



SENATE

NOTICE OF MEETING

December 8, 2023

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, December 15, 2023, at 2 p.m., in the Applied Science Hub Amphitheatre, 7141 Sherbrooke Street West (Room HU-125) on the Loyola Campus.

The Agenda and documents for the Open Session meeting are now posted on the [Senate webpage](#).

Please note that Closed Session documents and discussions are confidential.

Members of the University community who wish to view the Open Session meeting are invited to go to HU-115. You will be admitted to the observers' gallery following the Closed Session meeting.

Karan Singh
Secretary of Senate



AGENDA OF THE OPEN SESSION OF THE MEETING OF SENATE

Friday, December 15, 2023
immediately following the Closed Session meeting
in the Applied Science Hub Amphitheatre, 7141 Sherbrooke Street West
(Room HU-125) on the Loyola Campus
and via Zoom Videoconferencing

Item	Presenter(s)	Action
1. Call to order	G. Carr	
1.1 Approval of the Agenda	G. Carr	Approval
1.2 Adoption of Minutes from the Open Session meeting of November 3, 2023	G. Carr	Approval
CONSENT AGENDA		
2. Tribunal Pool/Committee Appointments (Document US-2023-7-D2)		Approval
3. Committee reports (Document US-2023-7-D3)		Information
4. Academic Programs Committee – Report and recommendations (Document US-2023-7-D4)		Approval
5. Revisions to the <i>Policy on the Conferral of the Title of Distinguished Professor Emeriti or Distinguished Librarian Emeriti</i> (US-3) (Document US-2023-7-D5)		Approval

REGULAR AGENDA

- | | | | |
|------------|--|---|-------------|
| 6. | Business arising from the Minutes not included on the Agenda | G. Carr | |
| 7. | President's remarks | G. Carr | Information |
| 8. | Academic update (Document US-2023-7-D6) | A. Whitelaw | Information |
| 9. | Annual report of the Office of Rights and Responsibilities (Document US-2023-7-D7) | G. Carr/
A. Topsakal | Information |
| 10. | Credit/Non-credit (Document US-2023-7-D8) | G. Carr/
A. Whitelaw | Approval |
| 11. | 3MT competition presentation | G. Carr/
E. Diamantoudi
/Riya Dutta | Information |
| 12. | Question period (<i>maximum 15 minutes</i>) | | |
| 13. | Other business | | |
| 14. | Adjournment | G. Carr | |

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

Friday, November 3, 2023,
following the Closed Session of Senate
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) SGW Campus
and via Zoom video conferencing

PRESENT

Voting members:

Graham Carr (Chair)	Selvadurai Dayanandan	Christopher Moore
Angelica Antonakopoulos	(zoom)	David Morris (left 2:33 p.m.)
Leslie Barker	Mourad Debbabi	Catherine Mulligan
Matthew Barker	Larry Deck	Xavier Ottenwaelder
Sabine Bergler	Effrosyni Diamantoudi	Robert Padmore
Dominque Bérubé	Mehdi Farashahi (zoom)	Deep Patel
Beverley Best	Ariela Freedman	Véronique Pepin (zoom)
Theresa Bianco	Mariana Ghali	Mahshid Rahbari
Amy Buckland	Steve Henle	Rosemary Reilly
Alexandrah Cardona	Arnav Ishaan (zoom)	Pascale Sicotte
Sally Cooke	Charles Rohinth Jospheh	Ahmed Soliman
Roy Cross	Mehdi Kharazmi	Sofiène Tahar
Anne-Marie Croteau	Raghulkanna Lakshmanan	Craig Townsend
Fabienne Cyrius (zoom)	Michael Lecchino	Roberto Viereck-Salinas
Niraj Dayanandan	Harley Martin (zoom)	Anne Whitelaw
		Radu Grigore Zmeureanu

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

Also attending: Caroline Baril, William Cheaib

ABSENT

Voting members:

Annie Gérin
Bonnie Harnden

Dany-Ariel Ishimwe
Moshe Lander

Mireille Paquet
Ian Rakita
Melissa Spiridigliozzi

Non-voting members: Isabel Dunnigan

1. Call to order

The Chair called the meeting to order at 2:07 p.m.

1.1 Approval of the Agenda

R-2023-6-4 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 Adoption of September 29, 2023, Minutes

R-2023-6-5 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of September 29, 2023, be adopted.

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

- Dr. Carr spoke about the challenges universities were facing to manage life on campuses in the wake of the violence underway in the Middle East. He spoke to the expectations that existed for the University to declare a political position. He restated the University's role as a place for the peaceful exchange of ideas, and underlined that diversity is intrinsic to who Concordia is and that it is not the role of the University to editorialize on the topics of the day. The University must speak to the ensemble of the community with compassion for all members of the community – a difficult feat when the views are so polarizing. He affirmed that the University's core responsibility is to do the utmost to ensure that exchanges on campus are peaceful and respectful, and to provide support to students, faculty and staff to ensure that everyone feels safe on campus.
- He went on to note how it was important to recognize the diversity in the University community and Concordia's history. His message to all Senators was to remember Concordia's role and responsibility as an academic institution, a place of teaching

and learning and that of the respectful exchange of ideas. The University cannot be turned into a mere staging ground for conflict even on matters of global significance.

- He appealed that, as an important academic governance body within the University, Senate must lead in the civil, respectful and evidence-informed exchange of ideas. He encouraged faculty members, who are well versed in dealing with similar complex issues, to lead in their communities. He underlined the need to be even more sensitive and mindful of the tone in which we express our views and opinions. Having difficult conversations is challenging enough, without making them even seem intolerant of other positions.
- He noted that some community members--students, staff and faculty--do not feel that the University is a safe space and instead feel intimidated. Concordia cannot be proud of this and everyone in the University community must work together to address and reverse such an environment. Concordia is an organization that expects that everyone in its community abide by a code of good behaviour, that we exercise our academic freedom without threat or infringing on others' equal rights. Unfortunately, in a context where tensions are running high, there may be voices that will cross that line. However, the University is not a place for violent speech or action and therefore individuals who feel victimized by words and actions should seek recourse through the procedures that the University has in place.
- Senate is an illustration of how the University benefits from collegial governance but we should all take a step back and reflect on what collegial means.
- Dr. Carr restated that the University is a place of diversity of people, of opinion and of cultures. That diversity must be preserved, valued and respected. Dr. Carr and the University team are trying to be as measured as possible in an extremely difficult moment, but there is a shared responsibility to keep calm on campus, to ensure that discourse is respectful, and that people are talking and listening to each other.
- Dr. Carr then went on to address the Québec government's recent announcement that out-of-province tuition fees would double and the funding formula for international students would be modified. These changes will have a significant impact on the University and its revenues, curtailing diversity and resulting in a significant decline in enrolment. Although these changes have been described as having an impact on universities across the sector, they will disproportionately affect Bishops, McGill, Concordia.
- The policy will also have an impact on the Montreal brand as one of the world's great university cities and to the image of Québec externally as a welcoming place eager to recruit and retain top talent to nurture the economy of the future.
- Since the government's announcement, Dr. Carr has met with the Minister of Higher Education, Pascale Déry, who is so far unyielding on this decision. Assessment and strategizing with his executive team are ongoing.

- Dr. Carr underlined the amazing work that the team at University Communications Services has done since the announcement, with a big thank you to Philippe Beauregard, Vannina Maestracci, Pascal Lebel, and William Cheaib for all their efforts. He then thanked community members who have mobilized in response to the government's announcement, adding that he was pleased about the support from Mayor Valerie Plante's office, the head of BMO Québec, and the leaders of the five francophone charter universities (Université de Montréal, Université Laval, Université de Sherbrooke, HEC Montréal and Polytechnique Montréal), who have all come out publicly against the policy.
- Dr. Carr thanked everyone for their support. He also noted that Premier Legault had invited the heads of the anglophone universities to meet with him and he was hopeful that the Premier and the government would be in listening mode.

A round of applause for Dr. Carr's remarks followed.

4. Academic update (Document US-2023-6-D2)

A. Whitelaw noted that there was nothing to add to the written Academic Update that had been circulated with the meeting documentation.

CONSENT

5. Tribunal Pool/Committee Nominations (Document US-2023-6-D3)

R-2023-6-6 Upon motion duly moved and seconded, it was unanimously resolved that the Tribunal Pool and Committee appointments be approved.

6. Distinguished Research Professor Award guidelines (Document US-2023-6-D4)

R-2023-6-7 Upon motion duly moved and seconded, it was unanimously resolved that, the revisions to the Distinguished Research Professor Award, outlined in Document US-2023-6-D4 be approved.

7. Mandate and Memberships of Senate Standing Committees
(Document US-2023-6-D5)

R-2023-6-8 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Special Graduation Awards Committee, Senate approve the modifications to the Membership and Functions of Standing Committee of Senate related to the Special Graduation Awards Committee.

REGULAR

8. Recognition of new research unit - CICIEM (Document US-2023-6-D6)

D. Bérubé introduced the item and spoke of the new unit was aimed to provide expanded research opportunities to the research community.

R-2023-6-9 Upon motion duly moved and seconded, it was unanimously resolved that, on recommendation of the Senate Research Committee, Senate approve the recognition of the Centre for Innovation in Construction and Infrastructure Engineering and Management ("CICIEM") as a research unit.

9. Question period

A couple of Senators thanked the President for his continued leadership in this time of crises for the University. Dr. Carr expressed thanks and commended the excellent efforts and collaboration of his team and his gratefulness to Senate.

10. Other business

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

11. Adjournment

The meeting was adjourned at 2:54 p.m.

K. Singh
Karan Singh
Secretary of Senate



**SENATE
OPEN SESSION
Meeting of December 15, 2023**

AGENDA ITEM: Tribunal Pool/Committee Appointments

ACTION REQUIRED: For approval

SUMMARY: Senate is being asked to approve the following Committee and Tribunal Pool appointments:

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Research	Catherine Mulligan (Faculty Senator)	2023-24
Special Graduation Awards	Dany Ariel Ishimwe (CSU)	2023-24

<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Honorary Degree Committee	Bonnie Harnden (Faculty Senator)	2023-26
Student Tribunal Pool	Abhisek Agarwal (GSA)	2023-25
	Arnav Ishaan (GSA)	2023-25
	Yedhu Karanath Jayapalan (GSA)	2023-25
	Pradeep Kumar (GSA)	2023-25
	Neeraja Meduri (GSA)	2023-25
	Sanaz Naghdi (GSA)	2023-25
	Saloni Patel (GSA)	2023-25
	Bharath Rajendir Rajendran (GSA)	2023-25

DRAFT MOTION:

That the Committee and Tribunal Pool appointments be approved.

PREPARED BY:

Name: Secretary of Senate

Date: December 7, 2023

**ACADEMIC PROGRAMS COMMITTEE
REPORT OF APPROVED DOSSIERS
Sandra Gabriele, PhD
December 15, 2023**

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

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

All curriculum change dossiers listed below are available for consultation online in the [December 15, 2023 Senate](#) Sharepoint folder.

Undergraduate Curriculum Proposals (Changes for the 2023-24 Calendar)

Faculty of Arts and Science

Department of Chemistry and Biochemistry
AS-CHEM-4101; **APC-2023-5-D2**

- Program Requirements
- Courses

Department of Economics
AS-ECON-4561; **APC-2023-2-D1**

- Courses
- Requirements/Regulations

AS-ECON-5451; **APC-2023-7-D11**

- Regulation
- Courses

Department of Education
AS-EDUC-5160; **APC-2023-4-D1**

- Courses
- Requirements/Regulations

Department of English
AS-ENGL-5363; **APC-2023-7-D12**

- Courses

Department of History

AS-HIST-5123; **APC-2023-7-D13**

- Program Requirements
- Courses

Department of Health, Kinesiology, and Applied Physiology

AS-HKAP-5248; **APC-2023-6-D2**

- Regulation
- Courses

Department of Mathematics and Statistics

AS-MATH-4521; **APC-2023-2-D2**

- Requirements/Regulations

AS-MATH-4701; **APC-2023-4-D3**

- Courses

AS-MATH-4801; **APC-2023-5-D3**

- Program Requirements
- Courses

Department of Physics

AS-PHYS-5246; **APC-2023-4-D4**

- Courses

Department of Political Science

AS-POLI-4301; **APC-2023-5-D4**

- Courses
- Regulations

Department of Psychology

AS-PSYC-5202; **APC-2023-3-D1**

- Requirements/Regulations

AS-PSYC-5400; **APC-2023-7-D10**

- Regulation

AS-PSYC-5374; **APC-2023-7-D15**

- Courses

Department of Religions and Cultures

AS-RELI-5146; **APC-2023-7-D16**

- Regulations
- Program Requirements

AS-RELI-5277; **APC-2023-7-D17**

- Program Requirements
- Courses

Science College

AS-SCOL-5329; **APC-2023-6-D3**

- Regulation
- Program Requirements
- Courses

Simone de Beauvoir Institute

AS-WSDB-5215; **APC-2023-5-D5**

- Program Requirements
- Courses

Department of Sociology and Anthropology

AS-SOAN-5264; **APC-2023-3-D2**

- Courses
- Requirements/Regulations

AS-WSDB-5282; **APC-2023-6-D4**

- Program Requirements
- Courses

Department of Theological Studies

AS-THEO-5288; **APC-2023-4-D5**

- Courses

Faculty of Fine Arts

Department of Art History

FA-ARTH-5154; **APC-2023-4-D6**

- Courses
- Programs

Department of Contemporary Dance

FA-DANC-5346; **APC-2023-7-D19**

- Program Requirements
- Courses

Department of Studio Arts

FA-STUDART-5234; **APC-2023-7-D20**

- Program Requirements
- Courses

Department of Theatre

FA-THEA-5238; **APC-2023-4-D7**

- Courses
- Programs

Gina Cody School of Engineering and Computer Science

Department of Building, Civil, and Environmental Engineering GCS-BCEE-5209; **APC-2023-2-D3**

- Courses
- Requirements/Regulations

Department of Computer Science and Software Engineering
GCS-COMP-5262; **APC-2023-5-D6**

- Program Requirements
- Courses

Department of Electrical and Computer Engineering
GCS-ELEC-5260; **APC-2023-6-D6**

- Program Requirements
- Courses

Department of Mechanical, Industrial and Aerospace Engineering
GCS-MIAE-5276; **APC-2023-4-D8**

- Courses
- Programs

GCS-MIAE-5313; **APC-2023-5-D7**

- Courses

John Molson School of Business

Department of Accountancy
JMSB-ACCO-53444; **APC-2023-6-D10**

- Regulations

Graduate Curriculum Proposals (Changes for the 2023-2024 academic year; Summer 2024 term)

Faculty of Arts and Science

Department of Chemistry and Biochemistry
AS-CHEM-5305; APC-2023-6-D11

- Courses

Département d'études françaises
AS-FRAN-4781; **APC-2023-4-D2** (For May 2024 Implementation)

- Courses
- Requirements/Regulations

Department of Journalism

AS-JOUR-5258; **APC-2023-6-D12**

- Courses
- Program Requirements

School of Community and Public Affairs

AS-SCPA-4641; **APC-2023-7-D23**

- Program Requirements
- Regulation
- Courses

Department of Physics

AS-PHYS-5224; **APC-2023-3-D3** (For May 2024 Implementation)

- Courses

Gina Cody School of Engineering and Computer Science

GCS-GCS-5156; **APC-2023-2-D4** (For September 2023 Implementation)

- Courses

Concordia Institute for Information Systems Engineering

GCS-CIISE-3746; **APC-2023-2-D5** (For September 2023 Implementation)

- Courses
- Requirements/Regulations

Department of Computer Science and Software Engineering

GCS-COMP-5125; **APC-2023-2-D6** (For September 2023 Implementation)

- Courses
- Requirements/Regulations

Department of Electrical and Computer Engineering

GCS-ELEC-4281; **APC-2023-2-D7** (For September 2023 Implementation)

- Courses
- Requirements/Regulations

GCS-ELEC-5295; APC-2023-6-D13

- Courses

John Molson School of Business

JMSB-MBA-5228; **APC-2023-3-D4** (For September 2023 Implementation)

- Courses

Department of Supply Chain and Business Technology Management

JMSB-MSCM-5285; APC-2023-6-D14

- Program Requirements

Investment Management (GIIM) MBA
JMSB-GIIM-5274; **APC-2023-4-D9** (For January 2024 Implementation)

- Courses
- Programs



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning November 23, 2023

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
November 22, 2023**

The Academic Programs Committee requests that Senate consider the following changes for the Academic Calendar.

Following approval of the Faculty Councils, APC members reviewed the curriculum submissions listed below. As a result of discussions, APC resolved that the following curriculum proposal be forwarded to Senate for approval:

Undergraduate Curriculum Proposals (Changes for the 2024-25Calendar)

Office of the Registrar

UCA-UCA-5352; APC-2023-7-D1

- Regulation

OOR-OOR-5485; APC-2023-7-D2

- Regulation

OOTR-OOTR-5484; APC-2023-7-D3

- Regulation

OOTR-OOTR-5368; APC-2023-7-D4

- Regulation

OOTR-OOTR-5140; APC-2023-7-D5

- Regulation

OOTR-OOTR-5448; APC-2023-7-D6

- Regulation

OOTR-OOTR-921; APC-2023-7-D7

- Regulation

Faculty of Arts and Science

Faculty of Arts and Science

AS-ARTSCI-5386; APC-2023-7-D8

- Regulation

AS-ARTSCI-5351; APC-2023-7-D9

- Regulation
- Requirements

Department of Psychology

AS-PSYC-3941; APC-2023-7-D14

- Regulation
- Program Requirements
- Courses

Faculty of Fine Arts

FA-FFAR-5306; APC-2023-6-D5

- Regulation
- Courses

Mel Hoppenheim School of Cinema

FA-CINE-5254; APC-2023-7-D18

- Program Requirements
- Courses

Department of Studio Arts

FA-STUDART-5373; APC-2023-7-D21

- Regulation
- Program Requirements

John Molson School of Business

JMSB-JMSB-5390; APC-2023-6-D7

- Regulation
- Requirements

Department of Accountancy

JMSB-ACCO-5342; APC-2023-6-D9

- Program Changes



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning November 22, 2023

Undergraduate Program Regular Curriculum Change - UCA-UCA-5352 - VERSION : 10

Summary and Rationale for Changes

This dossier proposes the introduction of a Credit/No Credit [CR/NC] grading basis for implementation in fall of 2024.

The Credit/No Credit [CR/NC] grading basis is an alternative, course-specific grading scheme that lets undergraduate students take courses outside of their primary discipline without fear of decreasing their GPAs. CR/NC notation allows students freedom to experiment and encourages them to take risks when selecting an elective outside their chosen program of study. Courses with final grades of CR/NC are not included in the GPA calculation and do not count towards concentration requirements (including Honours, Specialization, Major, or Minor programs, and within the BEng, and BCompSc degrees students may only use the CR/NC notation towards the general education requirement).

Rationale for implementing the policy at Concordia

The CR/NC grading basis supports experimentation and curiosity by removing the risk of a negative impact on a student's GPA. The policy further supports the goals of a comprehensive university to offer students a well-rounded education and has been successfully implemented by a number of universities including McGill, McMaster, UBC, MIT, Wharton School of Business and has been seen to increase student success.

At Concordia the CR/NC grading basis will be limited to 12 credits per degree program, ensuring that GPAs and AGPAs can still be calculated to assess students' academic standing.

Eligibility requirements

Undergraduate students in all degree programs are eligible including BA, BSc, BComm, BAdmin, BEd, BEng, BCompSc, and BFA degrees, as well as students in Extended Credit and Mature Entry programs.

The following student types would not be eligible:

- Graduate students would not be able to choose a CR/NC course
- Students enrolled in certificate or micro-credential programs would not be able to choose CR/NC for any of their courses
- Independent students, visiting students and exchange students are not able to select CR/NC for any courses taken at Concordia.

Only "out of program elective" courses that are outside the student's primary discipline of study are eligible for CR/NC.

The regulations around the General Education requirement are used to define what is considered outside a student's primary discipline.

Exclusions

Courses marked as deficiencies, complementary credit courses, Co-op, Bridging Program, and courses already assigned a pass/fail grading basis (internships) are excluded, as well as specific Extended Credit Program (ECP) and Mature Entry Program (MEP) required courses. These courses are treated like program courses and are ineligible. Elective courses that are part of the ECP and MEP are eligible.

Process

Students may choose one course a year to receive a CR/NC notation, up to a maximum of 12 credits total in a program. Engineering and Computer Science students may select a maximum of 3 credits, to align with the

General Education requirement in the Gina Cody School. Students must identify that they wish to receive a CR/NC notation one calendar week prior to the DNE deadline. Students may decide to switch their decision from “CR” to letter grade up to the DISC deadline.

Students will receive credits for “CR” notation; they will not receive credits for “NC” notation. Passing grades (D- or higher) will receive a “CR” notation; failing grades will receive an “NC” notation. Neither the “CR” or “NC” notation is included in the GPA calculation.

The selection of CR/NC is only visible to the Registrar. The instructor of the course will not know if a student has elected to receive a CR/NC notation for the course.

Consultations

The proposal was discussed and revised by the Senate Academic Planning and Priorities Committee (APPC) in 2020-21 and presented to Senate for information only in Winter 2021. Visits to Faculty Councils for information and feedback took place in 2022 with follow up consultations with Associate Deans and Enrolment Services Managers over the summer and fall of 2023. The policy has received the support of all Deans, and additional presentations were offered for information purposes at the Faculty Council meetings in all faculties in September and October of 2023.

Consultations with all accredited programs took place in the fall of 2023. The following departments and faculties were consulted to confirm that the policy will not have a negative impact on the accreditation for any program offered at Concordia:

- Mathematics and Statistics
- Chemistry
- Health, Kinesiology and Applied Physiology
- Études Françaises
- Education
- John Molson School of Business
- Gina Cody School of Engineering and Computer Science

Office of the Registrar staff were also consulted for their feedback on the implementation of the policy in the fall of 2023.

Feedback from the consultations was positive, with a recognition that the policy will offer benefits to students by supporting interdisciplinary exploration. A robust communications and training plan will be implemented following Senate approval of the policy, including FAQs and deadline reminders for students and staff in preparation for implementation in fall of 2024.

Minor changes have been added to the regulations for the Credit/No Credit [CR/NC] grading basis following the approval of the dossier at the October 31 meeting of APC. Please see details within the APC Summary of Discussion under "Updated content following October 31 Meeting of APC".

Resource Implications

The implementation of the CR/NC notation will require resources to address the technical solution outlined in the attached solution brief. The Office of the Provost has agreed to cover the costs associated with implementing technical modifications to the course registration and grading system to allow students to select the CR/NC grading basis, and for the selection to remain blind to faculty members assessing student performance in their courses. The technical solution will also include automated rejection of certain ineligible courses, such as complementary studies courses, or courses already marked on a pass fail basis.

Summary of Committee Discussion: Curriculum Review

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,
Academic Programs Committee (APC), 21 Nov 2023

Approved by:

Julie Johnston, Manager, Curriculum Innovation and Development,
Office of the Provost, 13 Nov 2023

This dossier was approved unanimously at the October 31 meeting of APC. Minor changes were made to this dossier following approval at the October 31 meeting, in consultation with academic departments and the Office of the Registrar. The dossier was therefore submitted to the November 21 meeting of APC for review and approval of these minor revisions prior to submitting to Senate for final approval:

Updated content presented and approved at the November 21 Meeting of APC

1. In the list of "Excluded Courses," under point 15 the text "Courses required as part of a sanction imposed under the Academic Code of Conduct" has been added, given that under the academic code of conduct, sanctions often include completing or repeating certain courses.
2. The following courses have been added under point 14 "Excluded Courses": ACCO 230; FINA 395; ECON 201; ECON 203. These courses have minimum grade requirements for students enrolled in the Actuarial Mathematics program to qualify for accreditation. However, because these courses are not listed in the Actuarial Mathematics program requirements and are also offered outside the Faculty of Arts and Science, they would otherwise be considered as fulfilling the general education elective requirement and would be eligible for CR/NC notation. Therefore, the courses are added to the list of excluded courses so as not to compromise the accreditation requirements.
3. The following text under "Deadlines" has been revised for clarity: "Students who elect to complete a course on a CR/NC basis may request to revert to taking the course on a graded basis up until the DISC deadline. No further changes to the grading mode can be made after these deadlines, with the exception of students who have transferred to another program." The phrase "with the exception of students who have transferred to another program" has been removed as this information is provided within the regulations related to concentration changes, and is confusing to include under "Deadlines."
4. Under "Exceptions" a clarification has been added to the BA Specialization in Early Childhood and Elementary Education that "students may use CR/NC courses towards satisfying the in-program **General Education** Elective Course requirements under Group C." The department keeps an internal list of courses that students must take under Group C, some of which are predetermined courses, with 12 credits of free General Education electives. The regulations now clarify that CR/NC may only be used for General Education electives under Group C and not the predetermined courses. This will also be made clear on the FAQs and in training guidelines for advisors who approve the requests.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,
Academic Programs Committee, 31 Oct 2023

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 24 Oct 2023

I approve of the calendar regulations for the Credit/No Credit [CR/NC] grading basis for implementation in the fall of 2024. The policy will benefit students by allowing academic experimentation without fear of decreasing their GPAs. The implementation of the policy will require technical modifications to the course registration and grading system to allow students to select the CR/NC grading basis, and for the selection to remain blind to faculty members assessing student performance in their courses. The technical solution will also include automated rejection of certain ineligible courses, such as complementary studies courses, or courses already marked on a pass fail basis.

Consultations around the implementation of the CR/NC policy were led by Provost Anne Whitelaw, with the proposal discussed and revised by the Senate Academic Planning and Priorities Committee (APPC) in 2020-21 and presented to Senate for information only in Winter 2021. Visits to Faculty Councils for information and feedback took place in 2022 with follow up consultations with Associate Deans and Enrolment Services Managers over the summer and fall of 2023. The policy has received the support of all Deans, and additional presentations were offered for information purposes at the Faculty Council meetings in all faculties in September and October of 2023.

Associate Registrar, Systems, Processes and Analytics Jean-François Bourgault has prepared a solution brief to outlining the technical requirements, attached to this dossier as a supporting document.

Associate Registrar Meredith Evans has conducted consultations with Office of the Registrar staff to gather feedback regarding implementation issues, which has informed the language included in the attached calendar regulations.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Credit/No Credit Notation (CR/NC) New
- Repetition of Courses Change
- Grading System Change
- Credit/No Credit (CR/NC) Grading Basis New
- Eligibility Criteria New
- Transfer Credits New
- Exceptions New
- Exclusions New
- Deadlines New
- Repeating CR/NC Courses New

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Credit/No Credit Notation (CR/NC)

Calendar Section Type: Regulation

Description of Change: Credit/No Credit Notation (CR/NC) New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.3 Admission Requirements > Section 13.3.5 Transfer Credits and Exemptions > Transfer Credits and Exemptions

Present Text calendar

Proposed Text

Credit/No Credit Notation (CR/NC)

If students request a degree transfer or a modification to their program concentration by adding a new minor, major, specialization or honours program, and a course previously taken as a CR/NC elective becomes a required course for the new program concentration, the CR notation will be converted to a letter grade. Only courses with a grade of D- or better may be converted from a CR notation to a letter grade and all conversions must be approved by an academic advisor. The reversal of the CR notation to a letter grade is permanent. Courses with a grade of NC will not be converted to a letter grade. If a course that receives an NC notation is a required course for the new program concentration, students must repeat the course to receive a letter grade. See Credit/No Credit (CR/NC) Grading Basis under Section 16.1.11 Grading System .

Rationale:

The reversion of the "CR" notation to a letter grade is necessary in cases where students transfer programs and a course with the "CR" notation is a required course for their new program. The policy stipulates that program requirement courses are not eligible for CR/NC notation.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Section 16.2.6 Repetition of Courses

Calendar Section Type: Regulation

Description of Change: Repetition of Courses Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.2 Curriculum Regulations

Present Text calendar

Section 16.2.6 Repetition of Courses

- ~~A student~~ may repeat a failed course only once. Nevertheless, a student who fails a required course twice may appeal to the appropriate Student Request Committee for permission to take the course a third time. If permission is not granted, the student may not be allowed to continue in the University towards that program and/or degree.

- ~~A student~~ who ~~has~~ received a passing grade for a course may repeat the course for personal reasons (e.g. to meet an external requirement) only once. ~~A student may appeal to the appropriate Student Request Committee for permission to take the course a third time.~~ The student record and official transcript will include all grades, but grades with the "REPT" notation will carry no credit value.

- ~~A student~~ who ~~wants~~ or ~~needs~~ to repeat a course that is prerequisite to other courses must do so before taking any following course in the sequence.

- The grade corresponding to the latest attempt of the course will be used for calculating the cumulative grade point average (CGPA: see Section Section 16.3.10 Academic Performance II.b Cumulative Grade Point Average) and the final graduation grade point average (FGGPA: see Section 16.3.10 Academic Performance II.c Final Graduation Grade Point Average) .

- In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the assessment grade point average (AGPA: see Section 16.3.10 Academic Performance II.a Assessment Grade Point Average) .

- A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the AGPA, the CGPA, and the FGGPA whether or not the course has been repeated.

Proposed Text

Section 16.2.6 Repetition of Courses

- **Students** may repeat a failed course **or a course awarded an "NC" notation** only once. Nevertheless, a student who fails a required course twice may appeal to the appropriate Student Request Committee for permission to take the course a third time. If permission is not granted, the student may not be allowed to continue in the University towards that program and/or degree.

- **Students** who **have received a failing grade for a course may not request the CR/NC grading basis if they repeat the course.**

- **Students** who **have** received a passing grade **or a "CR" notation** for a course may repeat the course for personal reasons (e.g. to meet an external requirement) only once. The student record and official transcript will include all grades, but grades with the "REPT" notation will carry no credit value.

- **Students** who **want** or **need** to repeat a course that is a prerequisite to other courses must do so before taking any following course in the sequence. **If a specific letter grade is required to progress to more advanced courses, students are responsible for verifying the prerequisite requirements before requesting the CR/NC grading basis.**

- The grade corresponding to the latest attempt of the course will be used for calculating the cumulative grade point average (CGPA: see Section Section 16.3.10 Academic Performance II.b Cumulative Grade Point Average) and the final graduation grade point average (FGGPA: see Section 16.3.10 Academic Performance II.c Final Graduation Grade Point Average) .

- In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the assessment grade point average (AGPA: see Section 16.3.10 Academic Performance II.a Assessment Grade Point Average) .

- A grade obtained as the result of a penalty for academic

Present Text calendar**Proposed Text**

misconduct will remain in the calculation of the AGPA, the CGPA, and the FGGPA whether or not the course has been repeated.

Rationale:

The calendar regulations stipulate the repeat rules for cases where students receive an NC notation, which is treated similarly to a failing grade.

Since it will not be possible for students to reverse their decision for CR/NC notation after the DISC deadline, they are also permitted to repeat the course if they wish to receive a letter grade.

Resource Implications:

Present Text calendar

Proposed Text

.	- Section 61 John Molson School of Business
.	- Section 71 Gina Cody School of Engineering and Computer
.	Science
-Section 71 Gina Cody School of Engineering and Computer Science	- Section 81 Faculty of Fine Arts
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-Section 81 Faculty of Fine Arts	
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Rationale:

The grading system is updated to reflect the addition of CR, NC, NCS and NCR notations and to provide a definition for these notations.

CR is equivalent to "D-" or better and is not calculated in AGPA, CGPA or FFGPA.

NC, NCS, and NCR are equivalent to "F", "FNS", and "R/NR" and are not calculated in AGPA, CGPA or FFGPA.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Credit/No Credit (CR/NC) Grading Basis

Calendar Section Type: Regulation

Description of Change: Credit/No Credit (CR/NC) Grading Basis

New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.11 Grading System

Present Text calendar

Proposed Text

Credit/No Credit (CR/NC) Grading Basis

The Credit/No Credit (CR/NC) grading policy supports interdisciplinary exploration by encouraging curiosity and by allowing students to pursue learning in unfamiliar areas. The policy facilitates a well-rounded education by allowing students freedom to experiment and by encouraging them to take risks when selecting an elective outside their chosen program of study, without fear of decreasing their GPAs.

Students taking a course on a CR/NC basis are not identified individually to the instructor teaching that course. They will be assessed in the same way as all other students in the course (will have the same assignments and tests and will be evaluated with the same expectations). The result is adjusted to a “CR” or “NC” by the Office of the Registrar based on the final grade submitted by the instructor. Students must achieve a grade of D- or higher in order to be awarded the CR notation. Students who do not achieve a passing grade will receive an NC notation on their transcript, indicating that no credit is awarded. The CR and NC notations do not have any impact on the student’s AGPA, CGPA or FGGPA.

Rationale:

Calendar regulations are added to provide an overview of the principles of the CR/NC notation and how students will be assessed. Students who have opted for the CR/NC grading basis will not be identified to instructors to ensure that all students are assessed equitably for their coursework. The letter grade will only be visible to the Registrar.

Students who achieve a grade of D- or higher will automatically have their letter grade converted to a CR notation on their transcript. Students who do not achieve a passing grade will automatically have their letter grade converted to an NC notation on their transcript. The CR and NC

notations do not have any impact on the student's AGPA, CGPA or FGGPA.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Eligibility Criteria

Calendar Section Type: Regulation

Description of Change: Eligibility Criteria New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.11 Grading System > Credit/No Credit (CR/NC) Grading Basis

Present Text calendar

Proposed Text

Eligibility Criteria

Students may attempt a maximum of one course per year of full-time academic study (defined as 30 credits of completed coursework) with a CR/NC notation, up to a maximum of 12 credits attempted within their degree. Students may only use the CR/NC grading basis for out-of-program elective courses that are outside of their main discipline. Exceptions apply to students enrolled in a BEng or BCompSc degree, as well any programs listed under " Exceptions " Please refer to the detailed criteria outlined below.

