is regarding the costs, as I have a scholarship for my PhD program and I am an international student. In addition how this would fit on my schedule, e.g.: in how much time you are allowed to finish the program.
- I think this would be an excellent compliment to the GradProSkills training. Completing that training left me hungry to learn more about how to teach effectively, and this content is also relevant to my field as a creative arts therapist (as I sometimes do group psychoeducation and so on). Would love to see this offered in an online and flexible format.
- I prefer an integrated approach, one which can enhance the student's experience within the discipline or field of interest. I can also understand the frustration a student who has little to no chance at acquiring teaching experience may develop. A program like this may sound appealing to them.
- I would not need a program like this because I am a teacher by training and I am doing my PhD in Educational Technology, but I feel that anyone who wishes to teach at the CEGEP or university level should be required to take a program like this before teaching. For the most part, higher education professors don't know how to teach, which, I believe, seriously negatively impacts the quality of courses and degrees.
- The opportunities to blend this program with the thesis-based graduate programs might be explored, esp. for candidates who are interested in pursuing an academic career. Also, please consider providing a number of entrance awards to candidates for this program to incentivize students and strengthen teaching & learning in a range of academic disciplines.
- Would it be possible to take this program at the same time as another (ex: during a PhD), or would it have to be separate?
- Very exciting stuff Concordia! I am finished my MA Ed. Studies coursework and am working on my thesis. If you can get this program up and running for Winter2021 ONLINE, I will be first in line to register!!
- More credentialling? No thanks.
- Will this be mandatory? Will it be an elective?
- I wrote that I did not plan to enroll. This is because I had to go to UdeM to receive a formal collegiate level teaching education. No English university in Montreal offers this. I fully support this initiative.
- Do you suggest this course for a graduating student? Why?
- Would the program last one (1) semester? During which semester(s) would it be offered? Could the program be completed during the final year of another Master's degree?
- I do not see the point of this program - if you want to get experience and learn about teaching - there is the GSUT that is non-academic and free - so no need to pay for the program for a current grad student. And if someone wants to pay or wants the academic degree, there is the education MAs available.
- When I first applied to my Master's degree, I was initially seeking a program in Education. McGill University is the only English University in Montreal to offer a higher-ed program in Education, but it would be very nice to have other options for Universities. I REALLY hope this happens.
- It would be a bonus if this certificate also granted a Brevet de Enseignement. For that, there would need to have an internship. Many students graduate from programs with no classroom experience. They try to apply their theoretical knowledge and often fail. If this program is to have any integrity, it needs to have a practical component that has some rigor. As a principal of a school, I am often disappointed to see that teachers have a certificate with very little experience. With online platforms become the norm, teachers need to improve their pedagogical practices.
- Higher education jobs are being extremely competitive. Research excellence or wide teaching experiences seem to be the key to me. Similar seminars helped me, but students need exposure to teach at this level.
- Can Alumni take this course or do you need to be registered as a student while you take this course?

- I think it would be helpful to know what the differences between this program and the GradProSkills program is. I would love to take this program, but for now it seems like I have a choice between a free option (GPS - though I know it is not as long as the program would be) or a paid option that might take up a lot of time. This might help to choose between the two.
- what is the point of the program when employers will never ask you for such a certificate. I feel this program is totally useless. Unless this program can be marketed to potential employers and see the importance of it.
- Contract faculty are notoriously underpaid and poorly treated, so this program sounds like a scam to further exploit and profit from already-vulnerable members of a broken system.

  The idea of credentialing sectional teaching when all seasonal instructors already have advanced degrees, usually including teaching experience, is outrageous and offensive.

  Furthermore, practica are an endemic problem in education. In other fields, these are called co-op placements, and are remunerated accordingly--not to mention that most employers provide paid training for new hires.