Out-of-program elective courses are defined as courses that count towards satisfying the degree requirements but that do not count towards satisfying the requirements for the student's chosen program(s) of concentration, including major, minor, specialization and honours programs. Students are permitted to apply the CR/NC courses towards satisfying the requirements for one of the Interdisciplinary Elective Groups .

Students are responsible for ensuring that the courses selected for the CR/NC grading basis meet the eligibility criteria listed below.

Students considering pursuing graduate or professional school should be cautious in using the CR/NC grading basis. All prerequisite courses for a graduate program should be taken for a letter grade.

Please refer to the Credit/No Credit web page for details on how to submit a request.

The following eligibility criteria apply, according to the

student's primary program of study:

BA, BEd, and BSc

Students enrolled in a BA, BEd, or BSc degree may only select out-of-program elective courses outside of their disciplinary sector for the CR/NC grading basis. The disciplinary sectors comprising the Faculty of Arts and Science are Humanities, Social Science, and Science. For details related to the disciplinary sectors, see Section 31.004 General Education . Exceptions apply to the Specialization in Early Childhood and Elementary Education , and Specialization in Teaching English as a Second Language . Please see details under " Exceptions " below.

BComm and BAdmin

Students enrolled in a BComm or BAdmin degree may only select courses outside of JMSB for the CR/NC grading basis.

BCompSc and BEng

Students may attempt a maximum of one course within their BEng or BCompSc degree to receive a CR/NC notation. This maximum applies to all students, including those who entered their degree through the Mature Entry Program or Extended Credit Program.

BCompSc students may only use the CR/NC courses towards satisfying the General Electives: BCompSc requirement listed in Section 71.70.2 Degree Requirements (BCompSc) or a program technical elective.

BEng students may only use the CR/NC option to satisfy the General Education Electives listed in Section 71.110 Complementary Studies for Engineering and Computer Science Students or a program technical elective.

BFA

Students enrolled in a BFA degree may only select out-of-program elective courses outside of the Faculty of Fine Arts for the CR/NC grading basis. Exceptions apply to the Specialization in Art Education – Visual Arts . Please see details under " Exceptions " below.

Rationale:

The calendar regulations stipulate the eligibility criteria, as the CR/NC grading basis is only available to undergraduate students enrolled in a degree program. Students may only select "out-of-program" elective courses that are outside of their disciplinary sector, as defined by the General Education requirement.

Students in Arts and Science, Fine Arts and JMSB may select a maximum of 12 credits, while Engineering and Computer Science students may

select a maximum of 3 credits to align with the General Education requirement in the GCS. GCS students may also use courses with the CR/NC notation for their technical electives.

Exceptions also apply to Education programs, allowing students to apply the CR/NC courses to satisfy specific "in-program" elective requirements, given that these programs do not allow for "out-of-program" electives within the student's degree requirements.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Transfer Credits

Calendar Section Type: Regulation

Description of Change: Transfer Credits New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.11 Grading System > Credit/No Credit (CR/NC) Grading Basis

Present Text calendar

Proposed Text

Transfer Credits

If students request a degree transfer or a modification to their program concentration by adding a new minor, major, specialization or honours program, and a course previously taken as a CR/NC elective becomes a required course for the new program concentration, the CR notation will be converted to a letter grade. Only courses with a grade of D- or better may be converted from a CR notation to a letter grade and all conversions must be approved by an academic advisor. The reversal of the CR notation to a letter grade is permanent. Courses with a grade of NC will not be converted to a letter grade. If a course that receives an NC notation is a required course for the new program concentration, students must repeat the course to receive a letter grade.

Rationale:

The reversion of the "CR" notation to a letter grade is necessary in cases where students transfer programs and a course with the "CR" notation is a required course for their new program. The policy stipulates that program requirement courses are not eligible for CR/NC notation.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Exceptions

Calendar Section Type: Regulation

Description of Change: Exceptions New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.11 Grading System > Credit/No Credit (CR/NC) Grading Basis

Present Text calendar

Proposed Text

Exceptions

Exceptions apply to the following programs:

1) BA Specialization in Early Childhood and Elementary Education

Students may use CR/NC courses towards satisfying the in-program General Education Elective course requirements under Group C: Specialization in Early Childhood and Elementary Education, provided that the courses fall outside of the students' disciplinary sector.

2) BEd Specialization in Teaching English as a Second Language

Students may use CR/NC courses towards satisfying the 24 credits of in-program electives chosen from a list approved by the Department, provided that the courses fall outside of the students' disciplinary sector.

3) BFA Specialization in Art Education – Visual Arts

Students may use CR/NC courses towards satisfying the six credits of in-program free electives, provided that the courses are taken outside of the Faculty of Fine Arts.

Rationale:

Exceptions apply to Education programs, allowing students to apply the CR/NC courses to satisfy specific "in-program" elective requirements, given that these programs do not allow for "out-of-program" electives within the student's degree requirements.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Exclusions

Calendar Section Type: Regulation

Description of Change: Exclusions New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.11 Grading System > Credit/No Credit (CR/NC) Grading Basis

Present Text calendar

Proposed Text

Exclusions

Mature Entry Program and Extended Credit Program

Students may not select the CR/NC grading basis for any of the specific courses defined within the their Mature Entry or Extended Credit Program requirements. Students may only select the CR/NC grading basis towards satisfying the elective courses included in the requirements for the Mature Entry or Extended Credit Program that they are admitted to.

Non-Degree Programs

Students enrolled in Certificate programs, Microprograms and the Kaié:ri Nikawerà:ke Indigenous Bridging Program are not eligible for the CR/NC notation.

Independent Students, Visiting Students and Exchange Students

Independent students, visiting students and exchange students are not eligible to select CR/NC for any courses taken at Concordia.

Graduate Students

Graduate students are not eligible for the CR/NC notation

Excluded Courses for All Students

Students may not choose the CR/NC notation for the following categories of courses:

Present Text calendar

Proposed Text

- 1) Courses which satisfy the student's major, minor, specialization or honours requirements;
- 2) courses identified as " deficiencies ";
- 3) courses that are required for admission as a degree transfer student;
- 4) Kaié:ri Nikawerà:ke Indigenous Bridging Seminar Courses ;
- 5) Indigenous Land-Based Education Courses ;
- 6) Complementary University Credit (CUC) Courses ;
- 7) Humanities+ Courses ;
- 8) Career Fundamentals Courses and Work-Integrated Learning and Reflective Learning Courses ;
- 9) internship and fieldwork courses;
- 10) independent study courses and thesis courses;
- 11) courses marked on pass/fail basis;
- 12) English as a Second Language Courses ;
- 13) c courses taken as part of the Inter-university (INTU) transfer process;
- 14) Actuarial Mathematics accreditation courses : ACCO 230 ; ECON 201 ; ECON 203 ; FINA 395 ;
- 15) courses required as part of a sanction imposed under the Academic Code of Conduct.

Rationale:

The regulations detail courses excluded for CR/NC eligibility, as well as ineligible student types, such as graduate students, students enrolled in certificates or microprograms, independent and exchange students, and students enrolled in the Kaié:ri Nikawerà:ke Indigenous Bridging Program.

Updates since Oct 31 APC approval:

In the list of "Excluded Courses," under point 15 the text "Courses required as part of a sanction imposed under the Academic Code of Conduct" has been added, given that under the academic code of conduct, sanctions often include completing or repeating certain courses.

The following courses have been added under point 14 "Excluded Courses": ACCO 230; FINA 395; ECON 201; ECON 203. These courses have minimum grade requirements for students enrolled in the Actuarial Mathematics program to qualify for accreditation. However, because these courses are not listed in the Actuarial Mathematics program requirements and are also offered outside the Faculty of Arts and Science, they would otherwise be considered as fulfilling the general education elective requirement and would be eligible for CR/NC notation. Therefore, the courses are added to the list of excluded courses so as not to compromise the accreditation requirements.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Deadlines

Calendar Section Type: Regulation

Description of Change: Deadlines New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.11 Grading System > Credit/No Credit (CR/NC) Grading Basis

Present Text calendar

Proposed Text

Deadlines

Students must request to have a course graded on a CR/NC basis no later than one calendar week before the DNE deadline . Please see Section 11 Academic Calendar for details regarding academic deadlines and the Credit/No Credit web page for details on how to submit a request.

This request is subject to approval by an advisor. If a request is rejected after the official DNE deadline, the standard grading basis applies.

Students who elect to complete a course on a CR/NC basis may request to revert to taking the course on a graded basis up until the DISC deadline . No further changes to the grading mode can be made after these deadlines.

Students are responsible for ensuring that the courses they select meet the Eligibility Criteria .

Students considering pursuing graduate or professional school should be cautious in using the CR/NC notation option. All prerequisite courses for a graduate program should be taken for a letter grade.

Rationale:

The regulations detail the deadlines for students to opt in to the CR/NC grading basis. The deadline to opt in is set for one week prior to the

DNE deadline to allow time for the request to be approved before the DNE date. If the request is not approved, and the DNE deadline has passed, students may no longer wish to remain enrolled in the selected course and this may result in late DNE requests. This will encourage students to register earlier than the DNE deadline to ensure that they are able to take advantage of the CR/NC notation.

Students are permitted to reverse their decision and be assessed on the standard letter grade basis up to the DISC deadline. This will allow students who are doing well in the course to receive a letter grade so long as the request is submitted before the DISC deadline. As no further changes may be made following the DISC deadline, students pursuing graduate studies are encouraged to be cautious when selecting the CR/NC notation for their courses.

Updates following the Oct 31 meeting of APC:

The following text under "Deadlines" has been revised for clarity: "Students who elect to complete a course on a CR/NC basis may request to revert to taking the course on a graded basis up until the DISC deadline. No further changes to the grading mode can be made after these deadlines, with the exception of students who have transferred to another program." The phrase "with the exception of students who have transferred to another program" has been removed as this information is provided within the regulations related to concentration changes, and is confusing to include under "Deadlines."

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Credit/no credit policy

Calendar Section Name: Repeating CR/NC Courses

Calendar Section Type: Regulation

Description of Change: Repeating CR/NC Courses New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.11 Grading System > Credit/No Credit (CR/NC) Grading Basis

Present Text calendar

Proposed Text

Repeating CR/NC Courses

Students are permitted to repeat a completed course graded as "CR" or "NC" if they wish to receive a letter grade for the course, and the deadline to reverse the CR/NC notation has passed. See Section 16.2.6 Repetition of Courses for further details pertaining to repeated courses.

Rationale:

The calendar regulations stipulate the repeat rules for CR/NC courses. Since it will not be possible for students to reverse their decision for CR/NC notation after the DISC deadline, they are permitted to repeat the course if they wish to receive a letter grade.

Resource Implications:

Impact Report

Courses

TESL 435

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.090 Department of Education -> Section 31.090.1 Teaching English as a Second Language Programs and Courses -> Teaching English as a Second Language Courses
Source of Impact

- Section 16.2.6 Repetition of Courses

Regulations

Academic Performance Requirements

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.20 Degree Requirements -> Section 81.20.4 Academic Performance Requirements
Source of Impact

- Section 16.1.11 Grading System

Assessment Grade Point Average (AGPA) Requirements and Consequences

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.003 Degree Requirements -> Section 31.003.1 Academic Performance Regulations
Source of Impact

- Section 16.1.11 Grading System

Credit/No Credit (CR/NC) Grading Basis New

Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16 Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations -> Section 16.1 General Information -> Section 16.1.11 Grading System
Source of Impact

- Section 16.1.11 Grading System

Definitions

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.10 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.10.3 Academic Regulations
Source of Impact

- Section 16.1.11 Grading System

Eligibility Criteria New

Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16 Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations -> Section 16.1 General Information -> Section 16.1.11 Grading System -> Credit/No Credit (CR/NC) Grading Basis
Source of Impact

Exceptions New

Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16 Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations -> Section 16.1 General Information -> Section 16.1.11 Grading System -> Credit/No Credit (CR/NC) Grading Basis
Source of Impact

Grading System

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.10 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.10.3 Academic Regulations

Source of Impact

- Section 16.1.11 Grading System

II. Weighted Grade Point Average

Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16 Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations -> Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements -> Section 16.3.10 Academic Performance

Source of Impact

- Section 16.1.11 Grading System

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.090 Department of Education -> Education Programs and Courses -> BA Specialization in Early Childhood and Elementary Education

Source of Impact

- Section 16.2.6 Repetition of Courses

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.090 Department of Education -> Section 31.090.1 Teaching English as a Second Language Programs and Courses -> BEd Specialization in Teaching English as a Second Language

Source of Impact

- Section 16.2.6 Repetition of Courses

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.090 Department of Education -> Section 31.090.1 Teaching English as a Second Language Programs and Courses -> Minor in Teaching English as a Second Language

Source of Impact

- Section 16.2.6 Repetition of Courses

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.090 Department of Education -> Section 31.090.1 Teaching English as a Second Language Programs and Courses -> Certificate in the Teaching of English as a Second Language

Source of Impact

- Section 16.2.6 Repetition of Courses

Section 16.1 General Information

Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16 Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations

Source of Impact

- Section 16.1.11 Grading System

Section 16.2 Curriculum Regulations

Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16
Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations
Source of Impact

- Section 16.2.6 Repetition of Courses

Other Units

Addition of **BA Specialization in Early Childhood and Elementary Education** to **Exceptions** requirement

Source of other unit Impact

- Heading is housed in Section 31.090 Department of Education

Addition of **Group C: Specialization in Early Childhood and Elementary Education** to **Exceptions** requirement

Source of other unit Impact

- Defined group is housed in Section 31.090 Department of Education

Addition of **BEd Specialization in Teaching English as a Second Language** to **Exceptions** requirement

Source of other unit Impact

- Heading is housed in Section 31.090 Department of Education

Addition of **BFA Specialization in Art Education – Visual Arts** to **Exceptions** requirement

Source of other unit Impact

- Heading is housed in Section 81.40 Department of Art Education

Addition of **ECON 201** to **Exclusions** requirement

Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of **ECON 203** to **Exclusions** requirement

Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of **FINA 395** to **Exclusions** requirement

Source of other unit Impact

- Course is housed in Section 61.70 Department of Finance

Addition of **ACCO 230** to **Exclusions** requirement

Source of other unit Impact

- Course is housed in Section 61.40 Department of Accountancy

Addition of **English as a Second Language Courses** to **Exclusions** requirement

Source of other unit Impact

- Heading is housed in Section 31.090 Department of Education

Addition of **Work-Integrated Learning and Reflective Learning Courses** to **Exclusions** requirement

Source of other unit Impact

- Heading is housed in Section 24 Institute for Co-operative Education

Addition of **Complementary University Credit (CUC) Courses** to **Exclusions** requirement

Source of other unit Impact

- Heading is housed in University Skills

Addition of **Humanities+ Courses** to **Exclusions** requirement

Source of other unit Impact

- Heading is housed in University Skills

Addition of **Kaié:ri Nikawerà:ke Indigenous Bridging Program** to **Exclusions** requirement

Source of other unit Impact

- Sub Section is housed in Kaié:ri Nikawerà:ke Indigenous Bridging Program

Addition of **Kaié:ri Nikawerà:ke Indigenous Bridging Seminar Courses** to **Exclusions** requirement

Source of other unit Impact

- Heading is housed in University Skills

Addition of **Career Fundamentals Courses** to **Exclusions** requirement

Source of other unit Impact

- Heading is housed in Section 24 Institute for Co-operative Education

Addition of **Indigenous Land-Based Education Courses** to **Exclusions** requirement

Source of other unit Impact

- Heading is housed in Section 31.540 School of Community and Public Affairs

Addition of **Section 11 Academic Calendar** to **Deadlines** requirement

Source of other unit Impact

- Section is housed in Section 11 Academic Calendar

Addition of **Credit/No Credit (CR/NC) Grading Basis** to **Credit/No Credit Notation (CR/NC)** requirement

Source of other unit Impact

- Regulation is housed in Academic Information: Definitions and Regulations

Addition of **Section 71.70.2 Degree Requirements (BCompSc)** to **Eligibility Criteria** requirement

Source of other unit Impact

- Heading is housed in Section 71.70 Department of Computer Science and Software Engineering

Addition of **Specialization in Early Childhood and Elementary Education** to **Eligibility Criteria** requirement

Source of other unit Impact

- Program is housed in Section 31.090 Department of Education

Addition of **Specialization in Art Education – Visual Arts** to **Eligibility Criteria** requirement

Source of other unit Impact

- Program is housed in Section 81.40 Department of Art Education

Addition of **Interdisciplinary Elective Groups** to **Eligibility Criteria** requirement

Source of other unit Impact

- Heading is housed in Section 31.170 Interdisciplinary Studies

Addition of **Section 31.004 General Education** to **Eligibility Criteria** requirement

Source of other unit Impact

- Sub Section is housed in Section 31.004 General Education

Addition of **Section 71.110 Complementary Studies for Engineering and Computer Science Students to Eligibility Criteria** requirement

Source of other unit Impact

- Sub Section is housed in Section 71.110 Complementary Studies for Engineering and Computer Science Students

Addition of **Specialization in Teaching English as a Second Language to Eligibility Criteria** requirement

Source of other unit Impact

- Program is housed in Section 31.090 Department of Education

Addition of **General Education Electives to Eligibility Criteria** requirement

Source of other unit Impact

- Defined group is housed in Section 71.110 Complementary Studies for Engineering and Computer Science Students

Addition of **General Electives: BCompSc to Eligibility Criteria** requirement

Source of other unit Impact

- Defined group is housed in Section 71.70 Department of Computer Science and Software Engineering

Concordia University – Solutions brief

Credit / No Credit request grading process for Concordia Students – SIS solution

Problem statement:

Concordia will be introducing academic policies to support undergraduate students who wish to experiment in academic areas or topics outside of their primary area of study, without impact to their GPA. At a high level, the policy will allow students to request a *credit* or *no credit* (hereafter C/NC) grade to be applied to one of their general education elective courses in a given term.

Several accompanying restrictions will curtail the use of C/NC for some courses or situations These are still being identified and discussed at the academic level. This solution document is described in a state that will allow the SIS team to scale the process up or down depending on the outcome of these conversation. The solution does not look to address policies, but rather ensure they can be respected.

Agreed approach:

The SIS will provide an online, web-based tool based on Gideon Taylors E-forms plug-in within the student centre for students to request a C/NC notation for a course. This will include form level blocking rules for specific conditions (e.g., an INDEP student would not be able to access the form from the onset).

Due to the sheer number of exceptions rules and academic program structures at Concordia, it is recognized that the process cannot be fully automated and that human intervention by an advisor (or faculty SAS) will be required to either approve or deny a C/NC request. Staff intervention is required to assess whether the course is eligible or not for a given student's situation. The SIS will then fully automate the required data handling and back-end processing required to ensure a transparent process to faculty members, students, and staff. Coding will not be required by the advisors other than the approval/rejection of a request. Professors will not be informed of the request for a C/NC notation made by a student.

High level requirements & Solution design

- A student initiated; SIS based electronic form to perform a request for a general elective to be graded on a C/NC basis
- Term based, date-driven deadlines to drive request accessibility and actions that can be taken at specific times:
 - 1 form to initiate the Initial N/NC request prior to DNE deadline of a given term.
 - 1 form to initiate *reversal requests* between DNE deadline and DISC deadline for students who change their mind during the term.
- Form driven hard logic to block requests:
 - Once limits have been reached (e.g., X credits in a term, Y credits total in a program)
 - A configurable exception process for courses that are not eligible at the onset (form landing) for a C / NC grade E.g. KNBP, SKIL, COOP courses, etc..
 - For specific programs. e.g. Bridging programs, grade students in QPs taking UGRD courses.
- A flexible routing workflow to faculties and advisors depending on the student's primary plan of study (Plan Sequence 10 in PeopleSoft)
 - Need to refrain the need for multiple approval levels in some faculties (mainly GCS).

- Advisors would need to be enabled by their respective SAS units to perform the approval/denial process without the need for an associate dean to approve.
- A flexible routing modification process for faculties to manage their routing and re-routing requirements in a self-service fashion.
 - A fail-safe exit strategy is required to capture request that may fall outside of normal boundaries.
- An authorization process for an advisor to accept or reject a decision.
- Automated messaging to inform the student of the approval/rejection of their request with commenting capabilities for advisors.
- Reporting tools to track outstanding C/NC requests ahead of grading deadlines.
- A series of custom PeopleSoft Component Interfaces (CI) and application engines to perform the necessary grading basis changes once grades have been submitted.
- Modifications of grade posting jobs to include new *trailing* PS application engines to process grading changes prior to posting grades (or a near simultaneous approach) to ensure the switch is transparent on the record and grade pages for students.
- A grade audit process to keep track of the original grade assigned to a student.
 - NB: a GDEU related project is required to address this for Winter 2024 and will need to account for these requirements.
- Modify the configuration of the grade change process to ensure C/NC grades cannot be changed in self-service by a professor.

Known limitations:

There are no statistics or KPIs available from peer institutions who have implemented such a solution, therefore demand volumes are unknown and demand is hard to anticipate.

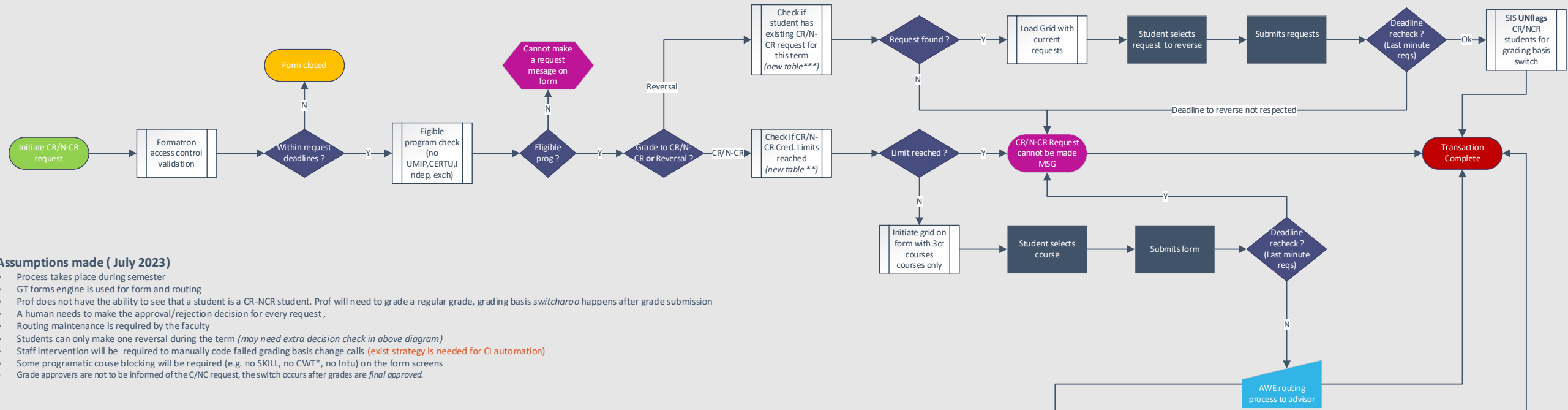
Full automation of the process is not possible due to:

- The absence of fully defined course-to-program links in a computer usable format
- Concordia program structures to identify out of program courses (e.g. ECP/ MEP to program elective interchangeability).
- Faculty specific rules, accreditation requirements, degree transfer limitations.
- ECP, MEPs bundled into program requirement rather than independently taken ahead of the program as a QP-like format disallowing registration into program courses.
- Internal degree transfer requirements and limitations

High level workflow on level the following page

****Note that truly exceptional cases that are not captured on this diagram will require human intervention and coding.

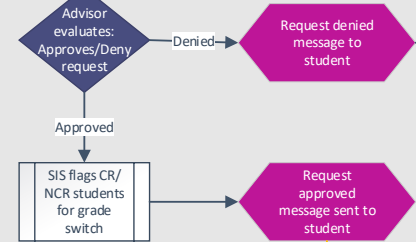
Student



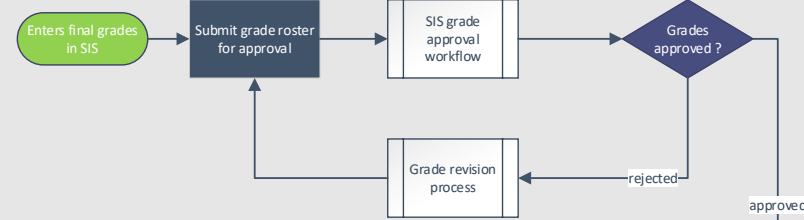
Assumptions made (July 2023)

- Process takes place during semester
- GT forms engine is used for form and routing
- Prof does not have the ability to see that a student is a CR-NCR student. Prof will need to grade a regular grade, grading basis *switcharoo* happens after grade submission
- A human needs to make the approval/rejection decision for every request ,
- Routing maintenance is required by the faculty
- Students can only make one reversal during the term (*may need extra decision check in above diagram*)
- Staff intervention will be required to manually code failed grading basis change calls (*exist strategy is needed for CI automation*)
- Some programatic course blocking will be required (e.g. no SKILL, no CWT*, no lntu) on the form screens
- Grade approvers are not to be informed of the C/NC request, the switch occurs after grades are *final approved*.

Faculty advisor

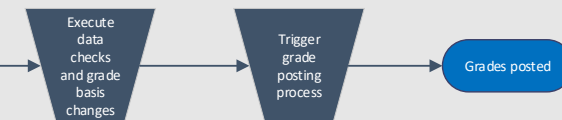


Professor



SIS (backend)

For representation purpose only



FACULTY OF FINE ARTS

Office of the Dean

19 October 2023

To: Anne Whitelaw, Provost and Vice-President, Academic
Stephanie de Celles, University Registrar

Re: Credit/No Credit text for Undergraduate Calendar

The Faculty of Fine Arts supports the implementation of the CR/NC grading basis for the 2024-25 academic year. This proposal follows consultations with all Faculties, led by Provost Anne Whitelaw in 2022, as well by consultations with Associate Deans, Enrolment Services Managers, and the Office of the Registrar in the summer and fall of 2023, led by Meredith Evans, Associate Registrar, and Julie Johnston, Manager, Curriculum Innovation and Development.

Regards,



Annie Gérin
Dean
Faculty of Fine Arts

Montréal, October 31st, 2023

Dr. Anne Whitelaw
Provost and Vice-President, Academic
Concordia University

Ms. Stéphanie de Celles
University Registrar
Concordia University

Re: Credit / no Credit (CR/NC) notation in the 2024-2025 Undergraduate Calendar

Dear Anne,
Dear Stéphanie,

The Faculty of Arts and Science supports the implementation of the CR/NC notation system as described in the attached documents starting on the 2024-25 academic year. This proposal follows consultations with all Faculties, which Anne led in 2022, as well by consultations with Associate Deans, Enrolment Services Managers, and the Office of the Registrar in the summer and fall of 2023, led by Meredith Evans, Associate Registrar, and Julie Johnston, Manager, Curriculum Innovation and Development.

Please receive my kind regards,



Pascale Sicotte, PhD
Dean, Faculty of Arts and Science
Concordia University

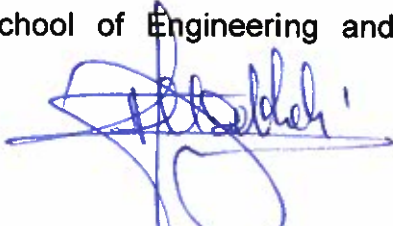
MEMORANDUM

TO: Dr. Anne Whitelaw, Provost
Stephanie de Celles, University Registrar

FROM: Dr. Mourad Debbabi, Dean, Gina Cody School of Engineering and
Computer Science

DATE: November 7, 2023

RE: Support for Credit / No Credit policy



I am writing to confirm that the Gina Cody School of Engineering and Computer Science supports the Credit / No Credit policy approved by the Academic Programs Committee (APC) on October 31 (document APC-2023-6-D1) and submitted for approval at the December 15, 2023 meeting of Senate.

The policy was discussed at the Engineering and Computer Science Undergraduate Studies Committee meeting of September 19, 2023, at subsequent department meetings, and at the GCS Executive Council on October 17, 2023. The policy was subsequently approved by the GCS Council on October 27, 2023.


Faculty and student members of the ECSUSC and GCS Council welcomed the initiative with great enthusiasm and fully agree with the policy's objective of encouraging students to explore areas outside their specialization. Committee members expressed questions about details of implementation which we trust will be clarified at the proper time.

Sincerely,

Mourad Debbabi

INTERNAL MEMORANDUM

TO: Anne Whitelaw, Provost and Vice-President, Academic
Stéphanie de Celles, University Registrar

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

DATE: October 24, 2023

SUBJECT: Expression of Support – CR/NC Grading Implementation

The John Molson School of Business supports the implementation of the CR/NC grading basis for the 2024-25 academic year.

We support this initiative especially for its inclusive objective of allowing students to experiment with new topics and disciplines leading them to a more comprehensive academic experience.

This proposal follows consultations with all Faculties, led by Provost Whitelaw in 2022, as well by consultations with Associate Deans, Enrolment Services Managers, and the Office of the Registrar in the summer and fall of 2023, led by Meredith Evans, Associate Registrar, and Julie Johnston, Manager, Curriculum Innovation and Development

Section 13.3 Admission Requirements

Admission Requirements

[Section 13.3.1 Applicants from Quebec Institutions](#)

[Section 13.3.2 Applicants from Other Canadian Provinces](#)

[Section 13.3.3 Transfers from Other Universities](#)

[Section 13.3.4 Transfers from Other Post-Secondary Institutions](#)

[Section 13.3.5 Transfer Credits and Exemptions](#)

[Section 13.3.6 Applicants from Outside Canada](#)

[Section 13.3.7 Former Concordia Students](#)

Section 13.3.1 Applicants from Quebec Institutions

Applicants from Quebec Institutions

Quebec applicants must have successfully completed a two-year pre-university program in a Cegep and qualify for a Diploma of Collegial Studies (DEC) or the equivalent. Applicants who have completed a three-year professional program in a Cegep or have obtained another credential which makes them eligible for admission are also eligible for consideration.

Cegep records of applicants must include the successfully completed prerequisites of the Concordia degree program for which they are applying. These programs and admission requirements “profiles” are listed in:

- The programs and admission requirements listed under each Faculty section,
- The Concordia website.

Students admitted to a particular program at the University and who subsequently wish to change to another program may have to complete specific prerequisites in addition to their regular program requirements.

Section 13.3.2 Applicants from Other Canadian Provinces

Applicants from Other Canadian Provinces

When applying to a Faculty program, graduates of secondary schools in Canadian provinces and territories other than Quebec are considered for admission to the Extended Credit Program (ECP) at Concordia. The ECP requires completion of 30 credits in addition to the regular requirements. The duration of a degree program is normally four years. The BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc in Athletic Therapy, and BFA (Specialization in Art Education) will generally require five years of full-time study to complete.

The ECP requirements are not applicable to students applying for admission to certificates, microprograms or the Kaié:ri Nikawerà:ke Indigenous Bridging Program.

To be considered for admission, students must have successfully completed prerequisites of the Concordia degree program for which they are applying. The specific admission requirements are listed on the Concordia website.

Students admitted to a particular program at the University and who subsequently wish to change to another program may have to complete specific prerequisites in addition to their regular program requirements.

Section 13.3.3 Transfers from Other Universities

Transfers from Other Universities

Each transfer application is considered on its merits. The number of transfer credits granted depends on the character, quality, and quantity of the work completed at an accredited institution. In allowing transfer credits, some special conditions apply:

1. Students will not be given credit for courses taken in another university during the same academic term in which they have registered for courses at Concordia University, unless special permission has been obtained in advance from this University. Further detailed information is available in [Section 16.1.6 Studies at Other Universities](#) of this Calendar.
2. To earn an undergraduate degree, students must meet the University Residence Requirements as outlined in [Section 16.2.2 Residence Requirements](#) of this Calendar.
3. Students transferring to Concordia after having failed to achieve a satisfactory record at any university must take a minimum of 60 credits at Concordia.

Section 13.3.4 Transfers from Other Post-Secondary Institutions

Transfers from Other Post-Secondary Institutions

Each transfer application is considered on its merits provided the studies were academic in nature and done at an accredited institution. Credits from certain junior colleges, community colleges, or colleges of applied arts and technology outside Quebec may be considered for transfer credits.

Section 13.3.5 Transfer Credits and Exemptions

Transfer Credits and Exemptions

Transfer credits are credits for courses taken at another institution (or in another Concordia program) which may be transferred towards a Concordia degree or certificate. The respective Faculty assesses all requests for transfer credits. Concordia courses transferred from an incomplete degree, or certificate program, microprogram, the Kaié:ri Nikawerà:ke Indigenous Bridging Program, or from independent studies will have the credits transferred as well as the corresponding grade, provided a grade of C- or better has been achieved. Concordia courses transferred from a completed degree or certificate, microprogram or Kaié:ri Nikawerà:ke Indigenous Bridging Program will have some credits transferred but will not include the corresponding grades. Courses from another institution with a grade of C- or better (or equivalent) may have the credits transferred, if deemed appropriate, but will not include the corresponding grades.

An exemption from a course has no credit value towards a degree or certificate. Exemptions from required courses may be granted in cases where students have already covered the work at another institution, with an appropriate level of performance. Any such courses may be replaced with courses chosen in consultation with their advisors if it is a required course for their program. Students cannot retain credits for a repeated course or a course in which any exemption has been granted, unless they have been granted prior approval from the Faculty and/or departmental advisor.

Credit/No Credit Notation (CR/NC)

If students request a degree transfer or a modification to their program concentration by adding a new minor, major, specialization or honours program, and a course previously taken as a CR/NC elective becomes a required course for the new program concentration, the CR notation will be converted to a letter grade. Only courses with a grade of D- or better may be converted from a CR notation to a letter grade and all conversions must be approved by an academic advisor. The reversal of the CR notation to a letter grade is permanent. Courses with a grade of NC will not be converted to a letter grade. If a course that receives an NC notation is a required course for the new program concentration, students must repeat the course to receive a letter grade. See [Credit/No Credit \(CR/NC\) Grading Basis](#) under [Section 16.1.11 Grading System](#).

Section 13.3.6 Applicants from Outside Canada

Applicants from Outside Canada

In general, candidates who have completed the level of education required for admission to university in their home country and have achieved grades meeting the minimum requirements for entry are eligible to apply for admission. Further information regarding international admission requirements is available in [Section 19 International Students](#).

Section 13.3.7 Former Concordia Students

Former Concordia Students

Former Concordia students who have been absent from Concordia may be required to submit a new application for admission. Students are advised to contact Enrolment Services for information on the correct procedure. Students may have to resubmit proof of legal status in Canada and Quebec resident status after an absence of more than 12 months (see [Section 13.7 Required Documents](#)). Normally,

- Students who, during their absence from Concordia, attended another institution and attempted **at least** 12 credits, must submit a new application and make arrangements to have an official transcript sent to the Admissions Application Centre. Transfer credits will be assessed as part of the admissions process. If **fewer than** 12 credits have been attempted or if attendance at another institution was based exclusively on a letter of prior approval from the Faculty Student Request Committee, a new application would normally not be required.
- Students who **officially** withdrew from Concordia University and who wish to return to study must submit a new application. If they have attended another institution during their absence, they must also make arrangements to have an official transcript sent to the Admissions Application Centre.
- Students in the Faculty of Arts and Science who have been absent from their program for nine consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.
- Students in the John Molson School of Business who have been absent from their program for six consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.
- Students in the Gina Cody School of Engineering and Computer Science who have been absent from their program for six consecutive terms or more will be withdrawn from their program and must submit a new application for admission through the Concordia website.
- Students in the Faculty of Fine Arts who have been absent from their program for nine consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.

The respective Faculty assesses all requests for transfer credits. Further detailed information is available in [Section 13.3.3 Transfers from Other Universities](#), [Section 16.1.6 Studies at Other Universities](#), and [Section 16.2.2 Residence Requirements](#) of this Calendar.

Section 16.1.10 Student Record

The student record is a comprehensive report of a student's academic history at the University. It is a complete academic record and includes all courses followed at Concordia. It is available to the student and to authorized University staff and faculty.

Students may obtain a copy of their student record from the Birks Student Service Centre during normal operating hours or by written request.

A processing fee must accompany the request. (See the Tuition and Fees website at concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees for the current fee.) Students may also access their student record through the Student Hub: concordia.ca/students > My CU Account > My Student Centre > Academics (drop down menu) > Transcript: View Unofficial, at no charge.

Grading System

At the end of each course, the instructor will submit a letter grade for every student registered. Using the grade point equivalents listed below, grade point averages (GPA) are calculated for the evaluation of academic achievement, honours standing, prizes, and academic standing.

	<i>Grade</i>	<i>Grade Points</i>	
	A+	4.30	Outstanding
	A	4.00	
	A-	3.70	
	B+	3.30	Very Good
	B	3.00	
	B-	2.70	
	C+	2.30	Satisfactory
	C	2.00	
	C-	1.70	
	D+	1.30	Marginal Pass
	D	1.00	
	D-	0.70	
	F, FNS	0	Poor - Failure
	R	0	Very Poor - Failure
Grade Not Reported	(NR)	0	
Credit	CR	Equivalent to "D-" or better; not calculated in AGPA, CGPA or FFGPA. See details under Credit/No Credit (CR/NC) Grading Basis.	
No Credit	NC, NCS, NCR	Equivalent to "F"; not calculated in AGPA, CGPA or FFGPA. See details under Credit/No Credit (CR/NC) Grading Basis.	

Just passing courses required to fulfill curriculum requirements is not sufficient to qualify a student to graduate. There is also an academic performance requirement (grade point average) in most degree and certificate programs. See the pertinent section of each Faculty's entry in the Calendar for complete details:

- [Section 31 Faculty of Arts and Science](#)
- [Section 61 John Molson School of Business](#)
- [Section 71 Gina Cody School of Engineering and Computer Science](#)
- [Section 81 Faculty of Fine Arts](#)

Credit/No Credit (CR/NC) Grading Basis

The Credit/No Credit (CR/NC) grading policy supports interdisciplinary exploration by encouraging curiosity and by allowing students to pursue learning in unfamiliar areas. The policy facilitates a well-rounded education by allowing students freedom to experiment and by encouraging them to take risks when selecting an elective outside their chosen program of study, without fear of decreasing their GPAs.

Students taking a course on a CR/NC basis are not identified individually to the instructor teaching that course. They will be assessed in the same way as all other students in the course (will have the same assignments and tests and will be evaluated with the same expectations). The result is adjusted to a "CR" or "NC" by the Office of the Registrar based on the final grade submitted by the instructor. Students must achieve a grade of D- or higher in order to be awarded the CR notation. Students who do not achieve a passing grade will receive an NC notation on their transcript, indicating that no credit is awarded. The CR and NC notations do not have any impact on the student's AGPA, CGPA or FGGPA.

Eligibility Criteria

Students may attempt a maximum of one course per year of full-time academic study (defined as 30 credits of completed coursework) with a CR/NC notation, up to a maximum of 12 credits attempted within their degree. Students may only use the CR/NC grading basis for out-of-program elective courses that are outside of their main discipline. Exceptions apply to students enrolled in a BEng or BCompSc degree, as well any programs listed under "Exceptions" Please refer to the detailed criteria outlined below.

Out-of-program elective courses are defined as courses that count towards satisfying the degree requirements but that do not count towards satisfying the requirements for the student's chosen program(s) of concentration, including major, minor, specialization and honours programs. Students are permitted to apply the CR/NC courses towards satisfying the requirements for one of the Interdisciplinary Elective Groups.

Students are responsible for ensuring that the courses selected for the CR/NC grading basis meet the eligibility criteria listed below.

Students considering pursuing graduate or professional school should be cautious in using the CR/NC grading basis. All prerequisite courses for a graduate program should be taken for a letter grade.

Please refer to the Credit/No Credit web page for details on how to submit a request.

The following eligibility criteria apply, according to the student's primary program of study:

BA, BEd, and BSc

Students enrolled in a BA, BEd, or BSc degree may only select out-of-program elective courses outside of their disciplinary sector for the CR/NC grading basis. The disciplinary sectors comprising the Faculty of Arts and Science are Humanities, Social Science, and Science. For details related to the disciplinary sectors, see [Section 31.004 General Education](#). Exceptions apply to the [Specialization in Early Childhood and Elementary Education](#), and [Specialization in Teaching English as a Second Language](#). Please see details under "[Exceptions](#)" below.

BComm and BAdmin

Students enrolled in a BComm or BAdmin degree may only select courses outside of JMSB for the CR/NC grading basis.

BCompSc and BEng

Students may attempt a maximum of one course within their BEng or BCompSc degree to receive a CR/NC notation. This maximum applies to all students, including those who entered their degree through the Mature Entry Program or Extended Credit Program.

BCompSc students may only use the CR/NC courses towards satisfying the [General Electives: BCompSc](#) requirement listed in [Section 71.70.2 Degree Requirements \(BCompSc\)](#) or a program technical elective.

BEng students may only use the CR/NC option to satisfy the [General Education Electives](#) listed in [Section 71.110 Complementary Studies for Engineering and Computer Science Students](#) or a program technical elective.

BFA

Students enrolled in a BFA degree may only select out-of-program elective courses outside of the Faculty of Fine Arts for the CR/NC grading basis. Exceptions apply to the [Specialization in Art Education – Visual Arts](#). Please see details under "[Exceptions](#)" below.

Transfer Credits

If students request a degree transfer or a modification to their program concentration by adding a new minor, major, specialization or honours program, and a course previously taken as a CR/NC elective becomes a required course for the new program concentration, the CR notation will be converted to a letter grade. Only courses with a grade of D- or better may be converted from a CR notation to a letter grade and all conversions must be approved by an academic advisor. The reversal of the CR notation to a letter grade is permanent. Courses with a grade of NC will not be converted to a letter grade. If a course that receives an NC notation is a required course for the new program concentration, students must repeat the course to receive a letter grade.

Exceptions

Exceptions apply to the following programs:

1) BA Specialization in Early Childhood and Elementary Education

Students may use CR/NC courses towards satisfying the in-program General Education Elective course requirements under Group C: Specialization in Early Childhood and Elementary Education, provided that the courses fall outside of the students' disciplinary sector.

2) BEd Specialization in Teaching English as a Second Language

Students may use CR/NC courses towards satisfying the 24 credits of in-program electives chosen from a list approved by the Department, provided that the courses fall outside of the students' disciplinary sector.

3) BFA Specialization in Art Education – Visual Arts

Students may use CR/NC courses towards satisfying the six credits of in-program free electives, provided that the courses are taken outside of the Faculty of Fine Arts.

Exclusions

Mature Entry Program and Extended Credit Program

Students may not select the CR/NC grading basis for any of the specific courses defined within the their Mature Entry or Extended Credit Program requirements. Students may only select the CR/NC grading basis towards satisfying the elective courses included in the requirements for the Mature Entry or Extended Credit Program that they are admitted to.

Non-Degree Programs

Students enrolled in Certificate programs, Microprograms and the Kaié:ri Nikawerà:ke Indigenous Bridging Program are not eligible for the CR/NC notation.

Independent Students, Visiting Students and Exchange Students

Independent students, visiting students and exchange students are not eligible to select CR/NC for any courses taken at Concordia.

Graduate Students

Graduate students are not eligible for the CR/NC notation

Excluded Courses for All Students

Students may not choose the CR/NC notation for the following categories of courses:

- 1) Courses which satisfy the student's major, minor, specialization or honours requirements;
- 2) courses identified as "deficiencies";
- 3) courses that are required for admission as a degree transfer student;
- 4) Kaié:ri Nikawerà:ke Indigenous Bridging Seminar Courses;
- 5) Indigenous Land-Based Education Courses;
- 6) Complementary University Credit (CUC) Courses;
- 7) Humanities+ Courses;

8) Career Fundamentals Courses and Work-Integrated Learning and Reflective Learning Courses;

9) internship and fieldwork courses;

10) independent study courses and thesis courses;

11) courses marked on pass/fail basis;

12) English as a Second Language Courses;

13) courses taken as part of the Inter-university (INTU) transfer process;

14) Actuarial Mathematics accreditation courses: ACCO 230; ECON 201; ECON 203; FINA 395;

15) courses required as part of a sanction imposed under the Academic Code of Conduct.

Deadlines

Students must request to have a course graded on a CR/NC basis no later than one calendar week before the DNE deadline. Please see Section 11 Academic Calendar for details regarding academic deadlines and the Credit/No Credit web page for details on how to submit a request.

This request is subject to approval by an advisor. If a request is rejected after the official DNE deadline, the standard grading basis applies.

Students who elect to complete a course on a CR/NC basis may request to revert to taking the course on a graded basis up until the DISC deadline. No further changes to the grading mode can be made after these deadlines.

Students are responsible for ensuring that the courses they select meet the Eligibility Criteria.

Students considering pursuing graduate or professional school should be cautious in using the CR/NC notation option. All prerequisite courses for a graduate program should be taken for a letter grade.

Repeating CR/NC Courses

Students are permitted to repeat a completed course graded as "CR" or "NC" if they wish to receive a letter grade for the course, and the deadline to reverse the CR/NC notation has passed. See Section 16.2.6 Repetition of Courses for further details pertaining to repeated courses.

Section 16.1.12 Official Transcripts of Credits

An official transcript of credits (hereafter "official transcript") is a version of the student record intended for the use of external institutions, organizations, and employers. It is a complete academic record and includes all undergraduate and/or graduate courses followed at Concordia. It is accompanied by an explanation of its terminology and is sent directly to the addressee at the written request of the student, provided there is no outstanding balance owing to the University. An official transcript is printed on security paper, and is signed and sealed by the University Registrar.

Details on how to request an official transcript may be found at concordia.ca/students/records/transcripts/request-official-transcripts.

Section 16.2.6 Repetition of Courses

1. Students may repeat a failed course or a course awarded an "NC" notation only once. Nevertheless, a student who fails a required course twice may appeal to the appropriate Student Request Committee for permission to take the course a third time. If permission is not granted, the student may not be allowed to continue in the University towards that program and/or degree.
2. Students who have received a failing grade for a course may not request the CR/NC grading basis if they repeat the course.
3. Students who have received a passing grade or a "CR" notation for a course may repeat the course for personal reasons (e.g. to meet an external requirement) only once. The student record and official transcript will include all grades, but grades with the "REPT" notation will carry no credit value.
4. Students who want or need to repeat a course that is a prerequisite to other courses must do so before taking any following course in the sequence. If a specific letter grade is required to progress to more advanced courses, students are responsible for verifying the prerequisite requirements before requesting the CR/NC grading basis.
5. The grade corresponding to the latest attempt of the course will be used for calculating the cumulative grade point average (CGPA: see [Section 16.3.10 Academic Performance II.b Cumulative Grade Point Average](#)) and the final graduation grade point average (FGGPA: see [Section 16.3.10 Academic Performance II.c Final Graduation Grade Point Average](#)).
6. In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the assessment grade point average (AGPA: see [Section 16.3.10 Academic Performance II.a Assessment Grade Point Average](#)).
7. A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the AGPA, the CGPA, and the FGGPA whether or not the course has been repeated.

Undergraduate Program Regular Curriculum Change - OOR-OOR-5485 - VERSION : 2

Summary and Rationale for Changes

The Office of the Registrar is presenting adjustments to several sections of the academic regulations. The majority of the adjustments seek to clarify and update the text to reflect current practices and/or to make corrections. A rationale is included for each component.

Resource Implications

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 08 Nov 2023

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 08 Nov 2023

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 08 Nov 2023

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 08 Nov 2023

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 08 Nov 2023

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 08 Nov 2023

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- 5. Combined Programs Change
- 7. Microprograms Change
- Official University Document Change
- Registration for Courses Change
- 5. Lapsed Program Status Change
- Student Request Committees Change
- a) Assessment Grade Point Average (AGPA) Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Office of the Registrar: Adjustments to academic regulations

Calendar Section Name: 5. Combined Programs

Calendar Section Type: Regulation

Description of Change: 5. Combined Programs Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.2 Curriculum Regulations > Section 16.2.4 Concentration Requirements

Present Text calendar

5. Combined Programs

An honours, specialization, or major program may be combined with a ~~minor or a certificate program~~. In some circumstances, a major program may also be combined with another major program.

Proposed Text

5. Combined Programs

An honours, specialization, or major program may be combined with a [minor](#). In some circumstances, a major program may also be combined with another major program.

Rationale:

Undergraduate students are not permitted concurrent registration in two undergraduate programs. Certificate programs are stand-alone and cannot be combined with a degree program. Adjusting the text to remove certificates from the list of available combinations.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Office of the Registrar: Adjustments to academic regulations

Calendar Section Name: 7. Microprograms

Calendar Section Type: Regulation

Description of Change: 7. Microprograms Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.2 Curriculum Regulations > Section 16.2.4 Concentration Requirements

Present Text calendar

7. Microprograms

An undergraduate microprogram is a coherent program, usually of 9-15 credits, made up of regular undergraduate courses. A microprogram is normally completed within one academic ~~term~~.

Proposed Text

7. Microprograms

An undergraduate microprogram is a coherent program, usually of 9-15 credits, made up of regular undergraduate courses. A microprogram is normally completed within one **or two** academic **terms**.

Rationale:

The Faculty of Arts and Science introduced the Microprogram in Land Based Education, which is designed to be completed over two terms. The text change includes a minor adjustment to add a typical range of terms in which a microprogram is completed to allow flexibility as new programs are created.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Office of the Registrar: Adjustments to academic regulations

Calendar Section Name: Official University Document

Calendar Section Type: Regulation

Description of Change: Official University Document Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path:

Present Text calendar

Official University Document

The Calendar is an official University document defining academic programs and the regulations that pertain to them. It is accurate as of its publication date. The University Senate reserves the right to modify the academic programs and regulations at its discretion after the publication date of the Calendar. In addition, the University reserves the right to modify the published scale of tuition and other student fees at any time before the beginning of an academic term. The most current information is available from the Office of the Registrar and, for graduate programs, from the School of Graduate Studies. Moreover, the information contained in the Calendar or any other University document related to academic programs and regulations is subject to verification and correction by the Office of the Registrar and the School of Graduate Studies.

The regulations contained in this section apply to all students at the undergraduate level, whether they are enrolled in degree, certificate, microprogram, or Qualifying programs or registered as Visiting or Independent students, with the following exceptions:

- a) Degree, certificate, microprogram, and Qualifying program requirements are determined by those in effect in the year of the student's admission. (See Section 16.2 Curriculum Regulations .)
- b) Regulations concerning residence requirements and academic performance are also governed by those in effect in the year of a student's admission.
- c) Determination of high academic achievement is governed by the most recent regulation in effect.

Proposed Text

Official University Document

The Calendar is an official University document defining academic programs and the regulations that pertain to them. It is accurate as of its publication date. The University Senate reserves the right to modify the academic programs and regulations at its discretion after the publication date of the Calendar. In addition, the University reserves the right to modify the published scale of tuition and other student fees at any time before the beginning of an academic term. The most current information is available from the Office of the Registrar and, for graduate programs, from the School of Graduate Studies. Moreover, the information contained in the Calendar or any other University document related to academic programs and regulations is subject to verification and correction by the Office of the Registrar and the School of Graduate Studies.

The regulations contained in this section apply to all students at the undergraduate level, whether they are enrolled in degree, certificate, microprogram, [bridging program](#), or Qualifying programs or registered as Visiting or Independent students, with the following exceptions:

- a) Degree, certificate, microprogram, [bridging program](#), and Qualifying program requirements are determined by those in effect in the year of the student's admission. (See Section 16.2 Curriculum Regulations .)
- b) Regulations concerning residence requirements and academic performance are also governed by those in effect in the year of a student's admission.
- c) Determination of high academic achievement is governed by the most recent regulation in effect.

Present Text calendar**Proposed Text**

Regulations for graduate students can be found online at concordia.ca/academics/graduate/calendar/current .

Regulations for graduate students can be found online at concordia.ca/academics/graduate/calendar/current .

Students who were admitted or readmitted prior to the current academic year should consult the appropriate Calendar and the Office of the Registrar or, for graduate programs, the School of Graduate Studies, for information on the regulations appropriate to the academic year in which the student was admitted or readmitted.

Students who were admitted or readmitted prior to the current academic year should consult the appropriate Calendar and the Office of the Registrar or, for graduate programs, the School of Graduate Studies, for information on the regulations appropriate to the academic year in which the student was admitted or readmitted.

Specific written permission must be obtained from the appropriate authority for exemption from any academic regulation.

Specific written permission must be obtained from the appropriate authority for exemption from any academic regulation.

Students must have a valid ID card to access certain services.

Students must have a valid ID card to access certain services.

Rationale:

The Kaié:ri Nikawerà:ke Indigenous Bridging Program was not included in this section when added to the 2023-24 calendar.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Office of the Registrar: Adjustments to academic regulations

Calendar Section Name: Registration for Courses

Calendar Section Type: Regulation

Description of Change: Registration for Courses Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path:

Present Text calendar

~~Section 16.1.3~~ Registration for Courses

Students select courses for each session (summer session and fall and winter terms in the regular session) prior to the start of classes.

- All newly admitted students will receive advising and registration information ~~in the~~ offer of ~~admission letter.~~

- New Independent students can obtain registration information in the Student Academic Services of the Faculty whose discipline interests them and online at

~~concordia.ca/admissions/independent-students.~~

- New Visiting students can obtain registration information in the online Registration Guide at ~~concordia.ca/students/registration.~~

- Returning students in good standing can obtain registration information in the Student Hub at concordia.ca/students .

Most students will be able to register for all their courses online . Log into concordia.ca/students > My CU Account > My Student Centre > Academics > Enroll.

Proposed Text

Registration for Courses

Students select courses for each session (summer session and fall and winter terms in the regular session) prior to the start of classes.

- All newly admitted students will receive advising and registration information **after accepting their** offer of **admission.**

- New Independent students can obtain registration information in the Student Academic Services of the Faculty whose discipline interests them and online at

concordia.ca/admissions/independent-students .

- New Visiting students can obtain registration information in the online Registration Guide at concordia.ca/students/registration .

- Returning students in good standing can obtain registration information in the Student Hub at concordia.ca/students .

Most students will be able to register for all their courses online . Log into concordia.ca/students > My CU Account > My Student Centre > Academics > Enroll.

Rationale:

The process for providing advising and registration information to students was adjusted, and the offer of admission no longer includes advising information. In reviewing the amount of information in the offer letter, it was determined that 'right-time' messaging on advising would be more appropriate. Students now receive a faculty-specific communication with detailed information on advising and registration after accepting their offer of admission.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Office of the Registrar: Adjustments to academic regulations

Calendar Section Name: 5. Lapsed Program Status

Calendar Section Type: Regulation

Description of Change: 5. Lapsed Program Status Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.5 Withdrawal

Present Text calendar

5. Lapsed Program Status

Students in ~~the Faculty of Arts and Science~~ who have been absent from their program for ~~nine~~ consecutive terms or more will be withdrawn from their program and ~~must meet with an academic advisor before reinstatement into the program.~~

~~Students in the John Molson School of Business who have been absent from their program for six consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.~~

~~Students in the Gina Cody School of Engineering and Computer Science who have been absent from their program for six consecutive terms or more will be withdrawn from their program and must submit a new application for admission through the Admissions Application Centre.~~

~~Students in the Faculty of Fine Arts who have been absent from their program for nine consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program. Students enrolled in a microprogram in the Faculty of Fine Arts who have not registered for a course for four consecutive terms or more will have a lapsed notation entered on their student record.~~

Proposed Text

5. Lapsed Program Status

Students enrolled in a degree or certificate program who have been absent from their program for six consecutive terms or more will be withdrawn from their program and have a lapsed notation entered on their student record. Students enrolled in a microprogram who have not registered for a course for four consecutive terms or more will be withdrawn from their program and have a lapsed notation entered on their student record.

Lapsed students in the Faculty of Arts and Science, the John Molson School of Business and the Faculty of Fine Arts must meet with the appropriate advisor in order to resume their program and be made aware of possible program modifications. In some cases, students will be required to submit a new application.

Lapsed students in the Gina Cody School of Engineering and Computer Science must submit a new application for admission through the Concordia website: concordia.ca.

Rationale:

The Office of the Registrar and the Student Academic Services (SAS) unit of all faculties have been working together to implement revisions to the rules concerning students in lapsed standing (withdrawn).

Currently, the number of terms after which a student will be lapsed is inconsistent. Students in the Faculty of Arts and Science and the Faculty of Fine Arts are lapsed after nine consecutive terms without registration, while students in the John Molson School of Business and the Gina Cody School of Engineering and Computer Science are lapsed after six consecutive terms. The Associate Deans in all faculties agreed that the lapsed status should be standardized at six consecutive terms without registration for students in degree and certificate programs and after four terms for students in Microprograms.

In addition, it was agreed that lapsed students in the Faculty of Arts and Science, in the John Molson School of Business, and in the Faculty of Fine Arts will be required to meet with an Advisor in their respective faculty who will assess their file and determine whether to re-activate (unlapse) the status. In some cases, students may be required to submit a new application, depending on the time away, program status and credits-to-completion.

The current regulations for lapsed students in the Gina Cody School of Engineering and Computer Science remain the same. Lapsed students who wish to resume their studies are required to submit a new application for admission.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Office of the Registrar: Adjustments to academic regulations

Calendar Section Name: Student Request Committees

Calendar Section Type: Regulation

Description of Change: Student Request Committees Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path:

Present Text calendar

~~Section 16.1.7~~ Student Request Committees

1. Student Request Committees consider applications from students for exceptions to academic regulations or related matters, such as permission for course overloads, registration or withdrawals after the deadline, course substitutions, exceptions to residence requirements, permission to take courses at other universities, and exceptions to the rules governing the refund of tuition and other fees.

2. A student request shall be made on a Student Request form available online on the Course withdrawals web page: concordia.ca/students/registration/course-withdrawals . The completed request form, student statement, and all supporting documentation should be submitted as follows:

- Students registered in a Faculty of Arts and Science program must submit to the academic department housing the program in which they are registered;
- Students registered in a Gina Cody School of Engineering and Computer Science program must submit to the Faculty Student Academic Services Office;
- Students registered in a Faculty of Fine Arts program must submit to the Faculty Undergraduate Student Academic Services Office;
- Students registered in a John Molson School of Business program must submit to the Faculty Undergraduate Programs Office;
- Independent students must submit to the ~~Birks Student Service Centre.~~

Requests for refunds of fees will not be considered unless the student has officially withdrawn from the course(s) in question (DISC).

Proposed Text

Student Request Committees

1. Student Request Committees consider applications from students for exceptions to academic regulations or related matters, such as permission for course overloads, registration or withdrawals after the deadline, course substitutions, exceptions to residence requirements, permission to take courses at other universities, and exceptions to the rules governing the refund of tuition and other fees.

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- Students registered in a Faculty of Arts and Science program must submit to the academic department housing the program in which they are registered;
- Students registered in a Gina Cody School of Engineering and Computer Science program must submit to the Faculty Student Academic Services Office;
- Students registered in a Faculty of Fine Arts program must submit to the Faculty Undergraduate Student Academic Services Office;
- Students registered in a John Molson School of Business program must submit to the Faculty Undergraduate Programs Office;
- Independent students must submit to the [Office of the Registrar.](#)

Requests for refunds of fees will not be considered unless the student has officially withdrawn from the course(s) in question (DISC).

Present Text calendar

Proposed Text

Requests based on medical grounds must be supported by a Student Request Medical Certificate duly completed by a registered medical practitioner. The Medical Certificate form is available online on the Course withdrawals web page: concordia.ca/students/registration/course-withdrawals .

Requests based on medical grounds must be supported by a Student Request Medical Certificate duly completed by a registered medical practitioner. The Medical Certificate form is available online on the Course withdrawals web page: concordia.ca/students/registration/course-withdrawals .

3. A student request shall be made within a reasonable period of time from the circumstances giving rise to the request. Normally, the following guidelines apply:

3. A student request shall be made within a reasonable period of time from the circumstances giving rise to the request. Normally, the following guidelines apply:

A request with respect to a: must be submitted by:

A request with respect to a: must be submitted by:

Summer-session course (session ending in 1) November 1

Summer-session course (session ending in 1) November 1

Fall-term course (term ending in 2) March 1

Fall-term course (term ending in 2) March 1

Fall/Winter course (term ending in 3) August 1

Fall/Winter course (term ending in 3) August 1

Winter-term course (term ending in 4) August 1

Winter-term course (term ending in 4) August 1

In determining whether the period of time elapsed is reasonable, all of the circumstances of the case shall be evaluated.

In determining whether the period of time elapsed is reasonable, all of the circumstances of the case shall be evaluated.

4. Each Faculty shall have a Student Request Committee composed of:

4. Each Faculty shall have a Student Request Committee composed of:

- no fewer than three faculty members appointed by the Faculty Council;

- no fewer than three faculty members appointed by the Faculty Council;

- one representative appointed by the University Registrar;

- one representative appointed by the University Registrar;

- one student appointed by the Faculty Council;

- one student appointed by the Faculty Council;

- the Associate Dean (or delegate) who shall chair the Student Request Committee.

- the Associate Dean (or delegate) who shall chair the Student Request Committee.

The Independent Student Request Committee shall be composed of:

The Independent Student Request Committee shall be composed of:

- one representative appointed by each Faculty Council for a total of four representatives;

- one representative appointed by each Faculty Council for a total of four representatives;

- one student appointed by the Concordia Student Union;

- one student appointed by the Concordia Student Union;

- one representative appointed by the University Registrar who shall chair the Independent Student Request Committee.

- one representative appointed by the University Registrar who shall chair the Independent Student Request Committee.

5. A Student Request Committee may delegate the responsibility for handling certain kinds of requests to designated individuals other than the chair of the committee (e.g. academic advisors, faculty advisors, student affairs coordinators). Where a decision is made by a delegated individual, the student may appeal that decision to the Student Request Committee, as a whole, based on new evidence or other serious grounds, by sending an appeal request in writing, to the Chair of the Student Request Committee within ten (10) working days of receiving a decision made by a delegated individual. Such decisions must be clearly indicated as having been made by delegation.

5. A Student Request Committee may delegate the responsibility for handling certain kinds of requests to designated individuals other than the chair of the committee (e.g. academic advisors, faculty advisors, student affairs coordinators). Where a decision is made by a delegated individual, the student may appeal that decision to the Student Request Committee, as a whole, based on new evidence or other serious grounds, by sending an appeal request in writing, to the Chair of the Student Request Committee within ten (10) working days of receiving a decision made by a delegated individual. Such decisions must be clearly indicated as having been made by delegation.

6. In all cases, the delegated individual and/or the Student Request Committee shall render a reasoned written decision, based on the complete and documented written request, within thirty (30) working days of receiving the request. Decisions of the Student Request Committee ~~to grant a late DISC~~ are final. In cases where the student has requested a full or partial refund of tuition and fees (late DNE, or late DISC with partial refund, respectively), and where the Student Request Committee

6. In all cases, the delegated individual and/or the Student Request Committee shall render a reasoned written decision, based on the complete and documented written request, within thirty (30) working days of receiving the request. Decisions of the Student Request Committee are final. In cases where the student has requested a full or partial refund of tuition and fees (late DNE, or late DISC with partial refund, respectively), and where the Student Request Committee supports the request, the

Present Text calendar

supports the request, the SRC will forward its reasoned recommendation along with the complete dossier to the University Retroactive Withdrawal Committee, which will render the final decision.

The University Retroactive Withdrawal Committee shall be chaired by the University Registrar and composed of:

- one (1) representative appointed by each Faculty Council for a total of four (4) representatives (two-year term, renewable);
- the Director of Health Services or delegate;
- the manager of the Student Accounts Office or delegate;
- one (1) student appointed by the Concordia Student Union.

7. The University Retroactive Withdrawal Committee shall render a reasoned written decision, based on the complete and documented written request, within thirty (30) working days of receiving a recommendation from the Faculty Student Request or Independent Student Request Committee.

8. The decisions of the University Retroactive Withdrawal Committee are final.

Proposed Text

SRC will forward its reasoned recommendation along with the complete dossier to the University Retroactive Withdrawal Committee, which will render the final decision.

The University Retroactive Withdrawal Committee shall be chaired by the University Registrar and composed of:

- one (1) representative appointed by each Faculty Council for a total of four (4) representatives (two-year term, renewable);
- the Director of Health Services or delegate;
- the manager of the Student Accounts Office or delegate;
- one (1) student appointed by the Concordia Student Union.

7. The University Retroactive Withdrawal Committee shall render a reasoned written decision, based on the complete and documented written request, within thirty (30) working days of receiving a recommendation from the Faculty Student Request or Independent Student Request Committee.

8. The decisions of the University Retroactive Withdrawal Committee are final.

Rationale:

The 2016-17 calendar included adjustments to the text in the Student Request Committee (SRC) regulations. The intention was to clarify that requests for financial refunds would be reviewed and decided on by the University Retroactive Withdrawal Committee and that financial decisions are not made by the SRC.

The 2015-16 text read: Decisions of the Student Request Committee are final, with the exception of decisions made on requests for withdrawals after the DNE deadline.

It was replaced with: Decisions of the Student Request Committee to grant a late DISC are final.

The mandate of the SRC goes beyond decisions on late DISCs (see point 1 of the regulations). It has been a longstanding practice and understanding that the decisions of the SRC are final.

The text is adjusting the requirement for independent students to submit requests to the Birks Student Service Centre, as this is the responsibility of the Office of the Registrar.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Office of the Registrar: Adjustments to academic regulations

Calendar Section Name: a) Assessment Grade Point Average (AGPA)

Calendar Section Type: Regulation

Description of Change: a) Assessment Grade Point Average (AGPA) Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.10 Academic Performance > II. Weighted Grade Point Average

Present Text calendar

a) Assessment Grade Point Average (AGPA)

An assessment grade point average (AGPA) for each student is calculated at the end of each academic year (including the summer session, fall and winter terms), provided that the student has attempted a minimum of 12 credits. If the student has attempted fewer than 12 credits, these credits will be included in the assessment for the following academic year.

When a student transfers from one degree or certificate to another degree or certificate, the AGPA is calculated only for courses recorded in the current degree or certificate. (This calculation normally excludes the grades for any transfer credits awarded.) Special regulations for graduating students may be specified in each Faculty's regulations.

Grades for supplemental and replacement examinations and for late completion of courses with "INC" or "MED" notations are included in the assessment period in which they are recorded.

In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the AGPA.

In the Gina Cody School of Engineering and Computer Science, prerequisite courses required for admission to a program will not be counted unless they are specifically listed on the student's acceptance letter.

Proposed Text

a) Assessment Grade Point Average (AGPA)

An assessment grade point average (AGPA) for each student is calculated at the end of each academic year (including the summer session, fall and winter terms), provided that the student has attempted a minimum of 12 credits. If the student has attempted fewer than 12 credits, these credits will be included in the assessment for the following academic year.

When a student transfers from one degree or certificate to another degree or certificate, the AGPA is calculated only for courses recorded in the current degree or certificate. (This calculation normally excludes the grades for any transfer credits awarded.) Special regulations for graduating students may be specified in each Faculty's regulations.

Grades for supplemental and replacement examinations and for late completion of courses with "INC" or "MED" notations are included in the assessment period in which they are recorded.

In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the AGPA.

In the Gina Cody School of Engineering and Computer Science, prerequisite courses required for admission to a program will not be counted unless they are specifically listed on the student's acceptance letter.

Present Text calendar

Proposed Text

A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the AGPA whether or not the course has been repeated.

[Students pursuing a microprogram are excluded from the AGPA assessment.](#)

A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the AGPA whether or not the course has been repeated.

Rationale:

Microprogram students are excluded from the process of annual assessment. When first introduced, the undergraduate microprograms were 9 credits. Given that the credits attempted were below the threshold for assessment (12 credits), these students were automatically excluded from the annual assessment. With the development of new microprograms that range from 9-15 credits in length, this is no longer the case.