  From the questions in this survey, it sounds like you are already determined to run this program. As a graduate student at Concordia, I find this shameful and disappointing. If you want to support graduate students in finding employment in university teaching, your efforts should be focused on reforming institutional structures to create more stable, well-paid teaching positions.
- not a comment but the previous questoin had a technical error. my responses are not accurate because i was not allowed to give the same number ranking to two different lines. the data for the bottom half of questions is to be discarded for those.
- This would be an ideal program for me! I am nearing completion of my MA in Child Studies, and I am looking for a practical program that would allow me to practice teaching in formal settings and gain more confidence in my ability to teach. The downside of a lot of arts programs is that many students are left with too-broad job options, and don't necessarily know what to do after graduation. A program like this would allow a more concrete career outcome, which is something I would value dearly! If there were ever a focus where teachers can help prepare students to find a teaching job in their field of interest, that would be something great! I think a potential direction for this program would be that of a more practical approach to accompany the theoretical aspect we've already covered in our masters programs.
- A great idea! I like how there is a shorter program option. Please consider graduate students who would want to take these courses to better prepare them for applying for TA positions and becoming lab instructors while/after graduate studies.
- I think that this would be a great program to teach people how to teach. In my opinion, a lot of teachers/professors in higher education do not know how to properly teach and convey their knowledge to students. A program as such would allow people who are serious about teaching at a higher education level to get the proper training and subsequent ability to do so well.
- How much would this program cost? Any possibilities of scholarships?
- I couldn't rank the previous question. The style offered didn't match with my feedback. So I did it randomly.
- If possible, contact the people interested in the program currently to see what structures, ideas, and formatting are interesting and needed for the different disciplines that students may be coming from and/or interested in pursuing!
- How could the program evaluate a student on classroom teaching skills, when the course is offered online?
- Hello, many of my responses were guided by the current pandemic situation. I love classrooms but that is not practical nor are many group activities except on line. Since I already have a certificate from the Grad Pro Skills Program (excellent program) what does this new program offer?
- Love the idea and would definitely apply if this program was available.
- Kudos for the initiative!
- Very good initiative
- It would be important to engage with the Teaching and Learning dept. as they already offer a similar 5-day course to graduate students and have a great deal to offer. Again, Higher Education Teaching is about adult learning but also about self-efficacy of the learning, equity and inclusion.
- If option for fully online, could attract people from outside of Quebec.
- master student can take this 9 credits
- Use feedback from students on what instructors have done well and where there needs to be improvement to identify some of the potential objectives of this proposed training.
- What seperates this new program from the GradProSkills Certificate. What new experience would be gained
- In the previous question, I wish I could have chosen several as my top options instead of ranking them so strictly as for me, there were several options in the same level of importance for me. Most important to this program for me is that you offer PRACTICAL insights. In my B. Ed., it was all very fine to learn about theories and design "perfect" lesson plans but then meeting all the human beings in class, those "perfect" plans were

more like art work in a museum, great to look at and admire but was not achievable within a 1 hour class with real people with attitudes (some of those attitudes being BAD). Time constraints and curriculum demands are also very real hurdles to navigate in reality, as are unreasonable department heads. Sad, but true. So, some equipping in how to handle different group and power dynamics would be helpful. Lastly, how to apply all these theories to a diverse setting would be practical. In higher learning, groups are not so homogenous. Awareness of multiculturalism is important to a professor sharing theories from a predominantly white and western world. All my comments are from lived experiences through decades of the pendulum swing in education pedagogy and seeing what I believe is most important in being an effective teacher at any level.

- If possible, I suggest the university lower the price of taking the courses. Though I perceive the courses and certificate to be useful, I don't know how useful it will be. I guess potential employers would prefer to seeing applicants have actual teaching experience or have participated in teaching practicum before applying for jobs.
- I think everybody when they graduate should have a teaching experience, you need to create opportunities for that. But three courses is too much and graduate students are already overburdened with courses, research, writing, publishing, community outreach, funding applications, working, and applying for academic jobs
- This initiative is great for people who have not taken the graduate seminar in university teaching offered by Gradproskills. This workshop is already offering most of what you propose in this course. I would suggest that you blend in the two programs together since there are already students who completed this workshop and have done some of the work that you propose. For students who did complete this workshop, it would be good to adapt the two-formats formula you propose for them to do a mandatory internship-type course where they teach a class using the resources they learned in the seminar - instead of making them take mandatory courses on the theory that they already are familiar with.