Students enrolled in stand-alone microprograms are excluded from the annual academic assessment.

Resource Implications:

Impact Report

Regulations

Section 16.1 General Information

Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16
Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations
Source of Impact

- Section 16.1.3 Registration for Courses
- Section 16.1.7 Student Request Committees

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-5484 - VERSION : 6

Summary and Rationale for Changes

The Office of the Registrar is presenting adjustments to Admission Regulations in Section 13. The majority of the adjustments seek to edit outdated information and clarify a few points.

Resource Implications

None

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Admission Change
- Exemption Change
- Transfer Credits Change
- Student Type Change
- Applicants from Quebec Institutions Change
- Applicants from Other Canadian Provinces Change
- Transfers from Other Universities Change
- Transfers from Other Post-Secondary Institutions Change
- Transfer Credits and Exemptions Change
- Applicants from Outside Canada Change
- Applying for Admission Change
- Mature Students Change
- Independent Students Change
- Senior Students Change
- Bridging Students Change
- Academic Documents Change
- Confirmation Fee Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Admission

Calendar Section Type: Regulation

Description of Change: Admission Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.1 Admission to Concordia University

Present Text calendar

Admission

The University gives fair consideration to all applicants and informs them of its decisions and the basis for such decisions within a reasonable period of time. Concordia has a long tradition of service to adult and part-time students. Basic information on admission requirements and procedures is included in this Calendar. More detailed information can be found on the Concordia website. In keeping with general principles accepted by Quebec universities, admission to Concordia University is open to qualified applicants in the program of their choice. In programs with limited enrolments, not all qualified applicants can be accepted. In such cases, the University accepts those with the strongest qualifications and demonstrable potential. Qualified applicants not admitted to their preferred program are automatically considered for their second-choice program.

Applicants ~~should~~ submit an application through the Concordia website: ~~concordia.ca~~

There is a single processing centre to which all admission-related documents should be ~~mailed~~

Concordia University
Admissions Application Centre
P.O. Box 2900
Montreal, Quebec
H3G 2S2

Proposed Text

Admission

The University gives fair consideration to all applicants and informs them of its decisions and the basis for such decisions within a reasonable period of time. Concordia has a long tradition of service to adult and part-time students. Basic information on admission requirements and procedures is included in this Calendar. More detailed information can be found on the Concordia website. In keeping with general principles accepted by Quebec universities, admission to Concordia University is open to qualified applicants in the program of their choice. In programs with limited enrolments, not all qualified applicants can be accepted. In such cases, the University accepts those with the strongest qualifications and demonstrable potential. Qualified applicants not admitted to their preferred program are automatically considered for their second-choice program.

Applicants **must** submit an application through the Concordia website: concordia.ca .

There is a single processing centre to which all admission-related documents should be **mailed or emailed if electronic**:

Concordia University
Admissions Application Centre
P.O. Box 2900
Montreal, Quebec
H3G 2S2
[Email: application . centre @concordia.ca](mailto:application.centre@concordia.ca)

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

None

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Exemption

Calendar Section Type: Regulation

Description of Change: Exemption Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.2 Definitions

Present Text calendar

Exemption

A student may be exempted from a Concordia course based on previous ~~study or a challenge exam~~. An exemption from a course has no credit value towards a degree or certificate. Exemptions from required courses may be granted in cases where students have already covered the work at ~~any~~ institution with an appropriate level of performance. Any such courses may be replaced with courses chosen in consultation with their ~~advisors~~. Students who complete a course for which an exemption has been granted will not be permitted to retain the credits unless they have been granted prior approval from the Faculty and/or departmental advisor.

Proposed Text

Exemption

A student may be exempted from a Concordia course based on previous ~~study~~. An exemption from a course has no credit value towards a degree or certificate. Exemptions from required courses may be granted in cases where students have already covered the work at ~~another~~ institution with an appropriate level of performance. Any such courses may be replaced with courses chosen in consultation with their ~~advisors~~ **if it is a required course for their program**. Students who complete a course for which an exemption has been granted will not be permitted to retain the credits unless they have been granted prior approval from the Faculty and/or departmental advisor.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Transfer Credits

Calendar Section Type: Regulation

Description of Change: Transfer Credits Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.2 Definitions

Present Text calendar

Transfer Credits

Transfer credits are credits for courses taken at another institution (or in another Concordia program) which may be ~~transferred~~ towards a Concordia degree or certificate.

Proposed Text

Transfer Credits

Transfer credits are credits for courses taken at another institution (or in another Concordia program) which may be **applied** towards a Concordia degree or certificate.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Student Type

Calendar Section Type: Regulation

Description of Change: Student Type Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.2 Definitions

Present Text calendar

Student Type

Extended Credit Program Students

Students registered in an extended program, normally requiring 30 credits in addition to the regular requirements, designed for students entering from secondary institutions outside Quebec. (See relevant Faculty section.)

Independent Students

Students not seeking a degree or certificate.

Mature Students

Undergraduate students who do not meet regular academic admission requirements and have been admitted on the basis of their age, experience, and potential.

Bridging Students

Undergraduate students who do not meet regular academic admission requirements and have been admitted to a bridging program on the basis of their age, experience, and potential.

Undergraduate Students

Students registered in an undergraduate degree or certificate program, whether on a full - time or part - time basis. See Section 16.1.2 Credit System for a definition of full - time and part - time study.

Visiting Students

Proposed Text

Student Type

Extended Credit Program Students

Students registered in an extended program, normally requiring 30 credits in addition to the regular requirements, designed for students entering from secondary institutions outside Quebec. (See relevant Faculty section.)

Independent Students

Students not seeking a degree or certificate.

Mature Students

Undergraduate students who do not meet regular academic admission requirements and have been admitted on the basis of their age, experience, and [academic](#) potential.

Bridging Students

Undergraduate students who do not meet regular academic admission requirements and have been admitted to a bridging program on the basis of their age, experience, and [academic](#) potential.

Undergraduate Students

Students registered in an undergraduate degree or certificate program, whether on a full - time or part - time basis. See Section 16.1.2 Credit System for a definition of full - time and part - time study.

Present Text calendar

Proposed Text

Microprogram Students

Undergraduate students from other universities who have written approval from their home university to take courses at Concordia University, or students currently registered in certain certificate programs sponsored by external associations (e.g. programs related to the John Molson School of ~~Business~~).

Students registered in an undergraduate microprogram, usually a coherent program of 9-15 credits made up of regular undergraduate courses, completed within one or two academic terms.

Visiting Students

Undergraduate students from other universities who have written approval from their home university to take courses at Concordia University, or students currently registered in certain certificate programs sponsored by external associations (e.g. programs related to the John Molson School of ~~Business~~).

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Applicants from Quebec Institutions

Calendar Section Type: Regulation

Description of Change: Applicants from Quebec Institutions Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.3 Admission Requirements > Section 13.3.1 Applicants from Quebec Institutions

Present Text calendar

Applicants from Quebec Institutions

Quebec applicants must have successfully completed a two-year pre-university program in a Cegep and qualify for a Diploma of Collegial Studies (DEC) or the equivalent. Applicants who have completed a three-year professional program in a Cegep or have obtained ~~a French or International Baccalaureate~~ are also eligible for consideration.

Cegep records of applicants must include the successfully completed prerequisites of the Concordia degree program for which they are applying. These programs and admission requirements "profiles" are listed in:

- The programs and admission requirements listed under each Faculty section,
- The Concordia website.

Students admitted to a particular program at the University and who subsequently wish to change to another program may have to complete specific prerequisites in addition to their regular program requirements.

Proposed Text

Applicants from Quebec Institutions

Quebec applicants must have successfully completed a two-year pre-university program in a Cegep and qualify for a Diploma of Collegial Studies (DEC) or the equivalent. Applicants who have completed a three-year professional program in a Cegep or have obtained **another credential which makes them eligible for admission** are also eligible for consideration.

Cegep records of applicants must include the successfully completed prerequisites of the Concordia degree program for which they are applying. These programs and admission requirements "profiles" are listed in:

- The programs and admission requirements listed under each Faculty section,
- The Concordia website.

Students admitted to a particular program at the University and who subsequently wish to change to another program may have to complete specific prerequisites in addition to their regular program requirements.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Applicants from Other Canadian Provinces

Calendar Section Type: Regulation

Description of Change: Applicants from Other Canadian Provinces
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer
Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.3 Admission Requirements > Section 13.3.2 Applicants from Other Canadian Provinces

Present Text calendar

Applicants from Other Canadian Provinces

When applying to a Faculty program, graduates of secondary schools in Canadian provinces and territories other than Quebec are considered for admission to the Extended Credit Program (ECP) at Concordia. The ECP requires completion of 30 credits in addition to the regular requirements. The duration of a degree program is normally four years. The BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc in Athletic Therapy, and BFA (Specialization in Art Education) will generally require five years of full-time study to complete.

The ECP requirements are not applicable to students applying for admission to microprograms or the Kaié:ri Nikawerà:ke Indigenous Bridging Program.

To be considered for admission, students must have successfully completed prerequisites of the Concordia degree program for which they are applying. The specific admission requirements are listed on the Concordia website.

Students admitted to a particular program at the University and who subsequently wish to change to another program may have to complete specific prerequisites in addition to their regular program requirements.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

Proposed Text

Applicants from Other Canadian Provinces

When applying to a Faculty program, graduates of secondary schools in Canadian provinces and territories other than Quebec are considered for admission to the Extended Credit Program (ECP) at Concordia. The ECP requires completion of 30 credits in addition to the regular requirements. The duration of a degree program is normally four years. The BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc in Athletic Therapy, and BFA (Specialization in Art Education) will generally require five years of full-time study to complete.

The ECP requirements are not applicable to students applying for admission to [certificates](#), microprograms or the Kaié:ri Nikawerà:ke Indigenous Bridging Program.

To be considered for admission, students must have successfully completed prerequisites of the Concordia degree program for which they are applying. The specific admission requirements are listed on the Concordia website.

Students admitted to a particular program at the University and who subsequently wish to change to another program may have to complete specific prerequisites in addition to their regular program requirements.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Transfers from Other Universities

Calendar Section Type: Regulation

Description of Change: Transfers from Other Universities Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.3 Admission Requirements > Section 13.3.3 Transfers from Other Universities

Present Text calendar

Transfers from Other Universities

Each transfer application is considered on its merits. The number of transfer credits granted depends on the character, quality, and quantity of the work completed at ~~the~~ accredited institution. In allowing transfer credits, some special conditions apply:

- Students will not be given credit for courses taken in another university during the same academic term in which they have registered for courses at Concordia University, unless special permission has been obtained in advance from this University. Further detailed information is available in Section 16.1.6 Studies at Other Universities ~~-~~
- To earn an undergraduate degree, students must meet the University Residence Requirements as outlined in Section 16.2.2 Residence Requirements of this Calendar.
- Students transferring to Concordia after having failed to achieve a satisfactory record at any university must take a minimum of 60 ~~additional~~ credits at Concordia.

Proposed Text

Transfers from Other Universities

Each transfer application is considered on its merits. The number of transfer credits granted depends on the character, quality, and quantity of the work completed at **an** accredited institution. In allowing transfer credits, some special conditions apply:

- Students will not be given credit for courses taken in another university during the same academic term in which they have registered for courses at Concordia University, unless special permission has been obtained in advance from this University. Further detailed information is available in Section 16.1.6 Studies at Other Universities **of this Calendar.**
- To earn an undergraduate degree, students must meet the University Residence Requirements as outlined in Section 16.2.2 Residence Requirements of this Calendar.
- Students transferring to Concordia after having failed to achieve a satisfactory record at any university must take a minimum of 60 credits at Concordia.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Transfers from Other Post-Secondary Institutions

Calendar Section Type: Regulation

Description of Change: Transfers from Other Post-Secondary Institutions Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.3 Admission Requirements > Section 13.3.4 Transfers from Other Post-Secondary Institutions

Present Text calendar

Transfers from Other Post-Secondary Institutions

Each transfer application is considered on its ~~merits~~. Credits from junior colleges, community colleges, or colleges of applied arts and technology outside Quebec ~~will, in general, be given the same recognition towards undergraduate programs as they receive in their respective provinces.~~

Proposed Text

Transfers from Other Post-Secondary Institutions

Each transfer application is considered on its ~~merits~~ **provided the studies were academic in nature and done at an accredited institution** . Credits from ~~certain~~ junior colleges, community colleges, or colleges of applied arts and technology outside Quebec ~~may~~ **be considered for transfer credits** .

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Transfer Credits and Exemptions

Calendar Section Type: Regulation

Description of Change: Transfer Credits and Exemptions Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.3 Admission Requirements > Section 13.3.5 Transfer Credits and Exemptions

Present Text calendar

Transfer Credits and Exemptions

Transfer credits are credits for courses taken at another institution (or in another Concordia program) which may be transferred towards a Concordia degree or certificate. The respective Faculty assesses all requests for transfer credits. Concordia courses transferred from an incomplete degree, or certificate program, microprogram, the Kaié:ri Nikawerà:ke Indigenous Bridging ~~Program~~, or from independent studies will have the credits transferred as well as the corresponding ~~grade~~ provided a grade of C- or better has been achieved. Concordia courses transferred from a completed degree or certificate, microprogram or Kaié:ri Nikawerà:ke Indigenous Bridging Program will have ~~the~~ credits transferred but will not include the corresponding grades. Courses from another institution with a grade of C- or better (or equivalent) may have the credits transferred, if deemed appropriate, but will not include the corresponding grades.

An exemption from a course has no credit value towards a degree or certificate. Exemptions from required courses may be granted in cases where students have already covered the work at ~~any~~ institution, with an appropriate level of performance. Any such courses may be replaced with courses chosen in consultation with their ~~advisors~~. Students cannot retain credits for a repeated course or a course in which any exemption has been granted, unless they have been granted prior approval from the Faculty and/or departmental advisor.

Proposed Text

Transfer Credits and Exemptions

Transfer credits are credits for courses taken at another institution (or in another Concordia program) which may be transferred towards a Concordia degree or certificate. The respective Faculty assesses all requests for transfer credits. Concordia courses transferred from an incomplete degree, or certificate program, microprogram, the Kaié:ri Nikawerà:ke Indigenous Bridging **Program**, or from independent studies will have the credits transferred as well as the corresponding **grade**, provided a grade of C- or better has been achieved. Concordia courses transferred from a completed degree or certificate, microprogram or Kaié:ri Nikawerà:ke Indigenous Bridging Program will have **some** credits transferred but will not include the corresponding grades. Courses from another institution with a grade of C- or better (or equivalent) may have the credits transferred, if deemed appropriate, but will not include the corresponding grades.

An exemption from a course has no credit value towards a degree or certificate. Exemptions from required courses may be granted in cases where students have already covered the work at **another** institution, with an appropriate level of performance. Any such courses may be replaced with courses chosen in consultation with their **advisors if it is a required course for their program**. Students cannot retain credits for a repeated course or a course in which any exemption has been granted, unless they have been granted prior approval from the Faculty and/or departmental advisor.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Applicants from Outside Canada

Calendar Section Type: Regulation

Description of Change: Applicants from Outside Canada Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.3 Admission Requirements > Section 13.3.6 Applicants from Outside Canada

Present Text calendar

Applicants from Outside Canada

In general, candidates who have completed the level of education required for admission to university in their home country and have achieved ~~good~~ grades are eligible to apply for admission. Further information regarding international admission requirements is available in Section 19 International Students .

Proposed Text

Applicants from Outside Canada

In general, candidates who have completed the level of education required for admission to university in their home country and have achieved grades [meeting the minimum requirements for entry](#) are eligible to apply for admission. Further information regarding international admission requirements is available in Section 19 International Students .

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Applying for Admission

Calendar Section Type: Regulation

Description of Change: Applying for Admission Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.5 Applying for Admission

Present Text calendar

Applying for Admission

Section 13.5.1 Application fee

Section 13.5.2 Deadlines

Students should submit an application through the Concordia website at concordia.ca. Students are encouraged to apply for admission as early as possible to allow sufficient time for the evaluation of their application. This is especially true for applicants from outside Canada. Supporting documents must be submitted at the time of application or as soon afterwards as they become available.

Applicants must state their full academic history on their application for admission or risk cancellation of their admission or registration. No transfer credit will be awarded retroactively for former studies not ~~reported~~ in the application.

Proposed Text

Applying for Admission

Section 13.5.1 Application fee

Section 13.5.2 Deadlines

Students should submit an application through the Concordia website at concordia.ca. Students are encouraged to apply for admission as early as possible to allow sufficient time for the evaluation of their application. This is especially true for applicants from outside Canada. Supporting documents must be submitted at the time of application or as soon afterwards as they become available.

Applicants must state their full academic history on their application for admission or risk cancellation of their admission or registration. No transfer credit will be awarded retroactively for former studies not ~~reported~~ **disclosed** in the application.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Mature Students

Calendar Section Type: Regulation

Description of Change: Mature Students Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.6 Special Admissions > Section 13.6.1 Mature Students

Present Text calendar

Mature Students

Mature students are undergraduates who have not met the regular academic admission requirements (e.g. completion of a DEC or equivalent), but have been admitted on the basis of age, experience, and potential. Mature students may study full-time or part-time.

Information on Mature Entry is contained under Mature Entry in Section 14 Alternative Entry .

Proposed Text

Mature Students

Mature students are undergraduates who have not met the regular academic admission requirements (e.g. completion of a DEC or equivalent), but have been admitted on the basis of age, experience, and [academic](#) potential. Mature students may study full-time or part-time.

Information on Mature Entry is contained under Mature Entry in Section 14 Alternative Entry .

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Independent Students

Calendar Section Type: Regulation

Description of Change: Independent Students Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.6 Special Admissions > Section 13.6.3 Independent Students

Present Text calendar

Independent Students

Concordia University allows individuals to register as Independent students — students who can take individual courses but are not registered in a degree program — if they satisfy the admission requirements.

Canadian citizens and permanent residents can qualify for admission by providing proof of being over 21 years of age as of May 15 for the summer session, September 15 for the fall term or January 15 for the winter term OR providing proof of meeting the minimum academic requirements for entry to the University. International students must be academically eligible for University entrance.

Independent students may register for a maximum of 18 credits a year, equally divided between fall and winter terms; their Independent status in no way guarantees them a place in a given course. International Independent students are required to register for a minimum of 12 credits each fall and winter term according to Immigration Quebec rules.

Independent students are admitted through Enrolment Services and will subsequently receive academic advising through the respective Faculty. Students who wish to enter a degree or certificate must submit a formal application. Credits acquired as an Independent student may be applied towards the degree or certificate if applicable. ~~In the case of the Faculty of Arts and Science and the Gina Cody School of Engineering and Computer Science, a maximum of 30 credits earned in the Independent status may be transferred towards a degree.~~

Proposed Text

Independent Students

Concordia University allows individuals to register as Independent students — students who can take individual courses but are not registered in a degree program — if they satisfy the admission requirements.

Canadian citizens and permanent residents can qualify for admission by providing proof of being over 21 years of age as of May 15 for the summer session, September 15 for the fall term or January 15 for the winter term OR providing proof of meeting the minimum academic requirements for entry to the University. International students must be academically eligible for University entrance.

Independent students may register for a maximum of 18 credits a year, equally divided between fall and winter terms; their Independent status in no way guarantees them a place in a given course. International Independent students are required to register for a minimum of 12 credits each fall and winter term according to Immigration Quebec rules.

Independent students are admitted through Enrolment Services and will subsequently receive academic advising through the respective Faculty. Students who wish to enter a degree or certificate must submit a formal application. Credits acquired as an Independent student may be applied towards the degree or certificate if applicable. **A** maximum of 30 credits earned in the Independent status may be transferred towards a degree.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Senior Students

Calendar Section Type: Regulation

Description of Change: Senior Students Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.6 Special Admissions > Section 13.6.4 Senior Students

Present Text calendar

Senior Students

Concordia University is committed to lifelong learning and community service. Seniors at Concordia either take credit courses in a program or as Independent students. They can also choose to audit courses on a non-credit basis through the Senior ~~Audit program administered by the Office of the Registrar.~~

Students aged 55 and over who wish to attend undergraduate courses primarily in the Faculty of Arts and Science for personal interest rather than for credit, may register to audit courses. Though not required to write class assignments or final examinations, they participate in every other aspect of the courses. Senior Audit students pay significantly reduced fees. For more information, ~~call Sylvia De Niverville at 514-848-2424, ext. 3893.~~

If seniors wish to pursue an undergraduate program or take courses as Independent students for credit, they ~~may do so at the~~ regular tuition fees. Some assistance through the William Schiff Scholarship is possible for those 55 or over. Applications and information may be obtained at the Financial Aid and Awards Office.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

Proposed Text

Senior Students

Concordia University is committed to lifelong learning and community service. Seniors at Concordia either take credit courses in a program or as Independent students. They can also choose to audit courses on a non-credit basis through the Senior Non-Credit Program.

Students aged 55 and over who wish to attend undergraduate courses primarily in the Faculty of Arts and Science for personal interest rather than for credit, may register to audit courses. Though not required to write class assignments or final examinations, they participate in every other aspect of the courses. Senior Audit students pay significantly reduced fees. For more information, [visit the Senior Non-Credit Program office web page at concordia.ca/lifelong-learning/seniors](https://concordia.ca/lifelong-learning/seniors) .

If seniors wish to pursue an undergraduate program or take courses as Independent students for credit, they [must submit a formal application and pay](#) regular tuition fees. Some assistance through the William Schiff Scholarship is possible for those 55 or over. Applications and information may be obtained at the Financial Aid and Awards Office.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Bridging Students

Calendar Section Type: Regulation

Description of Change: Bridging Students Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.6 Special Admissions > Section 13.6.5 Bridging Students

Present Text calendar

Bridging Students

Bridging students are undergraduates who have not met the regular academic admission requirements (e.g. completion of a DEC or equivalent), but have been admitted to a bridging program on the basis of age, experience, and potential. These students follow the course sequence of the bridging program to which they are admitted, and are not initially enrolled directly in a degree program. Upon successful completion of the bridging program requirements the student may be admitted to a related degree program. Please see 9. Bridging Program under Section 16.2.4 Concentration Requirements for the definition of a bridging program.

Proposed Text

Bridging Students

Bridging students are undergraduates who have not met the regular academic admission requirements (e.g. completion of a DEC or equivalent), but have been admitted to a bridging program on the basis of age, experience, and [academic](#) potential. These students follow the course sequence of the bridging program to which they are admitted, and are not initially enrolled directly in a degree program. Upon successful completion of the bridging program requirements the student may be admitted to a related degree program. Please see "9. Bridging Program " under Section 16.2.4 Concentration Requirements for the definition of a bridging program.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Academic Documents

Calendar Section Type: Regulation

Description of Change: Academic Documents Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.7 Required Documents > Section 13.7.1 All Applicants

Present Text calendar

Academic Documents

Applicants must submit all secondary and post - secondary academic records. In order for their admission to be finalized, they must ensure that an **official** transcript is forwarded directly to the Admissions Application Centre by all of the institutions which they have attended.

With their application, students currently enrolled at an institution must include results from all previous terms together with a list of courses in progress. They must arrange for an **official** transcript with the results of the final semester to be forwarded as soon as possible once they have been admitted. All documents must be originals or appropriately certified copies. Uncertified copies are not ~~acceptable; neither are records transmitted by fax.~~ Transcripts in a language other than English or French must be accompanied by a certified translation. If the transcript does not detail the subjects and the grades, a certified statement of these from an authorized official of the institution should also be included.

The above procedure whereby institutions send official transcripts directly to Concordia University is the normal method for receipt of official transcripts. However, in order to accelerate the review of their file, students may submit official transcripts in **sealed envelopes** ~~along with their application,~~ subject to the following procedures: applicants are to request each previous educational institution to provide them with a copy of their official transcript, sealed in an envelope which bears the name and address of the school, the institutional logo (if applicable), a notice on the envelope stating that it contains official transcripts, and a signature/signature stamp/explanatory label placed across the seal of the envelope.

Proposed Text

Academic Documents

Applicants must submit all secondary and post - secondary academic records. In order for their admission to be finalized, they must ensure that an **official** transcript is forwarded directly to the Admissions Application Centre by all of the institutions which they have attended.

With their application, students currently enrolled at an institution must include results from all previous terms together with a list of courses in progress. They must arrange for an **official** transcript with the results of the final semester to be forwarded as soon as possible once they have been admitted. All documents must be originals or appropriately certified copies. Uncertified copies are not **acceptable**. Transcripts in a language other than English or French must be accompanied by a certified translation. If the transcript does not detail the subjects and the grades, a certified statement of these from an authorized official of the institution should also be included.

The above procedure whereby institutions send official transcripts directly to Concordia University is the normal method for receipt of official transcripts. However, in order to accelerate the review of their file, students may submit official transcripts in **sealed envelopes** subject to the following procedures: applicants are to request each previous educational institution to provide them with a copy of their official transcript, sealed in an envelope which bears the name and address of the school, the institutional logo (if applicable), a notice on the envelope stating that it contains official transcripts, and a signature/signature stamp/explanatory label placed across the seal of the envelope.

NOTE: All required documents received by Concordia

Present Text calendar

NOTE: All required documents received by Concordia University become the property of the University. Official documents and/or transcripts will not be returned to the applicant and will be destroyed after three years.

Proposed Text

University become the property of the University. Official documents and/or transcripts will not be returned to the applicant and will be destroyed after three years.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Section 13

Calendar Section Name: Confirmation Fee

Calendar Section Type: Regulation

Description of Change: Confirmation Fee Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.8 Selection Process and Notification > Section 13.8.2 Confirmation Fee

Present Text calendar

Confirmation Fee

Applicants who have been granted admission or conditional admission ~~to full-time studies or to certain part-time programs~~ are required to submit a confirmation deposit to confirm their intention to attend the University. This non - refundable confirmation deposit is applied towards tuition fees.

Applicants who receive a conditional offer of admission, but who are ultimately denied admission because they have not completed the minimum academic requirements for entrance, will receive a refund of their confirmation deposit upon request.

Proposed Text

Confirmation Fee

Applicants who have been granted admission or conditional admission are required to submit a confirmation deposit to confirm their intention to attend the University. This non - refundable confirmation deposit is applied towards tuition fees.

Applicants who receive a conditional offer of admission, but who are ultimately denied admission because they have not completed the minimum academic requirements for entrance, will receive a refund of their confirmation deposit upon request.

Rationale:

Editing outdated information and clarifying a few points.

Resource Implications:

none

Impact Report

Undergraduate Program Regular Curriculum Change - OOR-OOR-5368 - VERSION : 4

Summary and Rationale for Changes

The proposed modification includes a minor adjustment to update the texts to include all situations in which a Medical (“MED”) or Deferred (“DEF”) notation cannot be assigned. Currently, the text states that a “MED” or “DEF” cannot be assigned to a course with an “R” grade or “NR” notation. The same is true for a course with a “DISC” notation. A “DISC” notation indicates that a student has withdrawn from a course after the end of the course-change period. By nature, having withdrawn from the course, the student is no longer eligible to request accommodations for deferrals or medical notations.

Also, removing the current description that describes the University Examinations Committee in section 16.3.7 II and replaced it with a more elaborate description that was added as a new point (point four) at the bottom of section 16.3.7.II.

Resource Implications

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- II. Deferred, Replacement and Supplemental Examinations – Regulations Change
- 1. Deferred Examinations Change
- 2. Replacement Examinations Change
- 3. Supplemental Examinations Change
- 4. University Examinations Committee New
- I. Deferred “DEF” Notations Change
- II. Medical “MED” Notations Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Academic Calendar Section 16.3.7 II.1.g and 16.3.8.I.2 (Deferrals) - 2024-25

Calendar Section Name: II. Deferred, Replacement and Supplemental Examinations – Regulations

Calendar Section Type: Regulation

Description of Change: II. Deferred, Replacement and Supplemental Examinations – Regulations Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer
Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.7 Examinations

Present Text calendar

II. Deferred, Replacement and Supplemental Examinations – Regulations

~~The University Examinations Committee is comprised of one faculty member from each Faculty, a student representative, the Director of Health Services or delegate, and a representative from the Office of the Registrar.~~

Proposed Text

II. Deferred, Replacement and Supplemental Examinations – Regulations

Rationale:

Adding a more complete explanation about the purpose of the University Examinations Committee and moving it as a separate point (point number four) within the same section.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Academic Calendar Section 16.3.7 II.1.g and 16.3.8.I.2 (Deferrals) - 2024-25

Calendar Section Name: 1. Deferred Examinations

Calendar Section Type: Regulation

Description of Change: 1. Deferred Examinations Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.7 Examinations > II. Deferred, Replacement and Supplemental Examinations – Regulations

Present Text calendar

1. Deferred Examinations

a) A student who did not write a final examination and has been granted a “DEF” notation is permitted to write a deferred examination.

b) A deferred examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.

c) When a student receiving the privilege of writing a deferred examination does not write the examination during the specified period, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar according to the grade achieved by the student before the “DEF” notation was granted.

d) An examination cannot normally be deferred a second time. A student who is prevented from writing the deferred exam due to extraordinary circumstances may apply to the University Examinations Committee for a retroactive “DISC” in the course.

~~The Committee’s decisions are final.~~

e) When a deferred examination has been written and evaluated, the grade is added to the student’s marks for other course work. The resulting final grade will replace the “DEF” notation on the student record and official transcript.

f) A student who fails a course after writing a deferred examination may have one opportunity to write a supplemental examination during the next scheduled supplemental

Proposed Text

1. Deferred Examinations

a) A student who did not write a final examination and has been granted a “DEF” notation is permitted to write a deferred examination.

b) A deferred examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.

c) When a student receiving the privilege of writing a deferred examination does not write the examination during the specified period, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar according to the grade achieved by the student before the “DEF” notation was granted.

d) An examination cannot normally be deferred a second time. A student who is prevented from writing the deferred exam due to extraordinary circumstances may apply to the University Examinations Committee for a retroactive “DISC” in the course.

e) When a deferred examination has been written and evaluated, the grade is added to the student’s marks for other course work. The resulting final grade will replace the “DEF” notation on the student record and official transcript.

f) A student who fails a course after writing a deferred examination may have one opportunity to write a supplemental examination during the next scheduled supplemental examination period provided the original grade was not “FNS”

Present Text calendar

Proposed Text

examination period provided the original grade was not “FNS” and all other criteria for writing a supplemental have been met (see Section 16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations :).

and all other criteria for writing a supplemental have been met (see Section 16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations

g) A student cannot write a deferred examination in a course with a grade of “R” or ~~“NR.”~~

g) A student cannot write a deferred examination in a course with a grade of “R” or “NR,” or a “DISC” notation.

Rationale:

The proposed modification includes a minor adjustment to update the texts to include all situations in which a Medical (“MED”) or Deferred (“DEF”) notation cannot be assigned. Currently, the text states that a “MED” or “DEF” cannot be assigned to a course with an “R” grade or “NR” notation. The same is true for a course with a “DISC” notation. A “DISC” notation indicates that a student has withdrawn from a course after the end of the course-change period. By nature, having withdrawn from the course, the student is no longer eligible to request accommodations for deferrals or medical notations.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Academic Calendar Section 16.3.7 II.1.g and 16.3.8.I.2 (Deferrals) - 2024-25

Calendar Section Name: 2. Replacement Examinations

Calendar Section Type: Regulation

Description of Change: 2. Replacement Examinations Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.7 Examinations > II. Deferred, Replacement and Supplemental Examinations – Regulations

Present Text calendar

2. Replacement Examinations

a) A student who did not write a final examination and has been granted a “MED” notation is permitted to write a replacement examination.

b) A replacement examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.

c) When a student does not write a replacement examination, no further examination, replacement or supplemental, will be scheduled. However, students who were prevented from writing the replacement examination due to extraordinary circumstances will be able to apply to the University Examinations Committee. If the Committee approves such a request, the student will be granted a retroactive “DISC.” ~~The Committee’s decisions are final.~~

d) When a replacement examination is not written, the “MED” notation (e.g. “MED/DNW”) will appear permanently on the student record and official transcript.

e) When a replacement examination has been written and evaluated, the grade is added to the student’s marks for other course work. The resulting final grade will replace the “MED” notation on the student record and official transcript.

f) A student who fails a course after writing a replacement examination, may have one opportunity to write a supplemental examination during the next scheduled supplemental

Proposed Text

2. Replacement Examinations

a) A student who did not write a final examination and has been granted a “MED” notation is permitted to write a replacement examination.

b) A replacement examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.

c) When a student does not write a replacement examination, no further examination, replacement or supplemental, will be scheduled. However, students who were prevented from writing the replacement examination due to extraordinary circumstances will be able to apply to the University Examinations Committee. If the Committee approves such a request, the student will be granted a retroactive “DISC.”

d) When a replacement examination is not written, the “MED” notation (e.g. “MED/DNW”) will appear permanently on the student record and official transcript.

e) When a replacement examination has been written and evaluated, the grade is added to the student’s marks for other course work. The resulting final grade will replace the “MED” notation on the student record and official transcript.

f) A student who fails a course after writing a replacement examination, may have one opportunity to write a supplemental examination during the next scheduled supplemental examination period provided the original grade was not “FNS”

Present Text calendar

Proposed Text

examination period provided the original grade was not “FNS” and all other criteria for writing a supplemental have been met (see Section 16.3.8 ~~Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations.~~

and all other criteria for writing a supplemental have been met (see Section 16.3.8 **III Supplemental Examinations — Regulations under Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements**).

g) A student cannot write a replacement examination in a course with a grade of “R” or “NR.”

g) A student cannot write a replacement examination in a course with a grade of “R” or “NR.”

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Academic Calendar Section 16.3.7 II.1.g and 16.3.8.I.2 (Deferrals) - 2024-25

Calendar Section Name: 3. Supplemental Examinations

Calendar Section Type: Regulation

Description of Change: 3. Supplemental Examinations Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.7 Examinations > II. Deferred, Replacement and Supplemental Examinations – Regulations

Present Text calendar

3. Supplemental Examinations

a) A student who applies for and satisfies all the requirements is permitted to write a supplemental examination.

b) Whether or not a supplemental examination is written, the original grade for the course (“F,”“F/DNW”) will remain permanently on the student record and official transcript.

c) The grades from both attempts (first attempt and the supplemental examination) are included in calculating grade point averages and assessments of academic standing.

d) A student who fails a supplemental examination is given a grade of “R.” A student who does not write a supplemental examination is not assigned a second failing grade for the course.

e) When a student does not write a supplemental examination, no further examination, replacement or supplemental, will be scheduled. However, students who were prevented from writing the supplemental examination because of extraordinary circumstances will be able to apply to the University Examinations Committee.

~~f) The University Examinations Committee is comprised of one faculty member from each Faculty, a student representative, and a representative from the Office of the Registrar. The Committee is chaired by the Associate Registrar. The Committee’s decisions are final.~~

Proposed Text

3. Supplemental Examinations

a) A student who applies for and satisfies all the requirements is permitted to write a supplemental examination.

b) Whether or not a supplemental examination is written, the original grade for the course (“F,”“F/DNW”) will remain permanently on the student record and official transcript.

c) The grades from both attempts (first attempt and the supplemental examination) are included in calculating grade point averages and assessments of academic standing.

d) A student who fails a supplemental examination is given a grade of “R.” A student who does not write a supplemental examination is not assigned a second failing grade for the course.

e) When a student does not write a supplemental examination, no further examination, replacement or supplemental, will be scheduled. However, students who were prevented from writing the supplemental examination because of extraordinary circumstances will be able to apply to the University Examinations Committee. **If the Committee approves such a request, the student will be granted a retroactive "DISC."**

f) John Molson School of Business: There are no supplemental examinations available for courses offered in this School.

g) Gina Cody School of Engineering and Computer Science: Students may apply to write a supplemental examination by

Present Text calendar

~~g~~) John Molson School of Business: There are no supplemental examinations available for courses offered in this School .

~~h~~) Gina Cody School of Engineering and Computer Science: Students may apply to write a supplemental examination by submitting a Student Request form if they meet the conditions listed in Supplemental Examinations under Section 71.10.3 Academic Regulations .

Proposed Text

submitting a Student Request form if they meet the conditions listed in Supplemental Examinations under Section 71.10.3 Academic Regulations .

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Academic Calendar Section 16.3.7 II.1.g and 16.3.8.I.2 (Deferrals) - 2024-25

Calendar Section Name: 4. University Examinations Committee

Calendar Section Type: Regulation

Description of Change: 4. University Examinations Committee New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements > Section 16.3.7 Examinations > II. Deferred, Replacement and Supplemental Examinations – Regulations

Present Text calendar

Proposed Text

4. University Examinations Committee

The University Examinations Committee reviews requests for exceptions to the regulations for deferred exams, medical notations, and supplemental exams. The Committee is comprised of one faculty member from each Faculty, a student representative, the Director of Health Services or delegate, and a representative from the Office of the Registrar. The University Examinations Committee may delegate the responsibility for handling certain kinds of requests to designated individuals (e.g. examinations coordinator). Students who wish to submit a deferral or medical notation application to the Committee can do so by informing an examinations coordinator. The Committee meets on an ad hoc basis. All decisions of the University Examinations Committee are final.

Rationale:

Adding this text to provide some explanation about what the University Examinations Committee stands for. Replacing the old text that previously existed at the top of section 16.3.7. II and moving the revised text in a different location at the bottom of the same section within its own title.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Academic Calendar Section 16.3.7 II.1.g and 16.3.8.I.2 (Deferrals) - 2024-25

Calendar Section Name: I. Deferred "DEF" Notations

Calendar Section Type: Regulation

Description of Change: I. Deferred "DEF" Notations Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path:

Present Text calendar

I. Deferred "DEF" Notations

- A student who has missed a final examination due to unforeseeable circumstances beyond his or her control can apply to have his or her original grade replaced by a temporary "DEF" notation. The original grade assigned must include a "DNW" notation.

Note: Unforeseeable and/or extraordinary circumstances may include, but are not limited to, a serious illness or severe injury; a recent death in one's immediate family; unexpectedly assuming responsibility of an immediate family member due to serious illness; severe emotional stress; fire. Personal travel is not an acceptable reason to be granted a "DEF" notation. In the case of work commitments or religious observations, see Examinations I.4 Final Examinations.

- A "DEF" notation cannot be assigned in a course with an "R" or "NR" notation.

- Applications for a "DEF" notation can be submitted online using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department or faculty, by January 15 for fall courses (term ending in 2), May 10 for fall/winter and winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). All applications must be submitted along with a statement explaining the situation and the reasons for the request. Should additional information be required, a member of the Exams Office may be in contact with a student and may request a medical certificate, or if the reasons are not medical, other appropriate documents. By submitting any documents and explanations regarding the application, the student authorizes the University to verify the legitimacy of the information provided.

- A per-course processing fee will be applied to the students'

Proposed Text

I. Deferred "DEF" Notations

- A student who has missed a final examination due to unforeseeable circumstances beyond his or her control can apply to have his or her original grade replaced by a temporary "DEF" notation. The original grade assigned must include a "DNW" notation.

Note: Unforeseeable and/or extraordinary circumstances may include, but are not limited to, a serious illness or severe injury; a recent death in one's immediate family; unexpectedly assuming responsibility of an immediate family member due to serious illness; severe emotional stress; fire. Personal travel is not an acceptable reason to be granted a "DEF" notation. In the case of work commitments or religious observations, see [Section 16.3.7 Examinations I.4 Final Examinations](#).

- A "DEF" notation cannot be assigned in a course with an "R" or "NR" [grade, or a "DISC"](#) notation.

- Applications for a "DEF" notation can be submitted online using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department or faculty, by January 15 for fall courses (term ending in 2), May 10 for fall/winter and winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). All applications must be submitted along with a statement explaining the situation and the reasons for the request. Should additional information be required, a member of the Exams Office may be in contact with a student and may request a medical certificate, or if the reasons are not medical, other appropriate documents. By submitting any documents and explanations regarding the application, the student authorizes the University to verify the legitimacy of the information provided.

- A per-course processing fee will be applied to the students'

Present Text calendar

account for each "DEF" notation application. (See the Tuition and Fees website at concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees for the current fee.

- The Registration and Examinations Office is entitled to ask the student to provide additional information.
- When the Registration and Examinations Office approves the awarding of the "DEF" notation, it will temporarily replace the student's original grade for the course or courses concerned. The student is then entitled to write a deferred examination. For information about deferred examinations, see Examinations II Deferred, Replacement and Supplemental Examinations – Regulations .
- When the deferred examination has been completed and evaluated, a new grade will replace the "DEF" notation.
- When a student receiving the privilege of writing a deferred examination does not write the examination during the specified period, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar according to the grade achieved by the student before the "DEF" notation was granted.
- **Requests for deferred examinations can be made in a maximum of three (3) exam sessions during a student's undergraduate or Independent studies at Concordia.** Requests that exceed this number will be submitted to the University Examinations Committee for consideration. Refer to numbers 3, 4, and 5 of this section for information on the application process and deadlines.

Proposed Text

account for each "DEF" notation application. (See the Tuition and Fees website at concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees for the current fee.

- The Registration and Examinations Office is entitled to ask the student to provide additional information.
- When the Registration and Examinations Office approves the awarding of the "DEF" notation, it will temporarily replace the student's original grade for the course or courses concerned. The student is then entitled to write a deferred examination. For information about deferred examinations, see [Section 16.3.7 Examinations II Deferred, Replacement and Supplemental Examinations – Regulations](#) .
- When the deferred examination has been completed and evaluated, a new grade will replace the "DEF" notation.
- When a student receiving the privilege of writing a deferred examination does not write the examination during the specified period, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar according to the grade achieved by the student before the "DEF" notation was granted.
- **Requests for deferred examinations can be made in a maximum of three (3) exam sessions during a student's undergraduate or Independent studies at Concordia.** Requests that exceed this number will be submitted to the University Examinations Committee for consideration. Refer to numbers 3, 4, and 5 of this section for information on the application process and deadlines.

Rationale:

The proposed modification includes a minor adjustment to update the texts to include all situations in which a Medical ("MED") or Deferred ("DEF") notation cannot be assigned. Currently, the text states that a "MED" or "DEF" cannot be assigned to a course with an "R" grade or "NR" notation. The same is true for a course with a "DISC" notation. A "DISC" notation indicates that a student has withdrawn from a course after the end of the course-change period. By nature, having withdrawn from the course, the student is no longer eligible to request accommodations for deferrals or medical notations.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Academic Calendar Section 16.3.7 II.1.g and 16.3.8.I.2 (Deferrals) - 2024-25

Calendar Section Name: II. Medical "MED" Notations

Calendar Section Type: Regulation

Description of Change: II. Medical "MED" Notations Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 11 & 16)

Department: Enrolment Services/Office of the Registrar (Sections 11 & 16) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path:

Present Text calendar

II. Medical "MED" Notations

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A student who has missed a final examination and/or been unable to complete course assignments due to a long - term medical situation can apply to have his or her original grade replaced by a "MED" notation. The original grade must include the "DNW" notation for a missed final examination; "INC" for course assignments not completed; "DNW/INC" when both elements are missing.

-
A "MED" notation cannot be assigned in a course with an "R" ~~grade~~ or "NR" notation.

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Application forms for a "MED" notation can be submitted online using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department, or Faculty, by January 15 for fall courses (term ending in 2), May 10 for fall/winter and winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). The application should be accompanied by a medical certificate on a physician's original letterhead indicating that a long - term medical situation prohibited the student from being able to complete the final examination on the day or days in question. If the required documentation is not available before the application deadline, the student should submit the request form and provide the supporting material as soon as possible.

-
A per-course processing fee will be applied to the student's

Proposed Text

II. Medical "MED" Notations

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A student who has missed a final examination and/or been unable to complete course assignments due to a long - term medical situation can apply to have his or her original grade replaced by a "MED" notation. The original grade must include the "DNW" notation for a missed final examination; "INC" for course assignments not completed; "DNW/INC" when both elements are missing.

-
A "MED" notation cannot be assigned in a course with an "R" or "NR" ~~grade~~, or a "DISC" notation.

-
Application forms for a "MED" notation can be submitted online using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department, or Faculty, by January 15 for fall courses (term ending in 2), May 10 for fall/winter and winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). The application should be accompanied by a medical certificate on a physician's original letterhead indicating that a long - term medical situation prohibited the student from being able to complete the final examination on the day or days in question. If the required documentation is not available before the application deadline, the student should submit the request form and provide the supporting material as soon as possible.

-
A per-course processing fee will be applied to the student's

Present Text calendar

Proposed Text

account for each "MED" notation application. (See the Tuition and Fees website at concordia.ca/students/financial/tuition-fees.)

account for each "MED" notation application. (See the Tuition and Fees website at concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees-for-the-current-fee.)

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The Registration and Examinations Office is entitled to ask the student to provide additional medical information.

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The Registration and Examinations Office is entitled to ask the student to provide additional medical information.

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When the Registration and Examinations Office approves the acceptance of a medical certificate, the notation "MED" will replace the student's original grade for the course or courses concerned. For information about "MED" replacement examinations, see Section 16.3.7 Examinations II Deferred, Replacement and Supplemental Examinations – Regulations .

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When the Registration and Examinations Office approves the acceptance of a medical certificate, the notation "MED" will replace the student's original grade for the course or courses concerned. For information about "MED" replacement examinations, see Section 16.3.7 Examinations II Deferred, Replacement and Supplemental Examinations – Regulations .

-
When the replacement examination or missing work has been completed and evaluated, a new grade will replace the "MED" notation. If the student does not write a replacement examination or complete the missing work, the "MED" notation will appear permanently on his or her student record and official transcript (e.g. "MED/DNW" or "MED/INC"). "MED" notations carry no grade point value. Courses with "MED" notations are not included in assessments of academic standing.

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When the replacement examination or missing work has been completed and evaluated, a new grade will replace the "MED" notation. If the student does not write a replacement examination or complete the missing work, the "MED" notation will appear permanently on his or her student record and official transcript (e.g. "MED/DNW" or "MED/INC"). "MED" notations carry no grade point value. Courses with "MED" notations are not included in assessments of academic standing.

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The University reserves the right to refer a student to a physician appointed by the University for a recommendation when the student repeatedly submits medical certificates.

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The University reserves the right to refer a student to a physician appointed by the University for a recommendation when the student repeatedly submits medical certificates.

Rationale:

The proposed modification includes a minor adjustment to update the texts to include all situations in which a Medical ("MED") or Deferred ("DEF") notation cannot be assigned. Currently, the text states that a "MED" or "DEF" cannot be assigned to a course with an "R" grade or "NR" notation. The same is true for a course with a "DISC" notation. A "DISC" notation indicates that a student has withdrawn from a course after the end of the course-change period. By nature, having withdrawn from the course, the student is no longer eligible to request accommodations for deferrals or medical notations.

Resource Implications:

Impact Report

Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements

Evaluation, Administrative Notations, Examinations, and Performance Requirements

[Section 16.3.1 Evaluation](#)

[Section 16.3.2 Language of Instruction and Examination](#)

[Section 16.3.3 Failing Grades and Administrative Notations](#)

[Section 16.3.4 Administrative Notations](#)

[Section 16.3.5 Late Completion of Courses with "INC" Notations — Procedures and Regulations](#)

[Section 16.3.6 In Progress "IP" Notations — Procedures and Regulations — Faculty of Arts and Science](#)

[Section 16.3.7 Examinations](#)

[Section 16.3.8 Deferred "DEF," Medical "MED" Notations and Supplemental Examinations — Procedures and Regulations](#)

[Section 16.3.9 Academic Re-evaluation](#)

[Section 16.3.10 Academic Performance](#)

Section 16.3.1 Evaluation

Evaluation

A university degree or certificate attests that its holder has attained a measurable level of achievement as established by a recognized system of evaluation. Thus the performance of each student in each course must be evaluated by the instructor or instructors responsible for the course.

Final grades are determined by students' performance on one or more of the following:

1. assigned work, term papers, projects, etc.
2. class participation which, in certain disciplines, may justify an attendance requirement
3. progress tests
4. laboratory tests and/or laboratory work
5. mid-term and/or final examinations
6. level of written expression.

The weight accorded to the various elements is at the discretion of the instructor or instructors responsible for the course.

At the beginning of a course the instructor will provide students with the evaluation scheme in writing. The scheme cannot be altered without appropriate notice.

Normally in the winter term and summer session, an instructor will submit final grades no later than seven calendar days after the scheduled final examination in a course or, where there is no final examination, seven calendar days after the last scheduled class in a course. All final grades for all courses are **required** to be submitted no later than seven calendar days after the University's last scheduled final examination. In the case of grades for potential graduates, instructors are **required** to submit final grades no later than three calendar days after the scheduled final examination in a course or, where there is no final examination, three calendar days after the last scheduled class in a course. For the fall term, all final grades for all courses are required to be submitted no later than 3 days after the university re-opens following the Holiday closure period. This deadline will not necessarily align with the start of winter term classes. There may be additional delays before grades are posted as approvals of the grades and processing time are necessary. Students may obtain their grades via the Student Hub: [concordia.ca/students](https://www.concordia.ca/students) > My CU Account > My Student Centre > Academics (drop down menu) > Grades.

Final grades and grade changes are official only when they have been approved by the appropriate Faculty Dean or delegate.

The University reserves the right to make corrections at any time in case of error.

Section 16.3.2 Language of Instruction and Examination

Language of Instruction and Examination

While courses at Concordia University are normally taught in English, if students prefer, they may write assignments and examinations in either English or French. However, language and literature courses may require assignments and examinations to be written in the language being studied. Students who wish to write in French should ask at the beginning of a course whether their instructor can read French or whether someone else will evaluate their work. If the work must be read by another person, extra correction time may be required.

Section 16.3.3 Failing Grades and Administrative Notations

Failing Grades and Administrative Notations

Failing Grades “F,” “FNS,” “R,” and “NR” notations

1. “F” indicates failure in a course in which a supplemental examination is available.
2. “FNS” indicates failure in a course in which no supplemental examination is available.
3. In a course graded “R,” a student is not permitted to write a supplemental examination, apply for a “MED” or “DEF” notation, or complete work late.
4. “NR” stands for not reported and indicates that a student appears to have withdrawn from a course unofficially. It is assigned by the instructor when no material is available to evaluate and the instructor has been unable to submit a grade. “NR” carries a grade point value of zero and counts as a failure.
In a course with an “NR,” a student is not permitted to apply for a “MED” or “DEF” notation, write deferred or supplemental examinations, or complete work late.

Section 16.3.4 Administrative Notations

Administrative Notations

“CODE,” “CUC,” “DEF,” “DISC,” “DNE,” “DNW,” “EREM,” “EX,” “EXCL,” “EXTR,” “INC,” “INIT,” “LATE,” “MED,” “PEND,” “PEX,” “PTR,” “REPT,” “RPT,” “SRCR,” “SREP,” “SUPP,” “TRC,” “TREM,” “VALD,” “WRKT”

1. “CODE” stands for Academic Code of Conduct Decision, and it is a repetition code that appears only on the student record. It indicates that the grade obtained as a result of a penalty for academic misconduct is included in the calculation of the GPAs whether or not the course has been repeated.
2. “CUC” stands for Complementary University Credits and indicates credits earned as part of a Complementary University Credit certificate or individual study skills courses. These credits are not considered as program credits earned in any other degree or Faculty certificate program or Independent studies.
3. “DEF” stands for Deferred and indicates that a student has been unable to write a final examination due to unforeseeable circumstances beyond the student’s control. A “DEF” notation carries no grade point value. For information on how to apply for “DEF” notations and the regulations that govern them, see [Section 16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations](#).
4. “DISC” stands for Discontinued and indicates that a student has properly withdrawn from a course after the end of the course-change period. The notation appears permanently on the student record and official transcript. It carries no grade point value and does not count in assessments of academic standing, but does count towards a student’s status (i.e. full- and part-time).
5. “DNE” stands for Did Not Enter and is a temporary notation indicating that a student has officially withdrawn from a course by the deadline for withdrawal with tuition refund. The course and “DNE” notation are subsequently removed from the student record.
6. “DNW” stands for Did Not Write and indicates that a student has not written the final examination for a course. The notation is used only in combination with a letter grade (such as “F/DNW,” “B/DNW”). A student in good standing may write a supplemental examination (if available) in a course with a “DNW” unless the grade is “R/DNW” or “FNS/DNW.” For information on how to apply for supplemental examinations and the regulations that govern them, see [Section 16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations](#).

7. "EREM" stands for Exemption Received Credit Removed and indicates that the credit earned for this course is not retained because it is a repetition of a course for which the student has already received exemption.
8. "EX" stands for Exemption and indicates an exemption awarded for a course completed at another institution (no credit value).
9. "EXCL" stands for Exclude and indicates that the grade is excluded from the GPA calculation when a course has been assigned a failing grade and that course is subsequently repeated and assigned a passing grade.
10. "EXTR" stands for Extra Credits and indicates that the grade is excluded from the GPA calculation but may be used in a future program.
11. "INC" stands for Incomplete and indicates that a student has not completed required course work, such as a term paper, assignment, or laboratory and that the instructor has agreed to accept the work after the due date. The notation is used only in combination with a letter grade (such as "F/INC," "C/INC") and is assigned on the basis that the missing work is weighted as zero. When appropriate, "DNW" and "INC" can be used simultaneously (e.g. "F/INC/DNW"). For information on how to apply to complete courses with an "INC" notation, and the regulations that govern late completion, see [Section 16.3.5 Late Completion of Courses with "INC" Notations — Procedures and Regulations](#).
12. "INIT" stands for Initial Attempt and indicates the initial attempt of a course that was subsequently repeated.
13. "LATE" stands for Late Completion Grade Obtained and indicates the final grade that replaces the grade attached to the initial enrolment. Only the final grade is included in the GPA. (Used from 1977-92.)
14. "MED" stands for Medical and indicates that a student has been unable to write a final examination or complete other assignments due to a long-term medical situation. A "MED" notation carries no grade point value. For information on how to apply for "MED" notations and the regulations that govern them, see Section 16.3.8 II Medical "MED" Notations under [Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements](#).
15. "PEND" stands for Pending, is assigned by the University Registrar, and indicates that the grade is not available at this time.
16. "PEX" stands for Potential Exemption and indicates a potential exemption for a course still in progress at another institution (no credit value).
17. "PTR" stands for Potential Transfer Credits and indicates a potential transfer credit for a course still in progress at another institution.
18. "REPT" stands for Repeat and indicates that the credit earned for this course is not retained because it is a repetition of a course or of similar course material for which the credit has already been earned.
19. "RPT" stands for Report and indicates report work completed by a student in a co-operative education program. These credits are not considered as program credits earned.
20. "SRCR" stands for Special Course Permission and indicates that special permission was given to take the same course more than twice where no credits were earned in previous attempts.
21. "SREP" stands for Special Course Repetition and indicates that special permission was given to take the same course more than twice where credits are earned at the initial or second attempt.
22. "SUPP" stands for Supplemental and indicates that supplemental examination credits and grade obtained are retained and included in the cumulative GPA and assessment GPA.
23. "TREM" stands for Transfer Credit Received, Credits Removed and indicates that the credit earned for this course is not retained because it is a repetition of a course for which transfer credit has already been awarded.
24. "TRC" stands for Transfer Credits and indicates transfer credit awarded for a course completed at another institution.
25. "VALD" stands for Valid and identifies a new course with the same course name and number as other courses previously enrolled in. It is not considered as a repetition.
26. "WRKT" stands for Work Term and indicates work completed by a student during a co-operative education work term. These credits are not considered as program credits earned.

Section 16.3.5 Late Completion of Courses with "INC" Notations — Procedures and Regulations

Late Completion of Courses with "INC" Notations — Procedures and Regulations

1. The deadlines for completion of course assignments are given to students on the first day of class. The "INC" notation is assigned when an instructor has agreed that a student may complete work after the deadline.
2. A student with an "R" grade or "NR" notation in a course may not apply for late completion in that course.
3. Students must apply for late completion of a course. Applications for Late Completion are available at the Birks Student Service Centre. For each course a processing fee applies. (See the Tuition and Fees website at concordia.ca/admissions/tuition-

fees/how-fees-are-billed/undergraduate/fees for the current fee.) Completed applications must be returned to the Birks Student

Service Centre by:

February 1: Fall-term courses

May 15: Winter-term and fall/winter courses

September 1: Summer-session courses

4. The completed work must be submitted by:

February 15: Fall-term courses

May 30: Winter-term and fall/winter courses

September 15: Summer-session courses

5. It is the responsibility of the instructor to submit a final grade within five days of these dates.

Section 16.3.6 In Progress “IP” Notations — Procedures and Regulations — Faculty of Arts and Science

In Progress “IP” Notations — Procedures and Regulations — Faculty of Arts and Science

1. The IP notation is assigned when an instructor has agreed that the work of a student in a course may be submitted past the time for reporting grades. At the undergraduate level the IP notation is applicable **only** to the completion of an honours thesis, internship or fieldwork outside of the University, or directed study or research. Students should refer to [Section 31.003.3 In Progress "IP" Notations](#) for a list of applicable courses within the Faculty of Arts and Science. In all cases, the assignment of this notation is due to third party involvement in course work, where it is beyond the control of the instructor and/or the student for the student to complete the work within the required deadline.
2. The completed work must be submitted by:
 - April 1: Fall-term courses
 - August 1: Winter-term and fall/winter courses
 - December 1: Summer-session courses
3. It is the responsibility of the instructor to submit a final grade within 10 days of these dates.
4. If the completed work is not submitted by the stated deadline, the IP notation will be changed to a letter grade.

Section 16.3.7 Examinations

Examinations

Students must present identification in order to write any examination. Acceptable identification is: Concordia student ID card or Medicare card or driver's licence that bears the photo and signature of the student. Unless expressly permitted by the instructor, the possession of electronic communication devices is prohibited during examinations.

I. Final Examinations

1. [Section 11 Academic Calendar](#) lists the official examination periods.
2. Examination schedules are available to students through the Concordia website on the Student Hub.
3. Because special arrangements cannot be made in the event of personal time conflicts (including personal travel plans), students should not make commitments for the examination periods until after the final schedule is posted. Nonetheless, in certain documented circumstances, a student who will not be in the Montreal area during the official final examination period can request to write his/her examination at another university or college.

A student who needs to write at an external institution must submit a “Request to Write a Concordia University Exam at an External Institution” available from the Birks Student Service Centre. The completed request should be submitted to the Birks Student Service Centre within the following deadlines:

- November 15: for December final examination period
- April 1: for April-May final examination period
- June 1: for June final examination period
- August 1: for August final and replacement/supplemental examination period.

The request must be accompanied by a per-course processing fee. (See the Tuition and Fees website at [concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees](https://www.concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees) for the current fee.)

Among the factors considered in the review of the request is the suitability of the testing location, testing conditions, and time constraints. The institution chosen must be an accredited university or college and the proctor/invigilator must be an employee of that institution and must agree to administer the exam(s) at the exact same date and time as scheduled at Concordia University and time differences must be taken into account.

The student is responsible for any fees that may be charged by the external institution.

4. An examination "conflict" is defined as two examinations scheduled at the exact same day and time or three examinations scheduled in consecutive time blocks (9:00-12:00, 14:00-17:00, 19:00-22:00; 14:00-17:00, 19:00-22:00, 9:00-12:00; 19:00-22:00, 9:00-12:00, 14:00-17:00). Two examinations in one day or three examinations in 24 hours are not considered a "conflict." When a "conflict" exists, students are informed on the My Student Centre (View My Exam Schedule page) and are provided with a deadline by which they must advise how they intend to resolve the "conflict." If a course has an "alternate" examination, there will be an "Alternate Available" date(s) displayed. Please be aware that the "Alternate Available" date(s) shown is intended for students who have a "conflict" in their examination schedule. Students who do not have an examination "conflict," as defined above, are obliged to write their examination on the date that is indicated in the "Exam Date" column.

Students who cannot write an examination due to work commitments or religious observations may also request permission to write an "alternate" by reporting their conflict and providing the appropriate documentation in support of their request. Further information is available by contacting the Registration and Examinations Office. Also see [Section 16.3.7 Examinations](#) III.3 Alternate Examinations.

5. No student will be admitted to the exam room if his/her name does not appear on the roster of students assigned to write in that room.

6. No candidate will be permitted to enter an examination room after the first third of the examination has elapsed, or to leave before the first third of the examination has elapsed:

- 3 hour examination: no entry after first 60 minutes has elapsed; no exit before first 60 minutes has elapsed
- 2.5 hour examination: no entry after first 50 minutes has elapsed; no exit before first 50 minutes has elapsed
- 2 hour examination: no entry after first 40 minutes has elapsed; no exit before first 40 minutes has elapsed
- 1.5 hour examination: no entry after first 30 minutes has elapsed; no exit before first 30 minutes has elapsed
- 1 hour examination: no entry after first 20 minutes has elapsed; no exit before first 20 minutes has elapsed

7. Students will be assigned to a specific desk/seat location.

8. Student ID cards will be collected at the time of "signing-in" and will be returned when "signing-out."

9. Students may not leave the exam room during the last 15 minutes.

10. If during the course of an examination a student becomes ill, the student should report at once to the invigilator, hand in the unfinished paper and request that the examination be cancelled. Before leaving the University, the student must also visit the Temporary Examinations Office location in order that a report of the situation may be filed.

11. If a student completes an examination, even though he/she is ill or faced with other personal problems or situations, the subsequent grade obtained in the course must stand. Petitions on the grounds of illness **will not be considered**.

12. In the fall and winter terms, no tests or examinations are permitted in the final week of classes other than in the official examination period, and in accordance with the final examination schedule created by the Examinations Office. Any exceptions to the rule that no tests or examinations shall take place after the final week of classes must be approved in advance by the appropriate Faculty Council. Other forms of assessment such as presentations, term papers, essays, projects, or other types of assignments do not fall into the category of tests or examinations and therefore need not follow this rule.

13. The final examination schedule shall be determined by the Examinations office. No change in the final examination schedule shall be made by an instructor without explicit approval of the Examinations office.

II. Deferred, Replacement and Supplemental Examinations – Regulations

I. Deferred Examinations

a) A student who did not write a final examination and has been granted a "DEF" notation is permitted to write a deferred examination.

- b) A deferred examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.
- c) When a student receiving the privilege of writing a deferred examination does not write the examination during the specified period, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar according to the grade achieved by the student before the "DEF" notation was granted.
- d) An examination cannot normally be deferred a second time. A student who is prevented from writing the deferred exam due to extraordinary circumstances may apply to the University Examinations Committee for a retroactive "DISC" in the course.
- e) When a deferred examination has been written and evaluated, the grade is added to the student's marks for other course work. The resulting final grade will replace the "DEF" notation on the student record and official transcript.
- f) A student who fails a course after writing a deferred examination may have one opportunity to write a supplemental examination during the next scheduled supplemental examination period provided the original grade was not "FNS" and all other criteria for writing a supplemental have been met (see Section 16.3.8 III Supplemental Examinations — Regulations under [Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements](#)).
- g) A student cannot write a deferred examination in a course with a grade of "R" or "NR", or a "DISC" notation.

2. Replacement Examinations

- a) A student who did not write a final examination and has been granted a "MED" notation is permitted to write a replacement examination.
- b) A replacement examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.
- c) When a student does not write a replacement examination, no further examination, replacement or supplemental, will be scheduled. However, students who were prevented from writing the replacement examination due to extraordinary circumstances will be able to apply to the University Examinations Committee. If the Committee approves such a request, the student will be granted a retroactive "DISC."
- d) When a replacement examination is not written, the "MED" notation (e.g. "MED/DNW") will appear permanently on the student record and official transcript.
- e) When a replacement examination has been written and evaluated, the grade is added to the student's marks for other course work. The resulting final grade will replace the "MED" notation on the student record and official transcript.
- f) A student who fails a course after writing a replacement examination, may have one opportunity to write a supplemental examination during the next scheduled supplemental examination period provided the original grade was not "FNS" and all other criteria for writing a supplemental have been met (see Section 16.3.8 III Supplemental Examinations — Regulations under [Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements](#)).
- g) A student cannot write a replacement examination in a course with a grade of "R" or "NR."

3. Supplemental Examinations

- a) A student who applies for and satisfies all the requirements is permitted to write a supplemental examination.
- b) Whether or not a supplemental examination is written, the original grade for the course ("F," "F/DNW") will remain permanently on the student record and official transcript.
- c) The grades from both attempts (first attempt and the supplemental examination) are included in calculating grade point averages and assessments of academic standing.
- d) A student who fails a supplemental examination is given a grade of "R." A student who does not write a supplemental examination is not assigned a second failing grade for the course.

e) When a student does not write a supplemental examination, no further examination, replacement or supplemental, will be scheduled. However, students who were prevented from writing the supplemental examination because of extraordinary circumstances will be able to apply to the University Examinations Committee. If the Committee approves such a request, the student will be granted a retroactive "DISC".

f) John Molson School of Business: There are no supplemental examinations available for courses offered in this School.

g) Gina Cody School of Engineering and Computer Science: Students may apply to write a supplemental examination by submitting a Student Request form if they meet the conditions listed in Supplemental Examinations under [Section 71.10.3 Academic Regulations](#).

4. University Examinations Committee

The University Examinations Committee reviews requests for exceptions to the regulations for deferred, medical notations, and supplemental exams. The committee is comprised of one faculty member from each Faculty, a student representative, the Director of Health Services or delegate, and a representative from the Office of the Registrar. The University Examinations Committee may delegate the responsibility for handling certain kinds of requests to designated individuals (e.g. Examinations Coordinator). Students who wish to submit a deferral or medication notation application to the Committee can do so by informing an Examinations Coordinator. The committee meets on an ad hoc basis. All decisions of the University Examinations Committee are final.

III. Deferred, Replacement, Supplemental, and Alternate Examination Periods

Deferred, replacement, supplemental, and alternate examinations are written at various times throughout the year.

I. Deferred/Replacement Examinations

a) John Molson School of Business and Gina Cody School of Engineering and Computer Science: Deferred examinations for courses offered in these Faculties are written the next time the course is offered. For potential graduates in the Gina Cody School of Engineering and Computer Science, if there is no examination scheduled for the course in question in the term before graduation, a deferred examination would be made available during the final examination period of that term.

b) Faculties of Arts and Science, and Fine Arts: Deferred examinations for courses in these Faculties are written during the next regular examination period provided the course is given in the next term and that a final examination is scheduled. If the course is not offered or there is no examination scheduled for the course in question in the subsequent examination cycle, the deferred examination would be scheduled during the next replacement examination period (February/March [mid-term break], August, October).

2. Supplemental Examinations

a) John Molson School of Business: There are no supplemental examinations available for courses offered in this School.

b) Gina Cody School of Engineering and Computer Science: Supplemental examinations for fall courses (term ending in 2) are normally written in February/March. For winter courses (term ending in 4), supplemental examinations are normally written in August, and for summer-session courses (session ending in 1), supplemental examinations are normally written in October.

c) Faculties of Arts and Science, and Fine Arts: Supplemental examinations for fall/winter courses (terms ending in 2, 3, or 4) are normally written in late August. For summer-session courses (session ending in 1) supplemental examinations are usually written in October. Graduating students may write supplemental examinations in February/March for fall courses (term ending in 2) only.

3. Alternate Examinations

a) When an academic department requests that students from all sections of a particular course be examined at the same date and time, this is known as a "common" exam.

b) Because the scheduling of these "common" exams may conflict with the scheduling of other exams, an "alternate" exam can be made available. This "alternate" exam is a second exam covering the same material and is usually scheduled for the first Sunday immediately following the regular exam date.

c) Courses with only one section will rarely have an "alternate" available to resolve conflicts.