  Another important resource to invest in is to focus on matching people who successfully completed this course or the graduate university teaching seminar with classes, either as part-time instructors, workshop leaders, continuing education classes, language classes etc. offered at Concordia University. Most students who have a certificate in teaching have a hard time finding teaching opportunities in university.
- I really want to learn more about this type of opportunities. Because for career building this is one of the most finest skill one could ever have.
- The program would be great if you include courses that help teachers benefit from the LMS, LRS and create online activities for their students.
- If this program qualifies the student to teach in Canada, that would be worthwhile.
- -
- The last question asked us to rank teaching methods but I think the context is important. In our current Covid-19 reality online methods are more important than in-class. But in general, while in-class workshop experience is paramount & I learned so much from the GradProSkills seminar, ideally it would be perfect if each class was also available on zoom and recorded to make it accessible and available for all who cannot attend for whatever reason. A usable and robust Moodle module is also a must. Our instructor was an expert in very advanced uses of Moodle. It is a great and accessible tool.
- What i learned in the gradproskills teaching seminar was bullshit. Research has debunked the usefulness of learning styles. These sort of programs that pretend to teach education as if it were a format of delivering information in various ways to reach everyone in the classroom has NO BASIS IN NUANCED THEORY OR RESEARCH. It's garbage.
- I think this would be a very useful program for graduate students who are thinking about teaching at the post-secondary level in the future. As a former Concordia graduate student, I looked for ways to learn about the practice of teaching through my TA experiences, conversations with professors, courses (like the extremely beneficial Literary Pedagogies course taught by Professor Bobker) and workshops. Curating a program for students who may not have the time or opportunity to go about pedagogical training like I did is definitely worthwhile.
- A program such as this could definitely benefit the quality of instruction at the University level. It would help fill some of the gaps in learning how to teach (or facilitate, lead) that aren't addressed in traditional PhD programs.
- no comment
- Hi there! Thanks for the survey. I just finished my graduate program in April and am collecting CERB. I'm going to start looking for work soon. Would I qualify for this program now that I'm done my degree? What would the cost be? Thank you!
- It's great to offer 2 streams for people with and without experience! I've always found it annoying to take training with people who haven't taught.
- Congratulations on this initiative and all the best.
- No
- Teaching practicums should be flexible and not requirie an additional burden on participants in the program to find a class to practice teaching with. Program should generate a diversity of relevant/ applicable possibile opportunities.

Graduate Program in Higher Education Teaching
(Cegep Survey)

Would you like to complete this survey in English or in French? Souhaitez-vous répondre au sondage en anglais ou en français?			
	Counts	Percents	Percents 0 100
English / Anglais	30	88.2%	
French / Français	4	11.8%	
Totals	34	100.0%	

Do you identify as Indigenous; that is First Nations, Métis or Inuit?			
	Counts	Percents	Percents 0 100
No	32	94.1%	
I prefer not to answer	2	5.9%	
Totals	34	100.0%	

Do you identify as a member of a visible minority in Canada?*			
	Counts	Percents	Percents 0 100
Yes	5	14.7%	
No	27	79.4%	
I prefer not to answer	2	5.9%	
Totals	34	100.0%	

*As defined by Canada's Employment Equity Act, visible minority refers to "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour." Options, as used by Statistics Canada, may include Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian, West Asian, and other visible minority groups.

Do you have any teaching experience?

	Counts	Percents	Percents 0 – 100
Yes	32	94.1%	
No	2	5.9%	
Totals	34	100.0%	

Do you have teaching experience in any of the following contexts?

	Counts	Percents	Percents 0 – 100
Continuing education program of a university, college, or Cegep	23	71.9%	
High School or Cegep	18	56.3%	
University or college (as a course instructor for an academic program)	16	50.0%	
University or college (as a teaching assistant)	10	31.3%	
Private School	10	31.3%	
Workplace trainer	8	25.0%	
Community education trainer	3	9.4%	
Not Applicable	0	0.0%	
Totals	*	*	

* Note: Multiple answer percentage-count totals not meaningful.

Have you completed any formal training in teaching?

	Counts	Percents	Percents 0 – 100
Graduate degree (certificate, diploma, master's or PhD) in education	15	44.1%	
No	11	32.4%	
Professional development training offered by my employer	7	20.6%	
Bachelor's degree in education	5	14.7%	
Graduate Seminar in University Teaching offered by Concordia's GradProSkills	3	8.8%	
Other	4	11.8%	
Totals	*	*	

* Note: Multiple answer percentage-count totals not meaningful.

Where did you complete your training in teaching?				
	Counts	Percents	Percents 0	100
Quebec	19	82.6%		
International, other country	6	26.1%		
Canada, outside Quebec	4	17.4%		
International, North America	1	4.3%		
Not Applicable	0	0.0%		
Totals	*	*		

* Note: Multiple answer percentage-count totals not meaningful.

To what extent is teaching in higher education or continuing education a career priority for you?				
	Counts	Percents	Percents 0	100
To a great extent	24	70.6%		
To some extent	7	20.6%		
To a limited extent	2	5.9%		
Not a priority	1	2.9%		
Totals	34	100.0%		

How relevant are the proposed program outcomes to your professional goals?				
	Counts	Percents	Percents 0	100
Very relevant	20	58.8%		
Relevant	9	26.5%		
Not relevant	5	14.7%		
Totals	34	100.0%		

If you responded "Not relevant" or "Don't know", please explain your choice.

- While we should keep learning until we die, I have four university degrees in my field, have extensive teaching experience and am at the end of my career. So I might take a pass on this one.
- already have an M.Ed. degree
- I do not consider teaching as my professional goal.
- A focus on the basics, planning, confidence building, and a portfolio are not relevant to in-service teachers. For pres-service teachers, I also have my doubts. When we hire teachers to teach at our CEGEP, we never ask for a portfolio and wouldn't have the time or inclination to evaluate it.

  If you want to help teachers perform better in department meetings and in a job search, train them to answer questions with storytelling that shows that they can contextualize problems and solutions in an engaging way.

  Everybody likes confidence, but we actually need teachers to doubt their methods more than they do. We

need teachers to be able to communicate research evidence that calls inefficient practices into doubt in a way credible way makes it relevant to other teachers who face the practical problems of at-risk and under-performing learners. We get lots of teachers talking about their experience, but few are able to call certainties into doubt in a disarming way and engaging way.

As for the other content of the program, it would be much more useful for trainees to work on getting a clear understanding of the government competencies for the courses they are likely to teach, the "approche par competence" and "approche par programme" and ways to integrate skills in a competency-based evaluations.

Furthermore, we need teachers who are well-versed in learning management systems (LMS) like Moodle--every college uses it but few teachers use it efficiently. A firm grasp of automated essay evaluation systems and other forms of AI is also needed. Teachers who can't automate the delivery of feedback and flipped-classroom instruction/practice won't be able to show much leadership in departments in which most teachers completed their training 20-30 years ago and resist most forms of automation. The pedagogical compromises we made 40 years ago are still with us because teachers fear automation or figure it is better to wait for retirement than try to catch up. Consequently, students are denied valuable practice and feedback because teachers decide to manage their workload instead of trying maximize learning opportunities for students.

We find that candidates and inservice colleagues are very poorly equipped to use technology, so rather than integrate technology into their lessons in a meaningful way with clear pedagogical goals, they try to ban it or cobble together an incoherent playground of apps that don't lead to well-integrated competency-based final evaluations. When they try new technologies, they end up recreating the least efficient parts of their teaching practices first (for example, long teacher-centered online lectures) and end up giving up in frustration.

Another concern is that teachers don't have any clear idea which pedagogical intervention is likely to have the biggest impact on student performance. Yes, feedback works. Yes, a strong teacher-student relationship is important. Yes, smaller class sizes have an effect. Yes, computer-assisted learn accelerates learning. Yes, peer teaching helps. But which of these interventions has demonstrated the largest effect? Which require the most time to implement? We need teachers who not only know what works, but what works best and is the most efficient use of their time. That means teachers need to inform their decisions with an understanding of effect-size.

Finally, teachers need to know how to improve their teaching over their careers. We have lots of teachers who never video record themselves, who never write a blog post, who never invite criticism from their colleagues, who never attend or present at conferences, who never interview leaders in their field, and who never read research journals or books on pedagogy. And yet, these teachers all think they are above average because their students like them. Customer satisfaction surveys make in-service teachers complacent.

Are there other program outcomes you would like to see added?

- Online teaching specifically.
- Best practices for online course development and delivery, adapt classroom courses for teaching online.
- Something to do with pedagogy/andragogy. Something to do with Active Learning strategies.
- Online teaching techniques. Ability to update the content with the market needs.
- Application de l'enseignement explicite, l'évaluation des apprentissage et grilles critériées
- So, in short, your program would do better to focus on teaching teachers how to sell their ideas in meetings and interviews in a compelling manner, how evaluate the efficiency of classroom interventions in terms of effect-size, how to automate feedback and instruction, how maximize classroom interaction, and how to continuously improve their teaching by seeking meaningful criticism instead of confirmation and reassurance.
- Course management and the role and responsibilities of a teacher outside the classroom in University or CEGEP (i.e. departmental expectations and responsibilities).
- Teaching with technology (especially now that we teach online), educational technology in general, assistive technology, Active learning and Universal Design for learning.