4. Request to Write at Another University or College

In certain documented circumstances, a student who will not be in the Montreal area during the deferred, replacement, supplemental, or alternate examination period can request to write his/her examination at another university or college. For information on writing examinations at an external institution, see Section 16.3.7 I Final Examinations under [Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements](#).

Section 16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations

I. Deferred “DEF” Notations

1. A student who has missed a final examination due to unforeseeable circumstances beyond his or her control can apply to have his or her original grade replaced by a temporary “DEF” notation. The original grade assigned must include a “DNW” notation. Note: Unforeseeable and/or extraordinary circumstances may include, but are not limited to, a serious illness or severe injury; a recent death in one’s immediate family; unexpectedly assuming responsibility of an immediate family member due to serious illness; severe emotional stress; fire. Personal travel is not an acceptable reason to be granted a “DEF” notation. In the case of work commitments or religious observations, see [Section 16.3.7 Examinations](#) I.4 Final Examinations.
2. A “DEF” notation cannot be assigned in a course with an “R” or “NR” grade, or a “DISC” notation.
3. Applications for a “DEF” notation can be submitted online using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department or faculty, by January 15 for fall courses (term ending in 2), May 10 for fall/winter and winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). All applications must be submitted along with a statement explaining the situation and the reasons for the request. Should additional information be required, a member of the Exams Office may be in contact with a student and may request a medical certificate, or if the reasons are not medical, other appropriate documents. By submitting any documents and explanations regarding the application, the student authorizes the University to verify the legitimacy of the information provided.
4. A per-course processing fee will be applied to the students' account for each “DEF” notation application. (See the Tuition and Fees website at concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees for the current fee.)
5. The Registration and Examinations Office is entitled to ask the student to provide additional information.
6. When the Registration and Examinations Office approves the awarding of the “DEF” notation, it will temporarily replace the student’s original grade for the course or courses concerned. The student is then entitled to write a deferred examination. For information about deferred examinations, see [Section 16.3.7 Examinations](#) II Deferred, Replacement and Supplemental Examinations – Regulations.
7. When the deferred examination has been completed and evaluated, a new grade will replace the “DEF” notation.
8. When a student receiving the privilege of writing a deferred examination does not write the examination during the specified period, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar according to the grade achieved by the student before the “DEF” notation was granted.
9. **Requests for deferred examinations can be made in a maximum of three (3) exam sessions during a student’s undergraduate or Independent studies at Concordia.** Requests that exceed this number will be submitted to the University Examinations Committee for consideration. Refer to numbers 3, 4, and 5 of this section for information on the application process and deadlines.

II. Medical “MED” Notations

1. A student who has missed a final examination and/or been unable to complete course assignments due to a long-term medical situation can apply to have his or her original grade replaced by a “MED” notation. The original grade must include the “DNW” notation for a missed final examination; “INC” for course assignments not completed; “DNW/INC” when both elements are missing.
2. A “MED” notation cannot be assigned in a course with an “R” or “NR” grade, or a “DISC” notation.
3. Application forms for a “MED” notation can be submitted online using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department, or Faculty, by January 15 for fall courses (term ending in 2), May 10 for fall/winter and winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). The application should be accompanied by a medical certificate on a physician’s original letterhead indicating that a

- long - term medical situation prohibited the student from being able to complete the final examination on the day or days in question. If the required documentation is not available before the application deadline, the student should submit the request form and provide the supporting material as soon as possible.
4. A per-course processing fee will be applied to the student's account for each "MED" notation application. (See the Tuition and Fees website at concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees for the current fee.)
 5. The Registration and Examinations Office is entitled to ask the student to provide additional medical information.
 6. When the Registration and Examinations Office approves the acceptance of a medical certificate, the notation "MED" will replace the student's original grade for the course or courses concerned. For information about "MED" replacement examinations, see [Section 16.3.7 Examinations II Deferred, Replacement and Supplemental Examinations – Regulations](#).
 7. When the replacement examination or missing work has been completed and evaluated, a new grade will replace the "MED" notation. If the student does not write a replacement examination or complete the missing work, the "MED" notation will appear permanently on his or her student record and official transcript (e.g. "MED/DNW" or "MED/INC"). "MED" notations carry no grade point value. Courses with "MED" notations are not included in assessments of academic standing.
 8. The University reserves the right to refer a student to a physician appointed by the University for a recommendation when the student repeatedly submits medical certificates.

III. Supplemental Examinations — Regulations

1. This section applies to Faculties with the exception of the Gina Cody School of Engineering and Computer Science. For the Gina Cody School of Engineering and Computer Science, please refer to §71.10.3 Academic Regulations – Supplemental Examinations.
2. Each Faculty determines the courses it offers where a supplemental examination is available.
3. A student must be in acceptable standing in order to write a supplemental examination.
4. A student is permitted to write only one supplemental examination for a course, whether or not the course is being repeated.
5. A student who has received a passing grade for a course may not write a supplemental examination for that course.
6. A student who has received an "NR" or "R" grade may not write a supplemental examination for that course.
7. Applications to write supplemental examinations can be submitted online using the online application form that is accessible from the Exams Office website. Paper-based application forms are also available at the Birks Student Service Centre and must be submitted to the Birks Student Service Centre, not to the instructor, department, or Faculty, by June 15 for fall/winter courses (terms ending in 2, 3 and 4), September 16 for summer courses (session ending in 1) or February 1 for graduating students (fall-term courses [term ending in 2] only).
8. A per-course processing fee will be applied to the student's account for supplemental examination application (See the Tuition and Fees website at concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees for the current fee.) The supplemental fee is refundable only if the student is denied permission to write the supplemental examination.

Section 16.3.9 Academic Re-evaluation

Academic Re-evaluation

I. General

1. Concordia University affirms the right of students to request the re-evaluation of course work, which includes tests, examinations, essays and other work that has contributed to the grading of a course. It is assumed that initiating a formal re-evaluation ("a re-evaluation request") is a last recourse, taken when prior and sincere attempts to resolve problems and disagreements informally and directly have failed.
2. Students have the right to see their course work. Students are responsible for the preservation of any material, in its entire and original form, which has been returned to them. A re-evaluation request may be refused if this material is not available.
3. Instructors are responsible for the preservation of course work that has not been returned to students as follows: until December 31 of the next calendar year for fall-term courses; until April 30 of the next calendar year for fall/winter and winter-term courses; and until August 31 of the next calendar year for summer-session courses.
4. In cases where grades are received for activities other than written or artistic course work, such as class participation, oral presentations, oral examinations and performance, no re-evaluation is normally possible. However, every attempt shall be made

by the instructor concerned and the Chair of the Department to address the concerns raised by the student.

5. The grounds for a re-evaluation request are restricted to claims that
 - i) a miscalculation of the grade occurred; or ii) the evaluation of the work was demonstrably unfair.
6. A grade may be maintained, raised or lowered as a result of a re-evaluation request.

II. Procedure

7. Students who are dissatisfied with the grade received on one or more pieces of course work shall first attempt to meet with the instructor and explain their position. If the student remains dissatisfied or is unable to meet with the instructor, he or she may, upon receiving the final grade for the course, make a re-evaluation request.

8. A re-evaluation request shall be made on an "Academic Re-evaluation Request" form available at the Birks Student Service Centre. The student shall specify the reasons for seeking the re-evaluation and shall indicate what informal attempts towards re-evaluation have been made. A processing fee must accompany the request. (See the Tuition and Fees website at concordia.ca/admissions/tuition-fees/how-fees-are-billed/undergraduate/fees for the current fee.)

9. A re-evaluation request with respect to a fall-term course must be made no later than the following February 1; with respect to a fall/winter or winter-term course, no later than the following June 15 and with respect to a summer-session course, no later than the following October 1. These deadlines may be extended by the University Registrar in particular cases if the student can provide evidence that he or she was unable to have acted within the deadlines.

10. The University Registrar shall forward the re-evaluation request to the Chair of the appropriate Department.

11. The Chair shall decide whether the re-evaluation request conforms to the criteria outlined in articles 4 and 5 above within ten (10) days of receiving the re-evaluation request.

12. If the Chair decides that the re-evaluation request does not conform to the criteria outlined in articles 4 and 5 above, he or she shall communicate this decision with reasons, in writing, to the student with a copy to the University Registrar. Should the student disagree with this decision, he or she has the right to appeal the Chair's decision to Re-evaluation Appeals Panel as set out in article 25 below.

13. Requests for review or other considerations that do not conform with the grounds for a re-evaluation request may fall under the purview of the Chair, the Dean, the Student Request Committee or other mechanisms.

14. If the Chair decides that the re-evaluation request conforms with the criteria outlined in articles 4 and 5 above, he or she shall appoint a re-evaluator whose name shall be communicated to the student and to the instructor concerned. Normally, the re-evaluator shall not be an instructor in whose course the student is registered at that time.

15. Before the re-evaluation begins, the instructor shall provide the Chair with information regarding the nature and structure of the course as well as the evaluation criteria and methods used. The Chair shall communicate this information to the re-evaluator.

16. The entire piece of work identified by the student shall be re-evaluated. The re-evaluator may request additional input from the student or the instructor.

17. The re-evaluation shall normally be completed within thirty (30) days of the Chair's decision that the re-evaluation shall proceed. If it becomes clear that the thirty (30) day delay cannot be met, the Chair shall immediately communicate this information to the student in order to determine whether any serious difficulties may arise from extending the delay. In the case where the thirty (30) day delay is extended, every effort shall be made to remedy any academic disadvantage that the student may experience as a consequence of the extension of the delay.

18. Upon completion of the re-evaluation, the re-evaluator shall assign a grade to the work in question and shall forward the re-evaluated material to the Chair along with a reasoned report. The reasoned report shall make mention of the documentation and methodology used.

The Chair shall communicate the re-evaluation decision, in writing, along with the reasoned report, to the student, the instructor and the University Registrar, as well as whether the final grade for the course will be modified as a result of the re-evaluation decision.

19. In cases where there is a significant discrepancy between the original grade assigned and the grade assigned by the re-evaluator, the Chair may convene a meeting with the instructor and the re-evaluator in order to discuss the issue before communicating the decision to the parties concerned. If disagreement as to the discrepancy remains after the meeting, the re-evaluator's grade shall

20. In cases where the re-evaluation decision reveals a generalized flaw in the original evaluation process, the Chair shall take appropriate steps to ensure that the grades of other students in the course are reviewed and modified if appropriate.

21. A final grade that is modified as a result of the re-evaluation shall be entered onto the student record and official transcript. If no appeal is filed, the modified grade shall permanently replace the original grade on the student record and official transcript. If an appeal is filed, an interim notation to the effect that the grade is "under appeal" shall accompany the grade until the final disposition of the case.

III. Appeals

22. A permanent Secretary of the Re-evaluation Appeals Panel (RAP) (the Secretary) shall be appointed by the Secretary-General. The Secretary shall be responsible for the administrative functioning of the RAP and shall maintain the confidential files of the RAP.

23. A RAP of three (3) members, as well as a non-voting Chair, shall be selected by the Secretary for a given appeal. The RAP shall be composed of two (2) faculty members drawn from the Faculty Tribunal Pool and one (1) student drawn from the Student Tribunal Pool as provided for under the Policy for the Establishment of Tribunal Hearing Pools. Every attempt will be made to select the student member from the student's constituency (undergraduate or graduate status).

24. A student or instructor may appeal a re-evaluation decision based on either substantive grounds or on the presence of serious and prejudicial procedural defects. In the case of an appeal from an instructor, "prejudicial" shall be limited to the effect that the alleged procedural defect has on other students in the course or on the academic standards of the University. The appeal must state in clear and precise terms the grounds on which the appeal is based. Such an appeal must be made, in writing, to the Secretary within fifteen (15) days after the date of transmission of the re-evaluation decision.

25. A student may appeal a Chair's decision that the re-evaluation request did not conform to the criteria outlined in articles 4 and 5 above. This appeal may be based on either substantive grounds or on the presence of serious and prejudicial procedural defects in the Chair's consideration of the re-evaluation request. The appeal must state in clear and precise terms the grounds on which the appeal is based. Such an appeal must be made, in writing, to the Secretary within fifteen (15) days after the date of transmission of the Chair's decision.

26. Upon receipt of an appeal from a student, the Secretary shall send a copy to the University Registrar, the Chair, the instructor and the re-evaluator, if appropriate, soliciting their input within ten (10) days. Any input received within the ten (10) day period shall be forwarded to all parties, soliciting their comments on the input within a further ten (10) days. All input and comments received within the twenty (20) day period shall form part of the dossier submitted to the RAP.

Upon receipt of an appeal from an instructor, the Secretary shall send a copy to the University Registrar, the Chair, the student and the re-evaluator, if appropriate, soliciting their input within ten (10) days. Any input received within the ten (10) day period shall be forwarded to all parties, soliciting their comments on the input within a further ten (10) days. All input and comments received within the twenty (20) day period shall form part of the dossier submitted to the RAP.

27. The RAP shall render a decision, based on the written record only, normally within thirty (30) days of the filing of an appeal.

The RAP shall meet at least once in person before rendering its reasoned decision.

28. In the case of an appeal of a re-evaluation decision, should the RAP determine that serious and prejudicial procedural defects were present in the re-evaluation process or that there are substantive grounds necessitating a new re-evaluation, it shall instruct the Chair to arrange for a new re-evaluation.

29. Should the RAP decide that an appeal be upheld in the case of an appeal of a Chair's decision that the re-evaluation request did not conform to the criteria outlined in articles 4 and 5 above, it shall instruct the Dean to arrange for a re-evaluation independent of the relevant Chair.

30. The RAP shall communicate its signed, dated and reasoned decision to the student, the instructor, the re-evaluator (if appropriate), the Chair and the University Registrar and shall include copies of all documentation considered.

31. The decision of the RAP is final.

IV. Miscellaneous Provisions

32. The word “days” is defined as working days, which excludes weekends, holidays and other days during which the University has reduced operations.

In the calculation of any delay set out in these procedures, the months of July and August shall not be taken into account. In the case of an appeal submitted to the RAP before July 1, the regular delays set out in these procedures shall apply.

33. Any written notice addressed to a student pursuant to Section III – Appeals under these procedures shall be sent by courier to the last address provided by the student to the University and shall be deemed to be received one (1) day after delivery.

34. If the course in question was taught by the Chair, the Dean shall assume all of the duties imposed on the Chair in these procedures. If the course in question does not form part of a department, the re-evaluation request shall be forwarded to the appropriate administrator responsible for the course.

35. The overall responsibility for the implementation and recommended amendments to these procedures shall rest with the Provost and Vice-President, Academic.

Section 16.3.10 Academic Performance

Academic Performance

I. Performance Regulations

Students are required to maintain an acceptable standard of scholarship. Each student’s academic standing is assessed at the end of every year on the basis of an assessment grade point average (AGPA) as defined below.

The specific regulations applicable to students registered in each Faculty can be found in the following sections of the Calendar:

Faculty/School	See Calendar Section	System Used
Faculty of Arts and Science	Section 31.003.1 Academic Performance Regulations	AGPA
John Molson School of Business	Section 61.22.1 Academic Performance Regulations	AGPA
Gina Cody School of Engineering and Computer Science	Section 71.10.3 Academic Regulations	AGPA
Faculty of Fine Arts	Section 81.20.4 Academic Performance Requirements	AGPA

These regulations may be modified in the case of students transferring either between Faculties or from another university.

II. Weighted Grade Point Average

All grade point averages are weighted and are calculated independently from one another. A weighted grade point average is calculated as follows:

First, for each course attempted, the number of credits for the course is multiplied by the grade points obtained for the course, as specified in Section [Section 16.1.11 Grading System](#). Then, the sum of the grade points for all courses is divided by the total credits attempted.

$$\text{Weighted Grade Point Average} = \frac{\sum (\text{course credits} \times \text{grade points})}{\sum (\text{credits attempted})}$$

S = sum of

Example:

Course	Grade Achieved	Credit Value	Grade Points*	Weighted Grade Points
1	D	3.00	X 1.00 =	3.00

2	C+	3.00	X	2.30	=	6.90
3	B	2.00	X	3.00	=	6.00
4	A-	6.00	X	3.70	=	22.00
5	F	3.00	X	0.00	=	0.00
Total Credits Attempted		17.00	Total Weighted Grade Points			38.10

Weighted Grade Point Average = $38.10 \div 17.00 = 2.24$

* As detailed in [Section 16.1.11 Grading System](#).

a) Assessment Grade Point Average (AGPA)

An assessment grade point average (AGPA) for each student is calculated at the end of each academic year (including the summer session, fall and winter terms), provided that the student has attempted a minimum of 12 credits. If the student has attempted fewer than 12 credits, these credits will be included in the assessment for the following academic year.

When a student transfers from one degree or certificate to another degree or certificate, the AGPA is calculated only for courses recorded in the current degree or certificate. (This calculation normally excludes the grades for any transfer credits awarded.) Special regulations for graduating students may be specified in each Faculty's regulations.

Grades for supplemental and replacement examinations and for late completion of courses with "INC" or "MED" notations are included in the assessment period in which they are recorded.

In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the AGPA.

In the Gina Cody School of Engineering and Computer Science, prerequisite courses required for admission to a program will not be counted unless they are specifically listed on the student's acceptance letter.

Students pursuing a microprogram are excluded from the AGPA assessment.

A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the AGPA whether or not the course has been repeated.

b) Cumulative Grade Point Average

The cumulative grade point average (CGPA) is the running total of the GPA since a student was admitted to the most recent degree (or certificate) program. It includes the same courses as were included in the calculation of the AGPA, and the courses for which "transfer credit" with an accompanying grade has been awarded in the most recent degree or certificate. In the case of repeated courses, only the grade corresponding to the latest attempt of the course will be used in the calculation of the CGPA.

A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the CGPA whether or not the course has been repeated.

The CGPA is used as the basis to determine eligibility for high academic achievement ([Section 16.1.9 High Academic Achievement](#)).

c) Final Graduation Grade Point Average (FGGPA)

The final graduation grade point average (FGGPA) is a CGPA of all courses applicable to the degree program being completed. In the case of transfer students, all courses taken at Concordia and transferred with the corresponding grades into the program being completed will be included in calculating the FGGPA. This FGGPA is calculated and recorded on the student record and official transcript only when a student graduates.

In the case of repeated courses, only the grade corresponding to the latest attempt of the course will be used in the calculation of the FGGPA.

A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the FGGPA whether or not the course has been repeated.

The FGGPA is used as the basis to determine eligibility for high academic achievement (see [Section 16.1.9 High Academic Achievement](#)).

d) Term Grade Point Average (TGPA)

The term grade point average (TGPA) is the grade point average of all courses taken during the term to which it refers and appears on the student record and official transcript. It is for reference only and is used primarily for advising. The TGPA is dynamic, meaning that grade changes and repeated courses will modify historical TGPAs. The TGPA is not used in the calculation of any other GPA.

III. Qualifying Programs and Visiting Programs

Students registered in Qualifying programs or as Visiting students are subject to the regulations of the Faculty in which they are registered.

IV. Independent Students

1. Independent students are subject to the same grade point average requirements as students registered in programs offered by the Faculty of Arts and Science. (See [Section 31.003.1 Academic Performance Regulations](#).)
2. Independent students who are classified as failed may not reregister without permission of the University Registrar.

V. Regulations for Failed Students and Students in Conditional Standing

1. Failed students or students in conditional standing are not eligible to write supplemental examinations.
2. Undergraduate students who are classified as failed may not reregister as Independent students.

VI. Recording of Failed and Conditional Standing

Assessment of academic standing is noted on the student record and official transcript.

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-5140 - VERSION : 4

Summary and Rationale for Changes

Minor updates to Section 13.7 have been made to ensure accuracy of information regarding proof of Canadian Citizenship or Permanent Residency change, and proof of Quebec Residency.

The changes were approved by Sophie Fontaine and Meredith Evans.

Resource Implications

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Proof of Canadian Citizenship or Permanent Residency Change
- Proof of Quebec Residency (Applicable to Canadian Citizens and Permanent Residents) Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 13.7 Required Documents

Calendar Section Name: Proof of Canadian Citizenship or Permanent Residency

Calendar Section Type: Regulation

Description of Change: Proof of Canadian Citizenship or Permanent Residency Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer
Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.7 Required Documents

Present Text calendar

Proof of Canadian Citizenship or Permanent Residency

~~All~~ applicants must provide documentary proof of their status in ~~Canada~~. Applicants who have been accepted by the University and who have not provided this proof of status will automatically be charged ~~the higher~~ International tuition fees. To provide proof of Canadian citizen/permanent resident status, applicants must submit a ~~photocopy to the Admissions Application Centre~~ of one of the following ~~documents~~:

- ~~Canadian~~ Birth Certificate;
- ~~Quebec~~ Birth Certificate issued by the Quebec Directeur de l'état civil with the mention "Certified" or "certifié conforme";
- ~~Canadian~~ Citizenship Card (both sides);
- ~~Canadian Citizenship Certificate~~;
- ~~Permanent~~ Resident Card (both sides) or ~~IMM 5292 or IMM 5688~~;
- ~~Certificate~~ of Indian Status Card (both sides).

The following documents are ~~not acceptable~~:

- ~~Driver's~~ Licence;
- ~~Medicare~~ Card;
- ~~Social~~ Insurance Number Card;
- ~~Quebec~~ Baptismal Certificate.

In case of a discrepancy in information provided, the University reserves the right to ask students to provide additional documentation to verify their legal name.

Proposed Text

Proof of Canadian Citizenship or Permanent Residency

In order to benefit from a tuition reduction, applicants must provide documentary proof of their status in [Canada by the prescribed deadlines](#):

Fall term: December 1

Winter term: April 1

Summer term: August 1

Tuition reductions are applicable as of the term in which the appropriate documents are submitted. Applicants who have been accepted by the University and who have not provided this proof of status will automatically be charged International tuition fees. To provide proof of Canadian citizen/permanent resident status, applicants must submit a [copy](#) of one of the following [documents to their Student Centre](#):

- Canadian Birth Certificate;
- Quebec Birth Certificate issued by the Quebec Directeur de l'état civil with the mention "Certified" or "certifié conforme";
- Canadian Citizenship Card/Certificate (both sides);
- Permanent Resident Card (both sides) or a validated Confirmation of Permanent Resident Status document;
- Certificate of Indian Status Card (both sides).

The following documents are [not acceptable](#):

- Driver's Licence;
- Medicare Card;
- Social Insurance Number Card;
- Quebec Baptismal Certificate.

Present Text calendar

Proposed Text

In case of a discrepancy in information provided, the University reserves the right to ask students to provide additional documentation to verify their legal name. [Please note that retroactive adjustments are not possible once the deadline has passed for a specific term.](#)

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 13.7 Required Documents

Calendar Section Name: Proof of Quebec Residency (Applicable to Canadian Citizens and Permanent Residents)

Calendar Section Type: Regulation

Description of Change: Proof of Quebec Residency (Applicable to Canadian Citizens and Permanent Residents) Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 13 Admission Regulations > Admission Regulations > Section 13.7 Required Documents

Present Text calendar

Proof of Quebec Residency (Applicable to Canadian Citizens and Permanent Residents)

~~The University will endeavour to establish Quebec residency status for applicants from Quebec Cegeps by importing Quebec resident status data electronically from government files based on their “permanent code.”~~

~~Other Canadian citizens and permanent residents must present proof of Quebec residency. Students who have not provided such evidence are automatically charged non-Quebec resident fees.~~

~~To prove Quebec residency, applicants must supply the Office of the Registrar with an original or a legible photocopy of one of the following documents:-~~

~~–A “certified” birth certificate issued after January 1, 1994 by the Government of Quebec (regardless of place of birth), which does not contain the notation “Émis en vertu de l’article 137 du Code Civil”;~~

~~–A current Canadian passport clearly indicating a place of birth in Quebec;~~

~~–A Certificat de sélection du Québec (CSQ) or an official letter from the Ministère des Communautés culturelles et de l’immigration du Québec attesting that the student is the holder of a CSQ;~~

~~–A loan certificate issued by l’Aide financière aux études du ministère de l’Éducation du Québec (MEQ) for the current year.~~

~~In addition, the student may fit into one of a number of other approved government categories. Among the categories recognized by the Government are:-~~

Proposed Text

Proof of Quebec Residency (Applicable to Canadian Citizens and Permanent Residents)

In order to benefit from the Quebec student tuition rate, students must ensure that the appropriate steps are taken with the University so as to demonstrate their status by the prescribed deadlines:

Fall term: December 1

Winter term: April 1

Summer term: August 1

Tuition reductions are applicable as of the term in which the appropriate documents are submitted. Students who have not provided such evidence are automatically charged non-Quebec resident fees. Retroactive adjustments are not possible in the event that a deadline is missed.

The University will attempt to establish Quebec residency status for applicants from Quebec Cegeps by importing Quebec resident status data electronically from government files based on their “permanent code.” Students are responsible for ensuring that their Quebec resident status has been established by verifying their tuition charges. Students may contact quebec.residency@concordia.ca for confirmation of residency status.

If, upon acceptance to a University program, proof of Quebec residency has not been established, students must apply for Quebec residency via the Student Hub: Log into concordia.ca/students > Personal Information (drop down menu)

Present Text calendar

Proposed Text

- ~~–A student adopted by a person with residency status in Quebec at the time of the adoption;~~
- ~~–A student, one of whose parents resides in Quebec;~~
- ~~–A student who has resided in Quebec for at least 12 months before becoming a full-time student;~~
- ~~–A student who came to Canada as a permanent resident without a Certificat de sélection du Québec (CSQ) but has resided in Quebec for at least three months without having lived elsewhere for more than three months since landing in Canada;~~
- ~~–A student whose spouse qualifies under these criteria as a Quebec resident.~~

> Quebec Residency Application and submit the required documentation by the deadline for the term in question. Details can be found at concordia.ca/students/financial/tuition-fees/rates/quebec-residency . Quebec resident status **cannot** be granted retroactively.

~~Students who had Quebec resident status at Concordia in the past may have to renew their Quebec resident status after an absence of more than one year.~~

If, upon acceptance to a University program, proof of Quebec residency has not been established, students must apply for Quebec residency via the Student Hub: Log into concordia.ca/students > Personal Information (drop down menu) > Quebec Residency Application and submit the required documentation by the deadline for the term in question. Details can be found at concordia.ca/admissions/tuition-fees/quebec-residency . Quebec resident status **may not** be granted retroactively.

Rationale:

Resource Implications:

Impact Report

Section 13.7 Required Documents

Required Documents

Section 13.7.1 All Applicants

Section 13.7.2 Permanent Code

Proof of Canadian Citizenship or Permanent Residency

To benefit from a tuition reduction, applicants must provide documentary proof of their status in Canada by the prescribed deadlines:

Fall term: December 1

Winter term: April 1

Summer term: August 1

Tuition reductions are applicable as of the term in which the appropriate documents are submitted. Applicants who have been accepted by the University and who have not provided this proof of status will automatically be charged international tuition fees.

To provide proof of Canadian citizen/permanent resident status, applicants must submit a copy of one of the following documents to their Student Centre:

Canadian Birth Certificate;

Quebec Birth Certificate issued by the Quebec Directeur de l'état civil with the mention "Certified" or "certifié conforme";

Canadian Citizenship Card/Certificate (both sides);

Permanent Resident Card (both sides) or a validated

Confirmation of Permanent Resident Status document;

Certificate of Indian Status Card (both sides).

The following documents are not acceptable:

Driver's Licence;

Medicare Card;

Social Insurance Number Card;

Quebec Baptismal Certificate.

In case of a discrepancy in information provided, the University reserves the right to ask students to provide additional documentation to verify their legal name. Please note that retroactive adjustments are not possible once a specific term's deadline has passed.

Proof of Quebec Residency (Applicable to Canadian Citizens and Permanent Residents)

In order to benefit from the Quebec student tuition rate, students must ensure that the appropriate steps are taken with the University so as to demonstrate their status by the prescribed deadline.

Fall term: December 1

Winter term: April 1

Summer term: August 1

Tuition reductions are applicable as of the term in which the appropriate documents are submitted. Students who have not provided such evidence are automatically charged non-Quebec resident fees. Retroactive adjustments are not possible in the event that a deadline is missed.

The University will attempt to establish Quebec residency status for applicants from Quebec Cegeps by importing Quebec resident

status data electronically from government files based on their “permanent code.” Students are responsible for ensuring that their Quebec resident status has been established by verifying their tuition charges. Students may contact quebec.residency@concordia.ca for confirmation of residency status.

If, upon acceptance to a University program, proof of Quebec residency has not been established, students must apply for Quebec residency via the Student Hub: Log into concordia.ca/students > Personal Information (drop down menu) > Quebec Residency Application and submit the required documentation by the deadline for the term in question. Details can be found at concordia.ca/students/financial/tuition-fees/rates/quebec-residency. Quebec resident status cannot be granted retroactively.

Section 13.7.1 All Applicants

Academic Documents

Applicants must submit all secondary and post - secondary academic records. In order for their admission to be finalized, they must ensure that an **official** transcript is forwarded directly to the Admissions Application Centre by all of the institutions which they have attended.

With their application, students currently enrolled at an institution must include results from all previous terms together with a list of courses in progress. They must arrange for an **official** transcript with the results of the final semester to be forwarded as soon as possible once they have been admitted. All documents must be originals or appropriately certified copies. Uncertified copies are not acceptable. Transcripts in a language other than English or French must be accompanied by a certified translation. If the transcript does not detail the subjects and the grades, a certified statement of these from an authorized official of the institution should also be included.

The above procedure whereby institutions send official transcripts directly to Concordia University is the normal method for receipt of official transcripts. However, in order to accelerate the review of their file, students may submit official transcripts in **sealed envelopes** subject to the following procedures: applicants are to request each previous educational institution to provide them with a copy of their official transcript, sealed in an envelope which bears the name and address of the school, the institutional logo (if applicable), a notice on the envelope stating that it contains official transcripts, and a signature/signature stamp/explanatory label placed across the seal of the envelope.

NOTE: All required documents received by Concordia University become the property of the University. Official documents and/or transcripts will not be returned to the applicant and will be destroyed after three years.

Section 13.7.2 Permanent Code

Permanent Code

The Ministère de l'Éducation du Québec (MEQ) requires all registered students to have a “permanent code” (a unique identifying number) which is assigned by the Ministry. Students who already have a permanent code must enter it on their application form.

For students who have attended or are currently attending Cegep in Quebec, Concordia University will automatically obtain the required Cegep record electronically by using their permanent code.

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-5448 - VERSION : 2

Summary and Rationale for Changes

The Kaié:ri Nikawerà:ke Indigenous Bridging Program is designed to support Indigenous students in their development of the knowledge and skills required to access the undergraduate program of their choice. The program will ease the transition for students coming into the university setting and city environment through the development of various skills and exposure to resources both on and off campus. Throughout the program, students will become part of a supportive community focused on their long-term success. The pilot year of the program allowed students to access the Bachelor of Engineering programs at Concordia, and will now be expanding to allow options for prospective Indigenous students to access the Bachelor of Commerce programs, as well as the Bachelor of Arts and the Bachelor of Science programs for Psychology.

Resource Implications

There are no resource implications.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Program Requirements Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Adding New Bridging Programs to Section 14.6

Calendar Section Name: Program Requirements

Calendar Section Type: Regulation

Description of Change: Program Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Section 14.6 Program Requirements

Present Text calendar

Program Requirements

Kaié:ri Nikawerà:ke Indigenous Bridging Program students must complete the requirements of the program prior to being admitted to the related undergraduate degree. The requirements may differ by Faculty and program. Refer to Calendar sections:

~~Section 26: Kaié:ri Nikawerà:ke Indigenous Bridging Seminar Courses~~

Gina Cody School of Engineering and Computer Science:
Section 71.20.2 Alternative Entry Programs

The course sequence is intended to help students prepare for their subsequent studies. When selecting courses, students admitted to the Kaié:ri Nikawerà:ke Indigenous Bridging Program are required to consult with the Bridging Program coordinator in the Student Success Centre.

Upon successful completion of the Kaié:ri Nikawerà:ke Indigenous Bridging Program, students who are no longer interested in the related undergraduate degree program may submit an application to other degree or certificate programs for which they are qualified.

Proposed Text

Program Requirements

Kaié:ri Nikawerà:ke Indigenous Bridging Program students must complete the requirements of the program prior to being admitted to the related undergraduate degree. The requirements may differ by Faculty and program. Refer to Calendar sections:

[Faculty of Arts and Science: Section 31.002 Programs and Admission Requirements](#)

[John Molson School of Business: Section 61.20 Admission Requirements](#)

Gina Cody School of Engineering and Computer Science:
Section 71.20.2 Alternative Entry Programs

The course sequence is intended to help students prepare for their subsequent studies. When selecting courses, students admitted to the Kaié:ri Nikawerà:ke Indigenous Bridging Program are required to consult with the Bridging Program coordinator in the Student Success Centre.

Upon successful completion of the Kaié:ri Nikawerà:ke Indigenous Bridging Program, students who are no longer interested in the related undergraduate degree program may submit an application to other degree or certificate programs for which they are qualified.

Rationale:

The Kaié:ri Nikawerà:ke Indigenous Bridging Program is expanding to offer prospective Indigenous students more options to access the undergraduate program of their choice. This section is being revised to add links to the JMSB and the FAS sections in the undergraduate

calendar regarding the bridging program details for each of these faculties.

Resource Implications:

The resources for this program are managed by the Student Success Centre.

Impact Report

Other Units

Addition of Section 61.20 Admission Requirements to Program Requirements requirement

Source of other unit Impact

- Sub Section is housed in Section 61.20 Admission Requirements

Addition of Section 31.002 Programs and Admission Requirements to Program Requirements requirement

Source of other unit Impact

- Sub Section is housed in Section 31.002 Programs and Admission Requirements

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-921 - VERSION : 11

Summary and Rationale for Changes

This dossier proposes updates to remove courses that are no longer required as part of the **Mature Entry Program** (MATH 202) to add the equivalent of MATH 209 (MATH 203) to BA ECON and to consolidate information for clarity for the BSC.