When would you foresee pursuing this program?				
	Counts	Percents	Percents 0	100
Immediately	15	44.1%		
Would not apply	11	32.4%		
In 2-3 years	7	20.6%		
In more than 5 yr	1	2.9%		
Totals	34	100.0%		

How important is a flexible schedule for you?				
	Counts	Percents	Percents 0	100
Very important	23	67.6%		
Important	8	23.5%		
Not important	2	5.9%		
Don't know	1	2.9%		
Totals	34	100.0%		

How important is the option to attend class sessions either in-person or online to you?				
	Counts	Percents	Percents 0	100
Very important	16	47.1%		
Important	13	38.2%		
Not important	4	11.8%		
Don't know	1	2.9%		
Totals	34	100.0%		

Please rank from 1 to 7 the following teaching formats by their correspondence to your personal learning style, with **1 being the highest correspondence and 7 being the lowest**. Please do not assign each rank more than once.

rank 1-7	1	2	3	4	5	6	7	Totals	Mean
Live online instruction (e.g. webinar)	10.0 29.4%	2.0 5.9%	6.0 17.6%	3.0 8.8%	7.0 20.6%	3.0 8.8%	3.0 8.8%	34.0 100.0%	4.53
Recorded online instruction (e.g. video tutorials)	4.0 11.8%	9.0 26.5%	4.0 11.8%	3.0 8.8%	1.0 2.9%	5.0 14.7%	8.0 23.5%	34.0 100.0%	3.97
Online resources, quizzes and discussion forums (e.g. Moodle)	4.0 11.8%	7.0 20.6%	4.0 11.8%	3.0 8.8%	8.0 23.5%	5.0 14.7%	3.0 8.8%	34.0 100.0%	4.09
In-person lecture (e.g. traditional classroom)	4.0 11.8%	3.0 8.8%	3.0 8.8%	10.0 29.4%	3.0 8.8%	4.0 11.8%	7.0 20.6%	34.0 100.0%	3.68
In-person workshop with significant group activities	2.0 5.9%	3.0 8.8%	8.0 23.5%	3.0 8.8%	6.0 17.6%	10.0 29.4%	2.0 5.9%	34.0 100.0%	3.65
Blended online instruction followed by in-person group activities	3.0 8.8%	5.0 14.7%	5.0 14.7%	8.0 23.5%	7.0 20.6%	6.0 17.6%	0.0 0.0%	34.0 100.0%	4.15
Experiential learning (e.g. teaching practicum)	7.0 20.6%	5.0 14.7%	4.0 11.8%	4.0 11.8%	2.0 5.9%	1.0 2.9%	11.0 32.4%	34.0 100.0%	3.94

[Continuing table]

rank 1-7	Mean
	1 7
Live online instruction (e.g. webinar)	▆
Recorded online instruction (e.g. video tutorials)	▅
Online resources, quizzes and discussion forums (e.g. Moodle)	▅
In-person lecture (e.g. traditional classroom)	▄
In-person workshop with significant group activities	▄
Blended online instruction followed by in-person group activities	▅
Experiential learning (e.g. teaching practicum)	▅

If you have any final comments or questions regarding the proposed Graduate Program in Higher Education Teaching, please share them below.

- I think generalizing teaching may not be always a good idea. Some concepts like feedback may apply to all the fields, but others like course design differ from one field to another.
  I found that in Concordia, we have the same approach for all the courses, and specifically in IT/Computer, our approach is way outdated.
- J'ai déjà suivi ce genre de programme, donc je ne suis pas intéressée... à moins qu'il soit offert gratuitement aux employés de Concordia.
- Would admission into this program require the completion of a masters or a PhD?
- Sera-t-il également offert en français?
- Thanks for asking. Good luck with your program. In-service CEGEP teachers will likely be interested in your program because we are paid based on the number of credits we have up to the M.A. level. The only way to get a pay raise after that is with a Phd. For teachers with master's degrees already who want to upgrade their skills, you will need to focus on evidence-based research that reveals all of the things that teachers are doing wrong or inefficiently. Best practices will seem like an unhelpful review. Workload reductions and learning acceleration through the prioritization of more efficient interventions and tech-integration could attract more in-service teachers. Project work with critical reflection is likely a good choice.
- It is very important that this program model the expected learning outcomes of participants. Most cegep teachers need help and experience in course design and program design within their local context, and how important this is for student learning and retention. I'm very happy to see a portfolio element to the program, and to see an experiential component. Please note that I won't be pursuing this program myself as I am about to retire. However, it could be of much interest to some of our teachers.
- There are already significant resources to do this via Performa (UdeS). This would appear to be duplication of work.
- Great initiative!

Enrolment projections

The following budgets are based on the enrolment projections for the two micro-programs that constitute C-Teach. Year 1 corresponds to Fall 2021.

Table 1. Enrollment projections for C-Teach

	Year 1	Year 2	Year 3	Year 4	Year 5
Foundations of Teaching in Higher and Continuing Education (9-credits)	15	20	25	30	35
Practice of Teaching in Higher and Continuing Education (6-credits)	5	10	15	20	25

In this projection, two thirds of the students will be master's students and one third will be PhD students. This distinction has funding implications that are accounted for in the budgets attached.