The dossier was approved by Sophie Fontaine and Meredith Evans.

Resource Implications

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Faculty of Arts and Science Change
- Arts Change
- Science Change
- Mature Entry — the 108-credit program Change
- Faculty of Fine Arts Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Changes to Arts and Science Section 14 MEP Requirements

Calendar Section Name: Faculty of Arts and Science

Calendar Section Type: Regulation

Description of Change: Faculty of Arts and Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Mature Entry > Section 14.2 Program Requirements > Section 14.2.1 Faculty of Arts and Science

Present Text calendar

Faculty of Arts and Science

For most BA programs, there are no specific program prerequisites. Therefore, within the initial 18 credits, students are encouraged to take courses which will broaden their educational background or help them develop study skills.

Consultation with the departmental advisor is encouraged in the choice of the 18 additional credits required for the ~~degree or certificate.~~

Proposed Text

Faculty of Arts and Science

For most BA programs, there are no specific program prerequisites. Therefore, within the initial 18 credits, students are encouraged to take courses which will broaden their educational background or help them develop study skills.

Consultation with the departmental advisor is encouraged in the choice of the 18 additional credits required for the ~~degree or certificate.~~ degree.

Rationale:

Update to remove certificate for Mature Entry Program students since they are no longer eligible to receive prorated credits since they are going into the regular certificate.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Changes to Arts and Science Section 14 MEP Requirements

Calendar Section Name: Arts

Calendar Section Type: Regulation

Description of Change: Arts Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Mature Entry > Section 14.2 Program Requirements > Section 14.2.1 Faculty of Arts and Science > Faculty of Arts and Science

Present Text calendar

Arts

The programs listed below have specific prerequisites which will take up some or all of the initial 18 credits.

~~Certificate in Community Service AHSC 230, AHSC 232, AHSC 270; ENGL 212; six credits in the social sciences chosen in consultation with the program advisor.~~

BA Major in Economics
MATH 209

Note: Students may need one or more of MATH 200 and MATH 206.

BA Specialization in Early Childhood and Elementary Education or BEd Specialization in Teaching English as a Second

Language Note: Mature students wishing to apply to Early Childhood and Elementary Education or the BEd (TESL) must complete 18 credits prior to applying for entry.

~~Certificate in Family Life Education AHSC 220, AHSC 230, AHSC 232; ENGL 212; six credits in the social sciences chosen in consultation with the program advisor.~~

BA Specialization in Therapeutic Recreation BIOL 200 or BIOL 201 or BIOL 202.

~~BA/BSc Major in Mathematics and Statistics~~
MATH 203, MATH 204, MATH 205

Note: Students may need one or more of MATH 200 and MATH 201.

~~Note: Students not having MATH 202 or the equivalent must include it in their 18 credits.~~

BA Major in Psychology PSYC 200; BIOL 201 or BIOL 202; three credits in Mathematics (in preparation for statistics) chosen in consultation with their departmental advisor.

Proposed Text

Arts

The programs listed below have specific prerequisites which will take up some or all of the initial 18 credits.

BA Major in Economics
MATH 203 or MATH 209

Note: Students may need one or more of MATH 200 and MATH 206.

BA Specialization in Early Childhood and Elementary Education or BEd Specialization in Teaching English as a Second

Language Note: Mature students wishing to apply to Early Childhood and Elementary Education or the BEd (TESL) must complete 18 credits prior to applying for entry.

BA Specialization in Therapeutic Recreation BIOL 200 or BIOL 201 or BIOL 202

BA programs in the Department of Mathematics and Statistics
MATH 203, MATH 204, MATH 205

Note: Students may need one or more of MATH 200 and MATH 201.

BA Major in Psychology PSYC 200; BIOL 201 or BIOL 202; three credits in Mathematics (in preparation for statistics) chosen in consultation with their departmental advisor.

Rationale:

Update to remove courses that are no longer required as part of the Mature Entry Program (MATH 202) to add the equivalent of MATH 209 (MATH 203) to BA ECON. Update to remove certificate for Mature Entry Program students since they are no longer eligible to receive prorated credits since they are going into the regular certificate.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Changes to Arts and Science Section 14 MEP Requirements

Calendar Section Name: Science

Calendar Section Type: Regulation

Description of Change: Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Mature Entry > Section 14.2 Program Requirements > Section 14.2.1 Faculty of Arts and Science > Faculty of Arts and Science

Present Text calendar

Science

For those Mature Entry students pursuing a degree in Science, the following courses must be included within their 108-credit requirement:

6 credits in Chemistry: CHEM 205 , CHEM 206 .

~~9~~-credits in Mathematics: MATH ~~202~~ , MATH 203 , MATH 205

.

~~8~~

credits in Physics: PHYS 204 , PHYS 205 , PHYS ~~224~~ , PHYS ~~225~~

.

~~Additional requirements for programs in the following departments:-~~

~~Biology and Psychology:-~~

~~BIOL 201 , PHYS 206 , PHYS 226 .~~

.

~~Note: For students enrolled in the BSc Systems and Information Biology program, MATH 204 is also required.-~~

~~Chemistry: PHYS 206 , PHYS 226 and BIOL 201-~~

~~Biochemistry: PHYS 206 , PHYS 226 and BIOL 201-~~

~~Environmental Geography: PHYS 206 , PHYS 226 and BIOL 201-~~

~~Environmental Science: PHYS 206 , PHYS 226 , MATH 204 and BIOL 201-~~

~~Health, Kinesiology, and Applied Physiology:-~~

~~PHYS 206 , PHYS 226 and BIOL 201-~~

~~Mathematics: MATH 204 , PHYS 206 , PHYS 226-~~

~~Physics: PHYS 206 , PHYS 226 and MATH 204~~

Note: Students must consult with their departmental advisor to determine the appropriate sequence of the above credits in the BSc degree.

Note: Students not having MATH 201 , or the equivalent, must

Proposed Text

Science

For those Mature Entry students pursuing a degree in Science, the following courses must be included within their 108-credit requirement:

3 credits in Biology: BIOL 201

6 credits in Chemistry: CHEM 205 , CHEM 206

6 credits in Mathematics: MATH 203 , MATH 205

12

credits in Physics: PHYS 204 , PHYS 205 , PHYS **206** , PHYS **224** , PHYS **225** , PHYS 226

Additional requirement for programs of concentration in:

Systems and Information Biology; Mathematics; and Physics
MATH 204

Note: Students must consult with their departmental advisor to determine the appropriate sequence of the above credits in the BSc degree.

Note: Students not having MATH 201 , or the equivalent, must take it in place of one of their elective courses. Some students may also need MATH 200 .

Present Text calendar

Proposed Text

take it in place of one of their elective courses. Some students may also need MATH 200 .

Rationale:

Update to consolidate information for clarity for the BSC in alignment with current practice.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Changes to Arts and Science Section 14 MEP Requirements

Calendar Section Name: Mature Entry — the 108-credit program

Calendar Section Type: Regulation

Description of Change: Mature Entry — the 108-credit program Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Mature Entry > Section 14.2 Program Requirements > Section 14.2.2 John Molson School of Business

Present Text calendar

Mature Entry — the 108-credit ~~program~~

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits outside the offerings of the John Molson School of Business. Those credits are:

6
credits in MATH 208 , MATH 209
6 credits in ECON 201 , ECON 203
6
additional elective credits

Note: These elective credits must be selected from outside the offerings of the John Molson School of Business.

Note: Students may need one or more of MATH 200 and MATH 206 .

Requirements for ~~certificate~~ programs are listed with the program descriptions in Section 61 John Molson School of Business of this Calendar.

Proposed Text

Mature Entry — the 108-credit ~~program~~

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits outside the offerings of the John Molson School of Business. Those credits are:

6
credits in MATH 208 , MATH 209
6 credits in ECON 201 , ECON 203
6
additional elective credits

Note: These elective credits must be selected from outside the offerings of the John Molson School of Business.

Note: Students may need one or more of MATH 200 and MATH 206 .

Requirements for programs are listed with the program descriptions in Section 61 John Molson School of Business of this Calendar.

Rationale:

Update to remove certificate for Mature Entry Program students since they are no longer eligible to receive prorated credits since they are going into the regular certificate.

Resource Implications:

none

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Changes to Arts and Science Section 14 MEP Requirements

Calendar Section Name: Faculty of Fine Arts

Calendar Section Type: Regulation

Description of Change: Faculty of Fine Arts Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Mature Entry > Section 14.2 Program Requirements > Section 14.2.4 Faculty of Fine Arts

Present Text calendar

Faculty of Fine Arts

Mature Entry students wishing to pursue degree ~~and certificate programs~~ in the Faculty of Fine Arts must take 18 additional credits appropriate for entry into their ultimate area of concentration. These credits will be chosen with the approval of the Faculty advisors.

Proposed Text

Faculty of Fine Arts

Mature Entry students wishing to pursue a degree **program** in the Faculty of Fine Arts must take 18 additional credits appropriate for entry into their ultimate area of concentration. These credits will be chosen with the approval of the Faculty advisors.

Rationale:

Update to remove certificate for Mature Entry Program students since they are no longer eligible to receive prorated credits since they are going into the regular certificate.

Resource Implications:

none

Impact Report

Mature Entry

Concordia University has a long history of making education accessible to adults with varying academic backgrounds. Through Mature Entry and Bridging Programs, those lacking the regular pre-university requirements can still earn university degrees and certificates.

Section 14.1 Admission as a Mature Student

Section 14.2 Program Requirements

Section 14.2.1 Faculty of Arts and Science

Section 14.2.2 John Molson School of Business

Section 14.2.3 Gina Cody School of Engineering and Computer Science

Section 14.2.4 Faculty of Fine Arts

Section 14.3 Assistance

Section 14.1 Admission as a Mature Student

Conditions for Admission

At Concordia, the term “Mature Entrants” is used to designate students aged 21 and over who have not completed the normal academic admission requirements. The designation does not apply to adult applicants whose academic background qualifies them for regular admission.

Students apply for admission to particular programs within one of the four Faculties of the University. In every respect, with the exception of the 18-credit requirement, Mature Entrants at Concordia are treated as regular undergraduates and are expected to meet the same standards before graduating.

The admission of applicants for Mature Entry is subject to the following conditions:

1. Applicants must have reached the age of 21 by August 1 for the September term, December 1 for the January term, or April 1 for the May term in any given year;
2. Although not meeting the normal academic requirements for admission (Québec Diplôme d'études collégiales or the equivalent), applicants must satisfy the University that they have the potential to undertake undergraduate courses;
3. Applicants must have been out of school — that is not engaged in full-time study — for at least 24 months since attaining the age of 18. Applicants who have been out of school for only 12 months are also admissible provided that they have had no unfavourable academic record in the previous 24 months;
4. Applicants must be Canadian citizens or permanent residents (landed immigrants). Applicants must submit proof of citizenship and age, together with school records and any material which may indicate ability to pursue university studies. Applicants are expected to arrange for official transcripts of all their previous studies to be sent directly to Concordia; ([Section 13 Admission Regulations](#) provides general information on how to apply for admission.)
5. Students who have the Québec Diplôme d'études collégiales or the equivalent are not eligible for Mature Entry. Students who pursued a secondary school curriculum that normally permits entry to the Extended Credit Program (ECP) may be considered for admission on the basis of maturity, but will be required to complete the ECP program.
6. In all programs, some students may require courses in English as a Second Language, as determined by language proficiency testing. See [Section 13.4 Language Proficiency](#) of this Calendar regarding language proficiency testing.

Section 14.2 Program Requirements

Program Requirements

Normally, Mature Entrants without any Diplôme d'études collégiales (DEC) or equivalent must complete at least 18 additional credits of preparatory or complementary courses. These additional credits are intended to help them to prepare for their subsequent studies. Students with a partial DEC or equivalent may be awarded transfer credits for some of the additional 18 credits.

When selecting courses to fulfill the additional credit requirements, Mature students are required to consult with advisors in the respective Faculty. When selecting program courses, all students are required to consult with their program advisor. Students in the Gina Cody School of Engineering and Computer Science are required to consult only with their Faculty program advisors.

The MEP requirements are not applicable to students applying for admission to microprograms.

Section 14.2.1 Faculty of Arts and Science

Faculty of Arts and Science

For most BA programs, there are no specific program prerequisites. Therefore, within the initial 18 credits, students are encouraged to take courses which will broaden their educational background or help them develop study skills.

Consultation with the departmental advisor is encouraged in the choice of the 18 additional credits required for the degree.

Arts

The programs listed below have specific prerequisites which will take up some or all of the initial 18 credits.

BA Major in Economics

MATH 203 or MATH 209

Note: Students may need one or more of MATH 200 and MATH 206.

BA Specialization in Early Childhood and Elementary Education or BEd Specialization in Teaching English as a Second Language

Note: Mature students wishing to apply to Early Childhood and Elementary Education or the BEd (TESL) must complete 18 credits prior to applying for entry.

BA Specialization in Therapeutic Recreation

BIOL 200 or BIOL 201 or BIOL 202

BA programs in the Department of Mathematics and Statistics

MATH 203, MATH 204, MATH 205

Note: Students may need one or more of MATH 200 and MATH 201

BA Major in Psychology

PSYC 200; BIOL 201 or BIOL 202; three credits in Mathematics (in preparation for statistics) chosen in consultation with their departmental advisor.

Science

For those Mature Entry students pursuing a degree in Science, the following courses must be included within their 108-credit requirement:

3 credits in Biology: BIOL 201

6 credits in Chemistry: CHEM 205, CHEM 206

6 credits in Mathematics: MATH 203, MATH 205

12 credits in Physics: PHYS 204, PHYS 205, PHYS 206, PHYS 224, PHYS 225, PHYS 226

Additional requirements for programs of concentration in:

Note: Students must consult with their departmental advisor to determine the appropriate sequence of the above credits in the BSc degree.

Note: Students not having MATH 201, or the equivalent, must take it in place of one of their elective courses. Some students may also need MATH 200.

Section 14.2.2 John Molson School of Business

Mature Entry — the 108-credit program

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits outside the offerings of the John Molson School of Business. Those credits are:

6 credits in MATH 208, MATH 209

6 credits in ECON 201, ECON 203

6 additional elective credits

Note: These elective credits must be selected from outside the offerings of the John Molson School of Business.

Note: Students may need one or more of MATH 200 and MATH 206.

Requirements for programs are listed with the program descriptions in Section 61 John Molson School of Business of this Calendar.

Section 14.2.3 Gina Cody School of Engineering and Computer Science

Engineering

Mature Entrants to the BEng degree, which requires the completion of a minimum of 120 credits, are also required to complete all outstanding required prerequisites in addition to their program. Prerequisite courses are as follows:

CHEM 205

MATH 203, MATH 204, MATH 205

PHYS 204, PHYS 205

6 credits chosen from Natural Science courses listed below:

BIOL 201, BIOL 202, BIOL 206, BIOL 261, BIOL 266, CHEM 206, CHEM 217, CHEM 221, GEOL 206, GEOL 208, PHYS 206, PHYS 252, PHYS 260, PHYS 273, PHYS 284, PHYS 367, PHYS 385, PHYS 443, PHYS 445

6 credits of courses chosen from the following lists:

Humanities General Education Electives for Engineering and Computer Science Students

Social Sciences General Education Electives for Engineering and Computer Science Students

English as a Second Language Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.

Students should refer to Section 71.110 Complementary Studies for Engineering and Computer Science Students when selecting these courses.

Note: In all programs, students may need one or more of MATH 200 and MATH 201.

Note: Some students may require courses in English as a Second Language, as determined by language proficiency testing.

Computer Science

Mature Entry students accepted to the Bachelor of/Baccalaureate in Computer Science (BCompSc) must include in their degree program (minimum 108 credits) the following courses, depending upon their chosen program:

a) BCompSc Joint Major in Computation Arts and Computer Science:

MATH 203, MATH 204, MATH 205

and six credits chosen in consultation with an academic advisor from the Department of Design and Computation Arts and three elective credits may be chosen as follows.

- General Education Electives found in Complementary Studies for Engineering and Computer Science Students.
- Engineering and Natural Science Group: Software Engineering
- Courses not included in the above lists may be taken with prior approval of the undergraduate program director.

b) Bachelor of/Baccalaureate in Computer Science (BCompSc) and BCompSc Joint Major in Data Science:

MATH 203, MATH 204, MATH 205

and six credits chosen from courses in Humanities or Social Sciences as noted in Section 71.110 Complementary Studies for Engineering and Computer Science Students and three elective credits may be chosen as follows. English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.

- General Education Electives found in Complementary Studies for Engineering and Computer Science Students.
- Engineering and Natural Science Group: Software Engineering
- Courses not included in the above lists may be taken with prior approval of the undergraduate program director.

c) BCompSc in Health and Life Sciences:

BIOL 201

CHEM 205, CHEM 206

MATH 203, MATH 204, MATH 205

PHYS 204, PHYS 205, PHYS 206, PHYS 224, PHYS 225, PHYS 226

Depending on the number of free electives in their program, Mature Entry Computer Science students may use up to a maximum of 24 credits of prerequisites (including the above courses) within the 108-credit program.

A maximum of six credits of prerequisites may be used within the regular 90-credit program.

Note: In all programs, students may need one or more of MATH 200 and MATH 201.

Note: Some students may require courses in English as a Second Language, as determined by language proficiency testing.

Section 14.2.4 Faculty of Fine Arts

Faculty of Fine Arts

Mature Entry students wishing to pursue degree programs in the Faculty of Fine Arts must take 18 additional credits appropriate for entry into their ultimate area of concentration. These credits will be chosen with the approval of the Faculty advisors.

Section 14.3 Assistance

Assistance

Mature students accepted into the University must inform themselves of the specific requirements of their program and should meet with their program advisors in the Faculties or in the the Kaié:ri Nikawerà:ke Indigenous Bridging Program.

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Undergraduate Program Regular Curriculum Change - AS-ARTSCI-5386 - VERSION : 2

Summary and Rationale for Changes

The Office of the Registrar and the Student Academic Services (SAS) unit of the Faculty of Arts and Science are working together to implement a revised rule concerning students in lapsed standing. Currently the Undergraduate Calendar stipulates that, after nine consecutive terms or more of being away, students have a lapsed notation written on their record, and must meet with the appropriate advisor to continue in their program.

After internal consultations, it is advised to adjust the nine-consecutive-terms milestone to six, for the lapsed status, which still requires a meeting with an SAS advisor who will assess their file in consultation with the student's department, school, or institute. A student may be required to submit a new application, depending on the program and credits-to-completion.

The outcome of this assessment is that if a student's file is relatively up-to-date, the student will be reactivated; however, if the student's dossier presents more elaborate shortcomings, or if the program has changed significantly in the delay period, they can be asked to go through the admission process.

The intent of adapting the student's path to the needs and currency of the program should ultimately allow students to better perform in their field as well as get access better employment opportunities or graduate studies, as well as a more straightforward professional recognition. The Office of the Registrar and the Office of the Dean agree that the proposed revisions to Section 31.003.2 (Lapsed Program) of the Undergraduate Calendar is appropriate.

Finally, microprograms are now also mentioned in the Faculty of Arts and Science section stipulating that students, who have not registered for four consecutive terms, will be placed in lapsed standing. This aligns with other faculty regulations applied to these types of programs.

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 21 Nov 2023

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 27 Oct 2023

The following proposal was presented under ASFC-2023-6M-F and approved at the Arts and Science Faculty Council meeting on October 27, 2023. We request that it be reviewed at the Academic Programs Committee on November 21, 2023.

Further to inter-faculty discussions with the Office of the Registrar, the presented text has been modified to better align with standard text being applied across all faculties.

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

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 27 Oct 2023

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 26 Sep 2023

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Arts and Science Faculty Council.

In collaboration with the Office of the Registrar and Student Academic Services, the Faculty of Arts and Science (FAS) is proposing revising an Undergraduate Calendar rule regarding students who are in lapsed status. Currently, a student is considered lapsed if they do not register for courses for nine consecutive terms. The Faculty is proposing to adjust this to six terms to align with other faculties. Students who wish to return must meet with an advisor, at which point their file will be assessed and determine whether they can continue with their program or be required to submit a new application.

FCC acknowledges that there are no resource implications in this proposal.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Lapsed Program Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 lapsed students

Calendar Section Name: Lapsed Program

Calendar Section Type: Regulation

Description of Change: Lapsed Program Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.003 Degree Requirements > Section 31.003.2 Registration Regulations

Present Text calendar

Lapsed Program

Students enrolled in an honours, specialization, or major program in the Faculty of Arts and Science who have not registered for a course for ~~nine~~ consecutive terms or more will have a lapsed notation entered on their student record. ~~Lapsed~~ students must meet with ~~the appropriate~~ advisor in order to continue in their program and to be made aware of possible program modifications.

Proposed Text

Lapsed Program

Students enrolled in an honours, specialization, or major program in the Faculty of Arts and Science who have not registered for a course for six consecutive terms or more will have a lapsed notation entered on their student record. Students enrolled in a microprogram in the Faculty of Arts and Science who have not registered for a course for four consecutive terms or more will have a lapsed notation entered on their student record.

Lapsed students must meet with a Student Academic Services advisor in order to continue in their program and to be made aware of possible program modifications. In some cases, students may be required to submit a new application.

Rationale:

The revised text underlines the requirement for students in lapsed standing, to meet with a Student Academic Services advisor who can assess and advise them relative to reactivating their status. Lapsed standing relative to microprograms is also mentioned now that these programs exist in the Faculty of Arts and Science.

This text aligns with recommended changes proposed by the Office of the Registrar.

Resource Implications:

None.

Impact Report

Summary and Rationale for Changes

Many Indigenous students face educational barriers that hinder access to post-secondary education, including inequitable educational opportunities and a lack of resources. Concordia University's Indigenous Directions Action Plan responds to this need through Recommended Action 4.3, which seeks to “develop and implement Indigenous-centered bridging programs designed to support Indigenous students’ transition into university life and academic programs.”

The Student Success Centre in collaboration with the Faculty of Arts and Science is proposing the Kaié:ri Nikawerà:ke (pronunciation: Gaa-Yay-Ree Knee-Gaa-Way-Raa-Ge) Indigenous Bridging Program for BA or BSc in Psychology, as a first one in the Science sector, designed for Indigenous students seeking an alternative admission pathway to the undergraduate program of their choice.

Kaié:ri Nikawerà:ke, a Kanien'kéha term, translates to “the four winds” or “the four directions”. These vital winds coming from different directions work in harmony with other elements to promote the growth of plant life, signaling change in the natural world. The Kaié:ri Nikawerà:ke Indigenous Bridging Program was named in the Kanien'kéha language to honour and respect the local Indigenous peoples whose territories Concordia was built upon. Concordia would like to thank Katsistohkwí:io Jacco, who is Kanien'kehá:ka and part of the Bear Clan, for naming the Kaié:ri Nikawerà:ke Indigenous Bridging Program and providing the pronunciation sound clip on the website.

Members across the university have been committed to developing Kaié:ri Nikawerà:ke Indigenous Bridging Program, designed for Indigenous students who may not meet the normal admissions requirements for the undergraduate program of their choice. Kaié:ri Nikawerà:ke Indigenous Bridging Program is an important program as it allows Indigenous students access to post-secondary education and provides opportunities with ongoing support to develop the foundational skills and build a supportive network that will help students achieve success throughout their university studies. Like the mature entry program, the bridging program offers Indigenous students who did not complete CEGEP an opportunity to enter the undergraduate degree of their choice. The bridging program is comprised of the prerequisite and university skills courses and students will receive ongoing advising and adequate supports in order to be fully prepared for their selected undergraduate program. Students must successfully complete the bridging program and meet the criteria in order to transition into the undergraduate program of their choice. Students must be in acceptable standing or greater to transition into the BA or BSc in Psychology. Students are also required to obtain a minimum grade of C in PSYC 200 *Introductory Psychology* to proceed into the major (see support document).

The pilot year of the Kaié:ri Nikawerà:ke Indigenous Bridging Program begins in Fall 2023 in collaboration with the Gina Cody School of Engineering and Computer Science for entry into the Bachelor of Engineering. The development of additional bridging programs is now underway to include entry into the BA and BSc Psychology programs through the Faculty of Arts and Science with the aim to launch in the Fall 2024 school year. Because the bridging program is comprised of the profile courses required for entry into the BA and BSc Psychology programs, including mathematics, physics, biology, and writing courses (either through the English Department or through the technical writing courses offered in GCS), each department has demonstrated their support of this program by working with the program coordinator and plan to reserve seats for bridging program students. In addition to the profile courses, students will be taking the University Skills Courses offered in the Student Success Centre and a weekly seminar offered only to the students in the bridging program. For the bridging program, students are given the option to take English writing courses or the Technical writing courses offered by GCS due to the scientific writing required in the field of Psychology. This was a decision made by the Department of Psychology and GCS has accommodated the request by reserving seats for the bridging students in those courses.

In addition to the bridging program in the GCS, and this proposal in Psychology, the John Molson School of Business is also developing a bridging option for prospective Indigenous students to access the BCOMM programs at Concordia. All of these expansions will allow access to more programs in various fields for Indigenous students who may not meet the traditional university admission requirements. Although this year, focus has been on developing the bridging

program for entry into Psychology programs, there is a plan to include bridging options to other programs offered in the Faculty of Arts and Science.

Resource Implications

There are no resource implications related to this dossier as this program is supported by the Student Success Centre.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 21 Nov 2023

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 27 Oct 2023

The following proposal was presented under ASFC-2023-6M-A and approved at the Arts and Science Faculty Council meeting on October 27, 2023. We request that it be reviewed at the Academic Programs Committee on November 21, 2023.

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

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 27 Oct 2023

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 26 Sep 2023

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Arts and Science Faculty Council.

In collaboration with the Student Success Centre, the Faculty of Arts and Science (FAS) is proposing the Kaié:ri Nikawerà:ke Indigenous Bridging Program for the BA and BSc in Psychology. This program, one version adapted to the BSc and one for BA students, is designed and intended to support Indigenous students' transition into university at the undergraduate level. A student having completed the appropriate Bridging Program can then continue either the BA Major or BSc Major in Psychology. Should a student ever wish to transfer between BA or BSc programs after the bridging completion (within the programs of the department, or between departments), the regular rules of program transfer would apply (e.g., required program or course prerequisites, performance expectations), as per the requirements of the other programs Psychology, or the requirements of the programs in the other department.

This program was developed closely with the Department of Psychology, and it can serve as a model for the development of further bridging programs in the FAS.

FCC acknowledges that there are no resource implications in this proposal.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Defined Group Changes:

Defined Groups

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

Regulation Changes:

- Kaié:ri Nikawerà:ke Indigenous Bridging Program Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA/BSc Psychology

Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program

Calendar Section Type: Regulation

Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs

Present Text calendar

Kaié:ri Nikawerà:ke Indigenous Bridging Program Kaié:ri Nikawerà:ke Indigenous Bridging Program

Proposed Text

Kaié:ri Nikawerà:ke Indigenous Bridging Program Kaié:ri Nikawerà:ke Indigenous Bridging Program

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

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

concordia.ca/academics/undergraduate/indigenous-bridging-psychology

Rationale:

This text offers an introduction to the bridging program and provides a link to the website for more information. It aligns with existing text under section 71.20.2 of the calendar (Gina Cody School of Engineering and Computer Science Alternative Entry).

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA/BSc Psychology

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

Calendar Section Type: Defined group

Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program

Type of Change: New Defined Group

Present Text calendar

0

Proposed Text

24 credits [Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology](#)

0 [6 credits:](#)
[KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I \(1.5\)](#)
[KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II \(1.5\)](#)
[UNSS 200 Self-Management Strategies \(1.5\)](#)
[UNSS 201 Successful Study Strategies \(1.5\)](#)

[6 credits:](#)
[PSYC 200 Introductory Psychology \(6\)](#)

[6 credits chosen from one of the following options:](#)

[Option 1: ENCS 272 Composition and Argumentation for Engineers \(3\)](#)
[ENCS 282 Technical Writing and Communication \(3\)](#)

[Option 2:](#)
[ENGL 206 Fundamentals of Written English – Stage I \(3\)](#)
[ENGL 207 Fundamentals of Written English – Stage II \(3\)](#)
[ENGL 210 Introduction to Essay Writing \(3\)](#)
[ENGL 212 English Composition — Stage I \(3\)](#)
[ENGL 213 English Composition — Stage II \(3\)](#)

Present Text calendar

Proposed Text

3 credits chosen from:

BIOL 201 Introductory Biology (3)

BIOL 202 General Biology (3)

3 credits:

MATH 200 Fundamental Concepts of Algebra (3)

Note: Students who are exempt from any required courses should consult with the Kaié:ri Nikawerà:ke Indigenous Bridging advisor.

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

KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)

KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)

UNSS 200 Self-Management Strategies (1.5)

UNSS 201 Successful Study Strategies (1.5)

Rationale:

The Kaié:ri Nikawerà:ke Indigenous Bridging Program, designed for Indigenous students missing the normal admissions requirements for the undergraduate program of their choice. This bridging program option will allow students access to the BA Psychology program at Concordia. Students will be completing the profile courses need for entry into the BA Psychology, in addition to the University Skills courses and the Kaié:ri Nikawerà:ke Indigenous Bridging Program weekly seminar.

Resource Implications:

None. This program is part of the Student Success Centre.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA/BSc Psychology

Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology

Calendar Section Type: Defined group

Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program

Type of Change: New Defined Group

Present Text calendar

0

Proposed Text

37 Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc
credits Psychology

6 credits:
KNBP 200 Kaié:ri Nikawerà:ke Indigenous
Bridging Seminar I (1.5)
KNBP 201 Kaié:ri Nikawerà:ke Indigenous
Bridging Seminar II (1.5)
UNSS 200 Self-Management Strategies (1.5)
UNSS 201 Successful Study Strategies (1.5)

6 credits:
PSYC 200 Introductory Psychology (6)

6 credits chosen from the following options:

Option 1:
ENCS 272 Composition and Argumentation for
Engineers (3)
ENCS 282 Technical Writing and Communication
(3)

Option 2:
ENGL 206 Fundamentals of Written English –
Stage I (3)
ENGL 207 Fundamentals of Written English –
Stage II (3)
ENGL 210 Introduction to Essay Writing (3)
ENGL 212 English Composition — Stage I (3)
ENGL 212 English Composition — Stage I (3)

3 credits:
BIOL 201 Introductory Biology (3)

Present Text calendar

Proposed Text

9 credits as determined by the student's last level of mathematics:
MATH 201 Elementary Functions (3)
MATH 203 Differential and Integral Calculus I (3)

MATH 205 Differential and Integral Calculus II (3)

4 credits:
PHYS 204 Mechanics (3)
PHYS 224 Introductory Experimental Mechanics (1)

3 credits of elective courses chosen in consultation with an advisor

Note: Students who are exempt from any required courses should consult with the Kaié:ri Nikawerà:ke Indigenous Bridging advisor.

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram program:
KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)
KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)
UNSS 200 Self-Management Strategies (1.5)
UNSS 201 Successful Study Strategies (1.5)

Rationale:

The Kaié:ri Nikawerà:ke Indigenous Bridging Program, designed for Indigenous students missing the normal admissions requirements for the undergraduate program of their choice. This bridging program option will allow students access to the BSc Psychology program at Concordia. Students will be completing the profile courses need for entry into the BSc Psychology, in addition to the University Skills courses and the Kaié:ri Nikawerà:ke Indigenous Bridging Program weekly seminar.

Resource Implications:

None. This program is part of the Student Success Centre.

Impact Report

Other Units

Addition of **Section 14.5 Admission as a Kaié:ri Nikawerà:ke Indigenous Bridging Program Student to Kaié:ri Nikawerà:ke Indigenous Bridging Program** requirement

Source of other unit Impact

- Heading is housed in Kaié:ri Nikawerà:ke Indigenous Bridging Program

Addition of **BIOL 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 202 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **MATH 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

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

Addition of **ENCS 272 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **ENCS 282 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **PSYC 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of **ENGL 206 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of **ENGL 207 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of **ENGL 210 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of **ENGL 212 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology** requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 213 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of UNSS 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of BIOL 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of PHYS 204 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of PHYS 224 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of MATH 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

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

Addition of MATH 203 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

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

Addition of MATH 205 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

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

Addition of ENCS 272 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of ENCS 282 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of PSYC 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of ENGL 206 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 207 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 210 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 212 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 212 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of UNSS 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement

Source of other unit Impact

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Source of other unit Impact

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Source of other unit Impact

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Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology requirement

Source of other unit Impact

- Course is housed in University Skills

RE: Seeking Support for KNIBP from SSC (UNSS Courses)

Julie Foisy <julie.foisy@concordia.ca>

Mon 8/21/2023 5:07 PM

To:Saba Din <saba.din@concordia.ca>

Cc:Juliet Dunphy <juliet.dunphy@concordia.ca>

Dear Saba,

I'm writing to confirm that the SSC will hold seats for the Kaié:ri Nikawerà:ke Indigenous Bridging Program students in UNSS 200 and 201. Additionally, we understand the importance of the cohort nature of the IBP and will ensure, as much as is possible, that the KNIBP students are in the same section.

All the best with the approvals process,

Julie

Julie Foisy

Director, Student Success Centre, Concordia University

First Year Experience | Student Learning Services | FutureBound Skills Development Program | Career Advising and Professional Success | Kaié:ri Nikawerà:ke Indigenous Bridging Program

T: 514-848-2424 x3921 (front desk) | E: julie.foisy@concordia.ca | H-745, 1455 de Maisonneuve Blvd. W, Tiohtià:ke/Montréal, H3G 1M8

My work day may look different than your work day. Please do not feel obligated to respond out of your typical working hours.