Juan Carlos Castro, PhD
Chair
Associate Professor
Faculty of Fine Arts
(514) 848-2424 ex. 4787
JuanCarlos.Castro@concordia.ca

November 20, 2020

Dear Dr. Nelson,

I am writing at your request regarding our opinion on the curriculum changes proposed by the School of Graduate Studies (SGS) in curriculum document SPEC-6 regarding the Graduate Certificate in University Teaching (UNIT).

I have consulted with Art Education faculty member Dr. Vivek Venkatesh, one of the UNIT program creators, served as its GPD from its inception in 2013 until 2015 and served as an instructor on record for the UNIT 601, UNIT 602, and UNIT 603 courses.

I agree with Dr. Venkatesh that the UNIT program is a value-added proposition that emphasizes developing pedagogical skills for highly-qualified professionals who are seeking academic and/or teaching appointments in either university or college settings. The UNIT program is especially pertinent for students from graduate programs who do not necessarily benefit from specialized training and apprenticeship in courses that address the theoretical frameworks that underpin higher education pedagogical practices. The UNIT program offering through SGS is logical insofar as the program must be tailored to graduate programs across the university that do not offer specialized teaching and learning-related training to their graduate students.

Several of our faculty members (both full-time and part-time) in ARTE have both research and practical experience in higher education pedagogical practices. As such, we would be available for consultation to the program committee for UNIT should they wish to seek our advice regarding any current or future curriculum changes. Moreover, should there be any teaching opportunities in the UNIT program for part-time faculty members, we see alignment with several individual profiles.

Also, ARTE faculty members would have the necessary credentials to serve as GPD for the UNIT program. Any such appointment would need to be offered with an appropriate teaching credit remission. However, given our faculty complement (8 full-time members), our highly successful research profiles, and our thriving graduate programs, I must caution you that we are stretched in terms of administrative responsibilities.

I wish you success in the implementation of the curricular changes to the UNIT program.

Sincerely,

Juan Carlos Castro

November 19, 2020

Letter of support for C-TEACH

The CTL has expertise in the domain of academic professional
development, course design, instructional methods, and the
scholarship of teaching and learning, among other areas
relevant to the C-TEACH certificate curriculum. Further, it is
within the interests of the CTL to position Concordia as a
leader in the advancement of higher education teaching
practices and innovation. Our collaboration with the C-TEACH
certificate is one way of leveraging our expertise and
pursuing those interests.

To support the development and implementation of the C-TEACH
certificate, the CTL is prepared to offer the following
collaboration:

- consult on and support the development of the curriculum,
  its design and content, based largely on the past and
  ongoing work the CTL has conducted in academic
  professional/ pedagogical development.

- support the creation of learning objectives and content on

    o Online and hybrid course designs along with the
      teaching methods and available technologies and skills
      to deliver these course designs,
    o Teaching in higher ed as an evidence-based
      professional practice,
    o Equity, diversity, inclusion and anti-racist teaching
      practices,
    o Accessibility and Universal Design of Instruction and
      Learning (UDI/UDL),
    o Decolonization of teaching practices and content,
    o The design of learning environments that contribute to
      student well-being;

- explore and support experiential learning opportunities for C-TEACH students at Concordia and within our extended professional higher education network, as appropriate and feasible;

- support the understanding of the scholarship of teaching and learning (SoTL) and its role in an evidence-based profession; organize and support SoTL activities within the program;

- curate and maintain a repository of documented SoTL projects emerging from the program, contribute (as feasible) to both peer review of these projects and to their knowledge mobilization where applicable.

Robert Cassidy
Director

November 20, 2020.

 Dear Dr. Nelson,

 I am writing with respect to the curriculum changes proposed by the School of Graduate Studies (SGS) in curriculum document SPEC-6 regarding the Graduate Certificate in University Teaching (UNIT).

On behalf of the Department of Education, we support these changes as effective and timely modifications to the existing Graduate Certificate program. We believe that the Certificate is most effectively hosted by the School of Graduate Studies, as it is a professional development program which draws students from across the university and, hopefully, students from other institutions. The graduate programs in the Department of Education (DOE) cater to students seeking academic study, with important experiential learning opportunities, but our DOE graduate programs are not designed for professional development or for recruiting cohorts of students from very different disciplines, as the Graduate Certificate is.

Our department's part-time faculty members boast a wide range of experience and expertise in post-secondary teaching, including CEGEP teaching. They would be very pleased to contribute to the Graduate Certificate program, sharing their knowledge and approaches with novice post-secondary instructors. Especially following the university shutdown and move to remote teaching and learning, many of our PT faculty have developed or deepened their expertise in online teaching and learning.

The Graduate Certificate courses, which are online and 600-level, might also be suitable as electives for specific DOE graduate programs, depending on the nature of the Graduate Certificate course, the nature of the DOE program, and the permission of the GPD of the DOE program.

I see no inherent difficulty with the proposal that the advisory committee include a GPD and other representative rotating between the Department of Education and the Department of Art Education (FFA). It is of course expected that any faculty member seeking a GPD role for this Graduate Certificate would consult with the Department Chair about workload before agreeing to serve in this role.

In sum, I support the changes proposed to the curriculum of the Graduate Certificate in University Teaching.

Best wishes,

Sara Kennedy

Chair, Department of Education
Concordia University, Montreal, QC
education.chair@concordia.ca

Requested amounts for the Department of School of Graduate Studies

Program name: Micro-program in the Foundations of Teaching in Higher and Continuing Education (9 credits)

Program Financial Viability

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition Fee							
Tuition (FTE)		$ 11,698	$ 15,580	$ 19,488	$ 23,370	$ 27,278	$ 97,415
Grants							
Teaching Grant (WFTE)		$ 93,027	$ 123,736	$ 154,895	$ 185,604	$ 216,763	$ 774,025
Support Grant (FTE)		$ 9,257	$ 12,329	$ 15,421	$ 18,493	$ 21,586	$ 77,085
Total grants		$ 102,284	$ 136,065	$ 170,316	$ 204,097	$ 238,348	$ 851,110
Additionnal Funding External	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ -	$ 113,982	$ 151,645	$ 189,804	$ 227,467	$ 265,627	$ 948,525

EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TEACHING							
Tenure Track	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Extended Term Contrats	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Limited Term Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lecturers	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Course remissions	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Technical support	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Part Time Contracts	$ -	$ 25,000	$ 37,500	$ 37,500	$ 37,500	$ 37,500	$ 175,000
Teacher's Assistants	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Stipends	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADMIN STAFF							
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll	$ -	$ 25,000	$ 37,500	$ 37,500	$ 37,500	$ 37,500	$ 175,000
OTHER EXPENSES							
al Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$ -	$ 25,000	$ 37,500	$ 37,500	$ 37,500	$ 37,500	$ 175,000
CONCORDIA UNIVERSITY SURPLUS / (DEFIC	$ -	$ 88,982	$ 114,145	$ 152,304	$ 189,967	$ 228,127	$ 773,525

Faculty Financial Viability

ADDITIONAL BASE FUNDING	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Additionnal Base Fu $ 900			$ 4,014	$ 5,346	$ 6,687	$ 8,019	$ 24,066
Additionnal Base Fu $ 1,200			$ 31,171	$ 41,461	$ 51,902	$ 62,192	$ 186,726
Additionnal Base funding - full time TT Hire	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additionnal Provost, External, Capital or Institutio	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Additionnal Funding	$ -	$ -	$ 35,185	$ 46,807	$ 58,589	$ 70,211	$ 210,792

ADDITIONAL EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Payroll	$ -	$ 25,000	$ 37,500	$ 37,500	$ 37,500	$ 37,500	$ 175,000
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$ -	$ 25,000	$ 37,500	$ 37,500	$ 37,500	$ 37,500	$ 175,000
FACULTY SURPLUS / (DEFICIT)	$ -	$ (25,000)	$ (2,315)	$ 9,307	$ 21,089	$ 32,711	$ 35,792

Requested amounts for the Department of School of Graduate Studies

Program name: Micro-program in the Foundations of Teaching in Higher and Continuing Education (6 credits)

Program Financial Viability

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition Fee							
Tuition (FTE)		$ 2,597	$ 5,193	$ 7,790	$ 10,387	$ 12,983	$ 38,950
Grants							
Teaching Grant (WFTE)		$ 20,623	$ 41,245	$ 61,868	$ 82,491	$ 103,113	$ 309,340
Support Grant (FTE)		$ 2,055	$ 4,110	$ 6,164	$ 8,219	$ 10,274	$ 30,822
Total grants		$ 22,677	$ 45,355	$ 68,032	$ 90,710	$ 113,387	$ 340,162
Additionnal Funding External	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ -	$ 25,274	$ 50,548	$ 75,822	$ 101,097	$ 126,371	$ 379,112

EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TEACHING							
Tenure Track	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Extended Term Contrats	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Limited Term Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lecturers	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Course remissions	$ -	$ 12,500	$ 12,500	$ 12,500	$ 12,500	$ 12,500	$ 62,500
Technical support	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Part Time Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Teacher's Assistants	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Stipends	$ -	$ -	$ 3,750	$ 3,750	$ 3,750	$ 3,750	$ 15,000
ADMIN STAFF							
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll	$ -	$ 12,500	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 77,500
OTHER EXPENSES							
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$ -	$ 12,500	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 77,500
CONCORDIA UNIVERSITY SURPLUS / (DEFICIT)	$ -	$ 12,774	$ 34,298	$ 59,572	$ 84,847	$ 110,121	$ 301,612

Faculty Financial Viability

ADDITIONAL BASE FUNDING	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Additionnal	$ 900		$ 891	$ 1,782	$ 2,673	$ 3,564	$ 8,910
Additionnal	$ 1,200		$ 6,910	$ 13,820	$ 20,731	$ 27,641	$ 69,102
Additionnal Base funding - full time TT Hire	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additionnal Provost, External, Capital or Institution	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Additionnal Funding	$ -	$ -	$ 7,801	$ 15,602	$ 23,404	$ 31,205	$ 78,012

ADDITIONAL EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Payroll	$ -	$ 12,500	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 77,500
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$ -	$ 12,500	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 77,500
FACULTY SURPLUS / (DEFICIT)	$ -	$ (12,500)	$ (8,449)	$ (648)	$ 7,154	$ 14,955	$ 512

Requested amounts for the Department of: School of Graduate Studies

Program name: Certificate in the Teaching of Higher and Continuing Education (C-TEACH) (15 credits)

Program Financial Viability

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition Fee							
Tuition (FTE)		$ 14,295	$ 20,773	$ 27,278	$ 33,757	$ 40,262	$ 136,365
Grants							
Teaching Grant (WFTE)		$ 113,649	$ 164,981	$ 216,763	$ 268,095	$ 319,876	$ 1,083,365
Support Grant (FTE)		$ 11,312	$ 16,438	$ 21,586	$ 26,712	$ 31,859	$ 107,907
otal grants		$ 124,961	$ 181,420	$ 238,348	$ 294,807	$ 351,736	$ 1,191,272
Additionnal Funding External	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ -	$ 139,256	$ 202,193	$ 265,627	$ 328,564	$ 391,997	$ 1,327,637

EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TEACHING							
Tenure Track	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Extended Term Contrats	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Limited Term Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lecturers	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Course remissions	$ -	$ 12,500	$ 12,500	$ 12,500	$ 12,500	$ 12,500	$ 62,500
Technical support	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Part Time Contracts	$ -	$ 25,000	$ 37,500	$ 37,500	$ 37,500	$ 37,500	$ 175,000
Teacher's Assistants	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Stipends	$ -	$ -	$ 3,750	$ 3,750	$ 3,750	$ 3,750	$ 15,000
ADMIN STAFF							
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	$ -
otal Payroll	$ -	$ 37,500	$ 53,750	$ 53,750	$ 53,750	$ 53,750	$ 252,500
OTHER EXPENSES							
r Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$ -	$ 37,500	$ 53,750	$ 53,750	$ 53,750	$ 53,750	$ 252,500

CONCORDIA UNIVERSITY SURPLUS / (DEFICIT)	$ -	$ 101,756	$ 148,443	$ 211,877	$ 274,814	$ 338,247	$ 1,075,137

Faculty Financial Viability

ADDITIONAL BASE FUNDING	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Additionnal $ 900			$ 4,905	$ 7,128	$ 9,360	$ 11,583	$ 32,976
Additionnal $ 1,200			$ 38,081	$ 55,282	$ 72,632	$ 89,833	$ 255,828
Additionnal Base funding - full time TT Hire	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additionnal Provost, External, Capital or Institutiona	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Additionnal Funding	$ -	$ -	$ 42,986	$ 62,410	$ 81,992	$ 101,416	$ 288,804

ADDITIONAL EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Payroll	$ -	$ 37,500	$ 53,750	$ 53,750	$ 53,750	$ 53,750	$ 252,500
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expenses	$ -	$ 37,500	$ 53,750	$ 53,750	$ 53,750	$ 53,750	$ 252,500

FACULTY SURPLUS / (DEFICIT)	$ -	$ (37,500)	$ (10,764)	$ 8,660	$ 28,242	$ 47,666	$ 36,304