From: Saba Din <saba.din@concordia.ca>

Sent: Tuesday, August 15, 2023 11:44 AM

To: Juliet Dunphy <juliet.dunphy@concordia.ca>; Julie Foisy <julie.foisy@concordia.ca>

Subject: Seeking Support for KNIBP from SSC (UNSS Courses)

Dear Juliet and Julie,

The Faculty of Arts and Science are putting together the final dossier to get the Kaié:ri Nikawerà:ke Indigenous Bridging Program approved, specifically the bridging programs to the BA and BSc Psychology degrees for now. With the dossier, they will be adding supporting documents from each department/unit to indicate support of the program and reserving seats for the bridging program students in the required program courses. Although the Kaié:ri Nikawerà:ke Indigenous Bridging Program is housed within the Student Success Centre, the reservation of seats in the University Skills courses in writing will be important to add to the dossier for program approval.

I am writing to ask if you can kindly confirm that the Student Success Centre will reserve seats for the bridging program students in the UNSS 200 and UNSS 201 courses. Your support through the written response to this email will be added to the supporting documents for the approval process.

If you have any questions or concerns, please don't hesitate to email me. Thank you so much for your time and ongoing support! I am truly grateful!

Many thanks,
Saba

Fw: Department of Biology - Support for Indigenous Bridging Program

Saba Din <saba.din@concordia.ca>

Tue 8/15/2023 1:32 PM

To:Saba Din <saba.din@concordia.ca>

From: Selvadurai Dayanandan <daya.dayanandan@concordia.ca>

Sent: Tuesday, August 15, 2023 1:06 PM

To: Saba Din <saba.din@concordia.ca>; Madoka Gray-Mitsumune <madoka.gray-mitsumune@concordia.ca>

Subject: Re: Department of Biology - Support for Indigenous Bridging Program

Dear Saba,

I strongly support the program.

-daya

From: Saba Din <saba.din@concordia.ca>

Sent: Tuesday, August 15, 2023 11:24 AM

From: Madoka Gray-Mitsumune <madoka.gray-mitsumune@concordia.ca>

Sent: Thursday, July 20, 2023 3:50 PM

To: Saba Din <saba.din@concordia.ca>; Selvadurai Dayanandan <daya.dayanandan@concordia.ca>

Subject: RE: Department of Biology - Support for Indigenous Bridging Program

Hi, Saba,

Of course, we will support the creation of additional Bridging programs.

However, having said that we would like more information on this new program.

Are you creating two different Bridging programs, one for B.Sc. and another for B.A.? The program requirements are quite different between the two programs.

We suggest BIOL 202 for B.A. students and BIOL 201 for B.Sc. students. We must limit BIOL 201 access only to B.Sc. students because of the lab space availabilities.

Can you send us the proposed course listings for the Psys Bridging program(s)?

Thank you!

Madoka

Madoka Gray-Mitsumune, Ph.D.

Undergraduate Program Director and Co-op Academic Director

Department of Biology, Concordia University

7141 rue Sherbrooke O, Montreal QC H4B 1R6, Canada

madoka.gray-mitsumune@concordia.ca

From: Saba Din <saba.din@concordia.ca>

Sent: Thursday, July 20, 2023 12:50 PM

To: Selvadurai Dayanandan <daya.dayanandan@concordia.ca>; Madoka Gray-Mitsumune <madoka.gray-mitsumune@concordia.ca>

Subject: Department of Biology - Support for Indigenous Bridging Program

Dear Dr. Dayanandan and Dr. Gray-Mitsumune,

I hope you're both doing well and are enjoying the summer months!

We are putting together the final dossier to get the Kaié:ri Nikawerà:ke Indigenous Bridging Program approved in the Faculty of Arts and Sciences, specifically the bridging programs to the BA and BSc Psychology degrees for now. With the dossier, we will be adding supporting documents from the Chair of each department to indicate support of the program and reserving seats for the bridging program students in the profile courses needed, despite which bridging pathway they may be taking (ex: students in the bridging program for BEng will need to take a BIOL course).

I have been in communication with Dr. Gray-Mitsumune throughout the year to seek support and feedback regarding the bridging program. I am also grateful that I was able to present to the faculty at the department meeting on March 21st, where I met you both in person. Thank you again for that opportunity!

Today, I am writing to ask if you can kindly confirm that the department supports this program and will reserve seats for the bridging program students in the relevant Biology courses, including BIOL 201 and BIOL 202. Although we have spoken about this, your written response to this email will be added to the supporting documents for the approval process.

If you have any questions or concerns, please don't hesitate to email me. Thank you so much for your time and ongoing support! I am truly grateful!

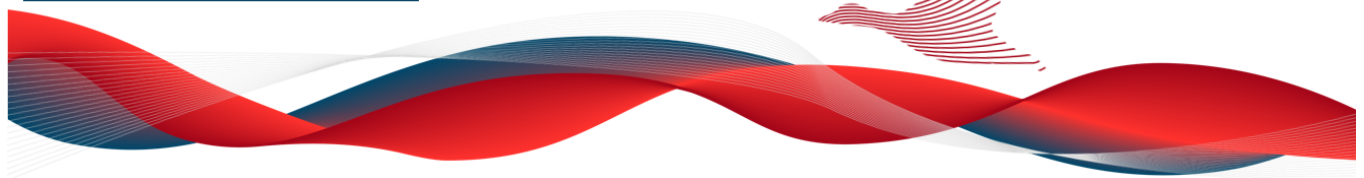
Kind regards,
Saba

Saba Din (she/her)

Kaié:ri Nikawerà:ke Indigenous Bridging Program Coordinator

Concordia University, Tiohtià:ke/Montréal

www.concordia.ca/indigenousbridging



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RE: Department of English - Support for Indigenous Bridging Program

Stephen Yeager <stephen.yeager@concordia.ca>

Fri 7/21/2023 10:47 AM

To: Saba Din <saba.din@concordia.ca>

Cc: Olivia Ward <olivia.ward@concordia.ca>; Julia Clark-Combot <julia.clarkcombot@concordia.ca>; Kelsey Blair <kelsey.blair@concordia.ca>

Hi Saba,

So glad to hear that the dossier has come together! I have CCed the folks from the department who manage the composition program to see if they have any questions about implementation, but yes, we are prepared in principle to participate in the bridging program by reserving seats in the relevant English courses you've listed.

Take care,

Stephen Yeager

From: Saba Din <saba.din@concordia.ca>

Sent: Thursday, July 20, 2023 12:08 PM

To: Stephen Yeager <stephen.yeager@concordia.ca>

Subject: Department of English - Support for Indigenous Bridging Program

Dear Stephen,

I hope you're doing well and you are enjoying the summer months!

We are putting together the final dossier to get the Kaié:ri Nikawerà:ke Indigenous Bridging Program approved in the Faculty of Arts and Sciences, specifically the bridging programs to the BA and BSc Psychology degrees for now. With the dossier, we will be adding supporting documents from each department that indicates their support of the program and reserving seats for the bridging program students in the profile courses needed, despite which bridging pathway they may be taking (ex: students in the bridging program for BComm will need to take the ENGL courses).

I am writing to ask you, as the Chair of the Department of English, if you can confirm that your department supports this program and will reserve seats for the bridging program students in the relevant English courses (based on their results on the placement test). This includes the following courses: ENGL 206, ENGL 207, ENGL 210, ENGL 212, and ENGL 213. I know we spoke about this when we met. That said, your written response will be added to the supporting documents for the approval process.

If you have any questions or concerns, please don't hesitate to email me. Thank you so much for your time and ongoing support! I am truly grateful!

Kind regards,
Saba

Saba Din (she/her)

Kaié:ri Nikawerà:ke Indigenous Bridging Program Coordinator

Concordia University, Tiohtià:ke/Montréal

www.concordia.ca/indigenousbridging



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From: [Chair MathStat](#)
To: [Nicole Freeman](#)
Cc: [Da Math & Stats](#); [Associate Chair Math & Stats](#); [Saba Din](#)
Subject: Department of Math & Stats - Support to Indigenous Bridging Program
Date: August 23, 2023 12:40:15 PM

Dear Nicole,

I am writing this email to communicate that the Department of Mathematics and Statistics enthusiastically supports the initiative of the Kaié:ri Nikawerà:ke Indigenous Bridging Program. Within this framework, we will set aside an appropriate number of reserved seats in selected courses as previously discussed with Saba Din.

With best regards,

Marco.

Dr. Marco Bertola, Interim Chair

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

Re: Department of Physics - Support for Indigenous Bridging Program

Valter Zazubovits <valter.zazubovits@concordia.ca>

Thu 7/20/2023 12:27 PM

To: Saba Din <saba.din@concordia.ca>; Laszlo Kalman <Laszlo.Kalman@concordia.ca>

Dear Saba,

Yes, we can effectively reserve space for students in your program.

As long as there are just several of them, we can just promise that we put them in class no matter what, even if the class is full. If you would prefer us to officially create some reserve capacity, please let me know.

With best regards,

Valter Zazubovits, Professor and Chair

Department of Physics, Concordia University, Montreal

From: Saba Din <saba.din@concordia.ca>

Sent: Thursday, July 20, 2023 12:18 PM

To: Valter Zazubovits <valter.zazubovits@concordia.ca>; Laszlo Kalman <Laszlo.Kalman@concordia.ca>

Subject: Department of Physics - Support for Indigenous Bridging Program

Dear Dr. Zazubovits and Dr. Kalman,

I hope you're both doing well and are enjoying the summer months!

We are putting together the final dossier to get the Kaié:ri Nikawerà:ke Indigenous Bridging Program approved in the Faculty of Arts and Sciences, specifically the bridging programs to the BA and BSc Psychology degrees for now. With the dossier, we will be adding supporting documents from the Chair of each department to indicate support of the program and reserving seats for the bridging program students in the profile courses needed, despite which bridging pathway they may be taking (ex: students in the bridging program for BEng will need to take the PHYS courses).

I have been in communication with Dr. Kalman throughout the year to seek support and feedback regarding the bridging program. I am also grateful that Dr. Kalman helped arrange for me to present to the faculty at the department meeting on April 21st.

Today, I am writing to ask if you can kindly confirm that the department supports this program and will reserve seats for the bridging program students in the relevant Physics courses, including PHYS 204 and PHYS 205. Although we have spoken about this, your written response to this email will be added to the supporting documents for the approval process.

If you have any questions or concerns, please don't hesitate to email me. Thank you so much for your time and ongoing support! I am truly grateful!

Kind regards,
Saba

Re: Question about ENCS Courses

Govind Gopakumar <govind.gopakumar@concordia.ca>

Fri 2/24/2023 4:10 PM

To: Saba Din <saba.din@concordia.ca>; mona <mona@encs.concordia.ca>

Cc: Mona Himmo <mona.himmo@concordia.ca>; Sakib Shahid <sakib.shahid@concordia.ca>; Ali Akgunduz <ali.ahkgunduz@concordia.ca>

Hi Saba,

Thanks for your email. It is great meet you virtually too. Thanks for the information you have shared about enrollment from Psychology in the bridging program. If the enrollment is going to be less than 10, I do not expect it to be an additional effort for us. We should be able to incorporate the extra students within existing classes.

Thanks
Govind

--

Govind Gopakumar Ph.D.
Chair and Associate Professor, Centre for Engineering in Society
Gina Cody School of Engineering and Computer Science, Concordia University
1455 De Maisonneuve Blvd West, EV002.255
Montreal, Quebec, Canada
H3G 1M8
Ph: (514)-848-2424 x 4068 (work)
(514)-951-9216 (cell)
Email: govind.gopakumar@concordia.ca

From: Saba Din <saba.din@concordia.ca>

Sent: Friday, February 24, 2023 10:00 AM

To: mona <mona@encs.concordia.ca>; Govind Gopakumar <govind.gopakumar@concordia.ca>

Cc: Mona Himmo <mona.himmo@concordia.ca>; Sakib Shahid <sakib.shahid@concordia.ca>; Ali Akgunduz <ali.ahkgunduz@concordia.ca>

Subject: Re: Question about ENCS Courses

Good morning everyone,

Thank you Mona for including others into this discussion.

Dr. Gopakumar, nice to meet you (virtually) and thank you for your response. I suspect it would be a small number of students in its first year - likely less than 10 students. We may place a cap at 15, just as we had done with the GCS bridging program. The GCS bridging program students would be taking the ENCS courses as well, so with the cap per bridging program, it would be 30 students maximum to accommodate for both groups. We hope to launch the Psychology bridging program next Fall, and I don't believe we will have that many students. I would estimate around 15 students from both GCS and Psychology bridging programs next year, based on current recruitment updates. As the program grows, we may expect more students for each bridging program which may result in opening more sections, but I don't believe that would be the case in the beginning years.

If you'd like to meet to continue this conversation, please let me know. If interested, I can also arrange a meeting with members from Psychology to further the discussion.

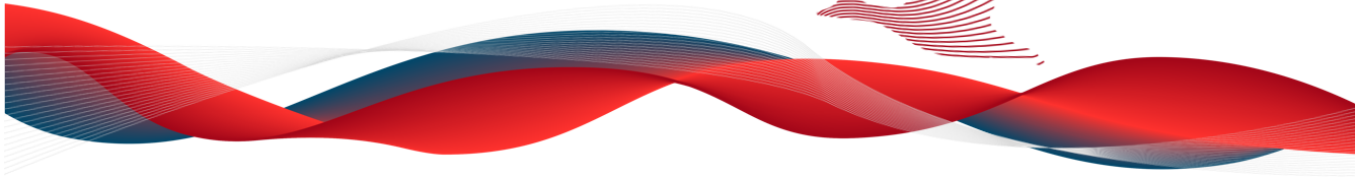
Thank you kindly!

Speak soon,

Saba

Saba Din (she/her)

Kaié:ri Nikawerà:ke Indigenous Bridging Program Coordinator
Concordia University, Tiohtià:ke/Montréal
www.concordia.ca/indigenousbridging



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From: mona@encs.concordia.ca <mona@encs.concordia.ca>

Sent: Friday, February 24, 2023 8:59 AM

To: Govind Gopakumar <govind.gopakumar@concordia.ca>

Cc: Saba Din <saba.din@concordia.ca>; Mona Himmo <mona.himmo@concordia.ca>; Sakib Shahid <sakib.shahid@concordia.ca>; Ali Akgunduz <ali.akgunduz@concordia.ca>; mona <mona@encs.concordia.ca>

Subject: Re: Question about ENCS Courses

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Good morning Dr. Gopakumar,

Thanks a lot for the quick response. My understanding is that the psychology department is working on developing bridging program for the indigenous students (similar to what GCS has done).

Saba, would you have an estimate of the expected number of students?

Thanks,
Mona

Quoting Govind Gopakumar <govind.gopakumar@concordia.ca>:

> Hi Mona,
>
> It is not clear how many students we are talking about from the
> Psychology bridging program. If we get a sense then we would know
> what to expect. If it is less than 10 students, that should not be a
> problem accommodating the students within existing sections. If more
> we might need more sections.
>



[DATE]
Student ID:

[STUDENT ADDRESS]

Dear [STUDENT]:

After careful review of your application, I am pleased to confirm that you are being offered admission into the following program:

Kaié:ri Nikawerà:ke Indigenous Bridging Program

Allow me to be the first to congratulate you! Wa'tkonnonhwerá:ton (welcome) to Concordia University! As a first-generation university, Concordia fosters a creative and inspiring learning environment that encourages its students to address the challenges facing contemporary society. I am delighted that you will be joining us.

Here are your next steps:

1. Log into [My CU Account](#), go to your Student Centre, and accept your Offer of Admission. You will be required to pay the confirmation deposit (see the [how-to guide](#)). If you have any trouble regarding the confirmation deposit, please contact the Bridging Program Coordinator.
2. After you accept your offer, you will receive an email with the steps you need to take as a newly admitted student. First, you must set up a meeting with the Kaié:ri Nikawerà:ke Indigenous Bridging Program Coordinator. At the meeting, you will be able to register for your classes.
3. Follow the other steps to take in the email you receive after accepting this offer. They will guide you in preparing for your entry to the university.

You will be joining a large and supportive community at Concordia University. Feel free to browse the [Otsenhákta Student Centre](#) and [Student Success Centre](#) to see the many supports that are offered to students. If you have any questions about the Kaié:ri Nikawerà:ke Indigenous Bridging Program or the steps you need to take, do not hesitate to contact the program coordinator at the email indicated below.

Once again, congratulations on your achievement. We look forward to welcoming you into the vibrant community at Concordia.

Sincerely,

A handwritten signature in black ink, appearing to read "Saba Din".

Saba Din
Bridging Program Coordinator
kaieri.nikawerake@concordia.ca

OFFER OF ADMISSION

[DATE]
Student ID:
Date of Birth:

[STUDENT ADDRESS]

PROGRAM INFORMATION

Program/Plan(s): Kaié:ri Nikawerà:ke Indigenous Bridging Program (GCS)

Academic Load: Full-Time

Session: Fall 2023 commencing September 5, 2023

Minimum Program Length: 36 credits

Admission Status: Final

Admissions Contact: Should you have any questions about details of this offer, do not hesitate to contact your Admissions Officer:

Kathleen Fulton
514-848-2424 ext. 2649
kathleen.fulton@concordia.ca

Confirmation Date: May 1, 2023 - You must accept this offer and pay the confirmation deposit by this date.

Registration Start Date: Find important information about your enrolment appointment dates on our [Course registration](#) page. The enrollment appointment date is the first date on which you may begin the registration process.

EXEMPTIONS

Consult the [Welcome Guide for New Concordians](#) for an explanation of these terms.

Exemptions: Exemption(s) Granted:

None

Potential Exemption(s) based on courses in progress:

None

ADDITIONAL INFORMATION

Your admission is based on the academic history you provided during your application. If any new information becomes available, this offer is subject to review. If you have omitted to list any post-secondary institution you may have attended, it is your responsibility to contact your admissions officer.

Advising and Registration

Once you accept your offer you will receive an email containing more information about advising, registration and other pertinent details about commencing your studies at Concordia University. This email will also provide appropriate contact information to help guide you should you need assistance with these matters.

Consult our resource [Understanding your Offer of Admission](#) for an explanation of the details in this letter.

Sincerely,



Sophie Fontaine
Director of Admissions
Concordia University

Please note Concordia University reserves the right to modify its academic programs and regulations. The University also reserves the right to modify the published scale of tuition and other student fees at any time before the beginning of the upcoming academic year. Your admission is subject to the statutes, rules, regulations and policies in place at Concordia University, including the policies contained in the University Calendars available online at www.concordia.ca, the policy on Intellectual Property (VPRGS-9), and those of the programs in which you will be registered. We remind you that your obligations commenced with your application to Concordia University and shall terminate in accordance with the University's statutes, regulations and policies. All University policies may be consulted on-line at the following address: concordia.ca/about/policies.

**Supporting Documentation on the Transition from
Kaié:ri Nikawerà:ke Indigenous Bridging Program to the Undergraduate Program**
Revised September 29, 2023

Submitted by Dr. Lucie Bonneville (Department of Psychology) & Saba Din (Indigenous Bridging Program)

Students who successfully complete the Kaié:ri Nikawerà:ke Indigenous Bridging Program are not required to submit a new application to transition from the bridging to degree program. This is an administrative change only. Students will transition into the 120-credit program, and some of the credits completed during the bridging program will transfer towards their undergraduate degree. Once students enter their selected undergraduate program, the regular academic regulations of the undergraduate program will apply. For example: For a major in Psychology, students must maintain a minimum of acceptable standing (GPA of 2.0). If students want to enter a specialization in Psychology, they must apply for a concentration change and meet the expectation of a GPA of 3.2 in Psychology courses.

The internal procedure for determining the transition from the Kaié:ri Nikawerà:ke Indigenous Bridging Program to the selected undergraduate program may vary from faculty to faculty, program to program. A holistic assessment of a bridging student's progress will determine their readiness for the undergraduate program they will transition into. This may include a self-evaluation by the student; a meeting with an advisor; an academic assessment; a combination of all; etc. The Department of Psychology has indicated that students must complete the PSYC 200 course with a minimum grade of C and be in acceptable standing or greater to transition into the Major in Psychology (either BA or BSc).

While in the bridging program, students will be made aware of the demands and expectations of their selected undergraduate degree. In the event that a student is no longer interested in their selected undergraduate degree program, they may submit an application for admission to another degree or certificate program for which they are qualified. Students in the BSc Psychology bridging option who wish to pursue the BA Psychology program instead can transition into the BA Psychology upon successful completion of the required courses for the BA. The intention of this program is to ensure that students complete the path that is best suited for them, and bridging program modifications can be requested by the student and an administrative change may be made on the student's record.

As we gain more experience and the bridging program evolves, we can better evaluate the internal procedure for ensuring that students are prepared and can successfully transition into their selected undergraduate program. This analysis will be necessary with every new cohort that enters the bridging program.

Kaié:ri Nikawerà:ke Indigenous Bridging Program

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

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

concordia.ca/academics/undergraduate/indigenous-bridging-psychology.

Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology (24 credits)

6.0 credits:

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

6.0 credits:

- [PSYC 200](#) Introductory Psychology (6.00)

6.0 credits chosen from one of the following options:

Option 1:

- [ENCS 272](#) Composition and Argumentation for Engineers (3.00)
- [ENCS 282](#) Technical Writing and Communication (3.00)

Option 2:

- [ENGL 206](#) Fundamentals of Written English – Stage I (3.00)
- [ENGL 207](#) Fundamentals of Written English – Stage II (3.00)
- [ENGL 210](#) Introduction to Essay Writing (3.00)
- [ENGL 212](#) English Composition — Stage I (3.00)
- [ENGL 213](#) English Composition — Stage II (3.00)

3.0 credits chosen from:

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

3.0 credits:

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

Note: Students who are exempt from any required courses should consult with the [Kaié:ri Nikawerà:ke Indigenous Bridging advisor](#).

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

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

Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology (37 credits)

6.0 credits:

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

6.0 credits:

- [PSYC 200](#) Introductory Psychology (6.00)

6.0 credits chosen from the following options:

Option 1:

- ENCS 272 Composition and Argumentation for Engineers (3.00)
- ENCS 282 Technical Writing and Communication (3.00)

Option 2:

- ENGL 206 Fundamentals of Written English – Stage I (3.00)
- ENGL 207 Fundamentals of Written English – Stage II (3.00)
- ENGL 210 Introduction to Essay Writing (3.00)
- ENGL 212 English Composition — Stage I (3.00)
- ENGL 212 English Composition — Stage I (3.00)

3.0 credits:

- BIOL 201 Introductory Biology (3.00)

9.0 credits as determined by the student's last level of mathematics:

- MATH 201 Elementary Functions (3.00)
- MATH 203 Differential and Integral Calculus I (3.00)
- MATH 205 Differential and Integral Calculus II (3.00)

4.0 credits:

- PHYS 204 Mechanics (3.00)
- PHYS 224 Introductory Experimental Mechanics (1.00)

3.0 credits of elective courses chosen in consultation with an advisor

Note: Students who are exempt from any required courses should consult with the [Kaié:ri Nikawerà:ke Indigenous Bridging advisor](#).

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

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

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Summary and Rationale for Changes

The Department of Psychology currently offers two neuroscience undergraduate programs: a Specialization (BSc) in Neuroscience (81 credits) and an Honours (BSc) in Neuroscience (87 credits). Under its previous name, our Psychology Options in Behavioural Neuroscience were among the very *first* undergraduate neuroscience programs offered in Canada. This was because of the unit's reputation for quality and the now-increasing demand for this field of study. Our previous dossier (AS-PSYC-5021), which was accepted at the November 2022 Senate meeting, proposed a separate degree program that provides more flexibility and innovation and, in turn, the ability to compete more appropriately with other Québec/Canadian neuroscience programs.

After a careful assessment by our two department undergraduate curriculum committees (for psychology and for neuroscience), we also determined that the structure of the neuroscience programs needed revision. Their current structure not only creates problems for the Psychology undergraduate programs as such, but also for the individual students enrolled in them. Moreover, as neuroscience degree programs have mushroomed at competing universities, there is a question of competitiveness and attracting the best students, with the best possible neuroscience program. For these reasons, it is well past time to update this area of our curriculum. On April 14, 2022, the Department of Psychology met and voted on the proposed program changes, with unanimous approval.

Following our previous curriculum proposals, here, we are proposing a change focusing on the program structure and the courses in the neuroscience programs, to fix our problems in the unit and the program with regard to *enrolment capacity* and neuroscience-specific *student learning*.

Enrolment Capacity

Overall, the programs are extremely popular and exceeding our enrolment capacity. With the current infrastructure and full-time faculty complement, it is increasingly difficult to offer a full roster of courses to our large incoming cohorts (500 new students) each year. We struggle to provide sufficient course offerings to allow our students to graduate in a timely manner. Almost all our Psychology courses have enrolment numbers at or above 100% capacity. For the unit, with the current resources, *there is no room for growth*.

That said, there is a solution to be found in restructuring the curriculum. Many of the seats in Psychology sections are occupied by neuroscience students who are required to take several courses under the current Psychology program, even when these courses are not directly relevant to neuroscience as a field of study. This is because the students are in fact completing a *Psychology* degree (under its Behavioral Neuroscience option), and as such, are required to take many Psychology courses as directed by our accreditation agencies: the *Ordre des Psychologues du Québec* (OPQ) and the *Canadian Psychological Association* (CPA). Many of the seats in Psychology sections are thus occupied by neuroscience students who do not really need them in order to receive quality training in *neuroscience*. Now that we have changed the title of the program from Psychology to Neuroscience, we can remove many of the psychology course requirements, and do so without violating the requirements of the OPQ and/or CPA (which only pertain to *psychology* degrees).

Problems for Student Learning

The Neuroscience programs (BSc Specialization and BSc Honours) as they are composed currently, create two problems for student learning: first, they offer no specialized neuroscience courses. Students take the same courses as every other student in Psychology *plus* seven additional Biology and Chemistry and Biochemistry courses for a total of 81 credits for the Specialization and 87 credits for the Honours. Moreover, there is a lack of experiential learning, as our neuroscience courses do not have laboratory components. While neuroscience students currently do take labs as part of their general BSc requirements

(e.g., in Chemistry & Biochemistry and in Biology), there is little planned neuroscience-specific skill learning outside of the Honours thesis.

Second, students in the *BSc Honours in Neuroscience* are limited in their choice of electives because of the many Psychology program requirements that are not necessarily related to neuroscience. For example, if the students wish to do a complementary minor, such as the *Minor in Multidisciplinary Studies in Sciences* (Science College), they need to extend their studies and take an extra year to graduate. Indeed, the most common student complaint about the current neuroscience curriculum is a lack of flexibility in choosing courses. We cannot provide this flexibility with the current program structure.

Proposed Changes to the Specialization/Honours

We intend to make changes to the current programs (BSc Specialization and Honours) in **two phases**. Phase 1, presented in this dossier, consists in:

- Simplifying the requirements of the programs BSc Specialization (81 credits to 60 credits in-house) and BSc Honours in Neuroscience (87 to 66 credits in-house). This provides a stronger neuroscience emphasis to the degree. The quality is preserved; what is removed are non-neuroscience specific requirements.
- The introduction of 6 new neuroscience-specific courses (with a NEUR prefix), with enhanced skill and experiential training.

The current dossier only concerns Phase 1. Phase 2 will introduce a second Neuroscience option, *Cognitive and Computational Neuroscience*, to be presented in a future dossier.

Phase 1:

In this phase 1, we are asking for the creation of **6 new courses, 3 courses with laboratories** (in Neuroanatomy, Learning and Neuroplasticity, and Neuroimaging), a new course on big-data analytics, and two neuroscience-specific research training project courses, a specialization thesis, and an Honours thesis. These courses would provide knowledge and core hands-on skills required for top-quality training in neuroscience, and they are listed here:

1. NEUR 356 - *Research Methods in Neuroanatomy*. This course includes a common core lab in research methods, microscopy, and immunohistochemistry.
2. NEUR 416 - *Large Data Analytics*. This course focuses on the frameworks, knowledge, and skills, in data management, applicable to neurobiological, neurophysiological, and cellular and systems-level enquiry in neuroscience. This course connects with our statistical offerings, and specific knowledge in imaging and computational approaches. (The Department of Mathematics and Statistics will be advised.)
3. NEUR 451 - *Learning and Neuroplasticity*. This course, adding to our core in the neurobiology of learning and memory, includes a specialization lab in behavioral conditioning and neurophysiology.
4. NEUR 460 - *Neuroimaging*. This course adds a deeper knowledge base and a specialization lab in brain imaging techniques, large data set management and programming.
5. NEUR 485 – *Specialization Thesis*. This course offers the opportunity to write a specialization thesis (6 credits) for students to do supervised research in neuroscience.
6. NEUR 495 – *Honours Thesis*. This course offers the opportunity to write an Honours thesis (6 credits) for supervised research in neuroscience for Honours students.

The courses with laboratories are *interdisciplinary* by design: NEUR 451 (Learning and Neuroplasticity) will provide hands-on training in the behavioral principles of learning (psychology) as well as the cellular basis of learning and neurophysiology (biology). NEUR 460 (Neuroimaging) will provide hands-on training in the principles of cognition (psychology) along with programming for large data sets (computer science). Extensive discussions convinced us to add even more content in this area (NEUR 416 – Large Data

Analytics). Along with basic neuroanatomy (NEUR 356), these courses will provide much-needed hands-on experiential learning for our Neuroscience students. We aim to keep/gain a competitive edge in relation with other competing neuroscience programs (e.g., McGill University, Université de Montréal, and Carleton University). Some of these undergraduate programs do not have hands-on laboratories, only virtual ones.

We are also changing the corresponding prerequisites for completing the programs.

A survey for interest in a neuroscience program

We are confident about student interest in this program. In the context of our previously approved LOI, the Department of Psychology commissioned a program interest survey with Concordia undergraduate students from 11 departments which we identified as relevant to the proposed program changes (with the exception of students from Creative Arts Therapies, which only has graduate programs). Participants were asked to rate the relevance of the proposed program descriptions and outcomes to their own academic and professional goals. Most indicated that the program was “very” (39.7%, 336) or somewhat (38.4%, 325) relevant. When asked how likely they would have been to enroll in the program if it had been available when they were applying for undergraduate studies, 35.1% (297) said “very likely” and 34.9% (296) said “somewhat likely.”

Resource Implications:

This proposal has important resource implications. These have been discussed with the AD Programs, the AD Planning and Facilities, and the Dean in the context of a recent LOI. They were then fine-tuned in preparation for this proposal. Space and personnel will be needed for the student laboratories, as well as some equipment. A space and renovation plan has been projected with Planning and Facilities, as well as discussed and supported in the department. Details on personnel and space are briefly given here.

Personnel

We will need a full-time Technical Officer and a full-time Instructional Lab Technician for supporting the teaching in the laboratories, as well as TAs in the new courses. Our technician’s position will have to be profiled, but it is necessary for the successful implementation of the lab-based components of our program. For the TA support, we easily have qualified students in our MSc and PhD programs. We will also need an undergraduate program director remission to coordinate the coursework and undergraduate research this program will support.

Category	Position	Rough salary
Staff	Technical officer	\$101,000 / annum
Staff	Instructional lab technician	\$80,000 / annum
UPD	Program advisor	Remission (\$13,000 / annum)
TAs	Multiple graduate student TAs	TBD (1 TA / 60 students)

Space

In multiple discussions with the AD Planning and Facilities, space has been identified in the Department of Psychology to renovate into three separate lab spaces:

Laboratory	Space needs
Neuroanatomy lab (linked with NEUR 356)	Wet lab space for up to 20 students
Learning & Neuroplasticity lab (linked with NEUR 451)	Wet lab space for up to 20 students
Neuroimaging lab (linked with NEUR 460)	Dry lab space for up to 10 students
	Renovation costs TBD (substantial)

The different options have been discussed with the Departmental Space Advisor and the Chair's Advisory Committee (in its capacity as Departmental space committee), and the favoured option has been supported by the Department faculty members and staff.

Description	Number	Unit Cost	Total
Cryostats	5	\$50,000	\$250,000
Student Microscopes	10	\$1,000	\$10,000
Teaching Scope + Camera	1	\$10,000	\$10,000
Projector	1	\$500	\$500
Electrophys. Recording Sets	5	\$5,000	\$25,000
EEG headsets	5	\$500	\$2,500
Computers	5	\$1,500	\$7,500
Ice Machine	1	\$10,000	\$10,000
-20 Freezers	2	\$2,000	\$4,000

-80 Freezer	1	\$15,000	\$15,000
+4 Deli Fridges	4	\$2,500	\$10,000
Pipette Sets	20	\$1,500	\$30,000
Balances	6	\$10,000	\$60,000
Upfront Glassware	1	\$10,500	\$10,500
Grand Total			\$445,000

Recurring Costs

Based on discussions with the Department of Biology, we estimate a cost of \$48 per student per lab for an annual cost of approximately \$38,500. We also estimate an equipment repair and replacement budget of \$5,000 per year. Finally, there will be cloud computing costs, currently being estimated by IITS. The Associate Dean, Planning & Academic Facilities, has been notified that (a) room will be found in the annual budget for these recurring costs and that (b) the Department of Psychology will be requesting an increase in our annual budget based on the profits we are anticipating from the increased FTEs assigned to neuroscience courses compared with psychology courses.

Resource Implications

See supporting document.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 21 Nov 2023

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 27 Oct 2023

The following proposal was presented under ASFC-2023-6M-C and approved at the Arts and Science Faculty Council meeting on October 27, 2023. We request that it be reviewed at the Academic Programs Committee on November 21, 2023. The Faculty of Arts and Science will work with the Department of Psychology and partner units to ensure that the resources are appropriate for running the program.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 27 Oct 2023

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 28 Aug 2023

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Arts and Science Faculty Council. Following the renaming of the BSc in Psychology to BSc in Neuroscience (AS-PSYC-5021), the Department of Psychology is making further program and course changes in its BSc Honours and Specialization in Neuroscience. The program will also be more focused on neuroscience, with the reduction in the number of credits required in the non-neuroscience areas of Psychology. Together, these two elements simplify the requirements along with a more specialized approach. Other changes are also made to courses in the Psychology program tiers to when prefix adjustments were required.

Overall, six new neuroscience courses are being introduced with three having new laboratory activities. There have also been discussions with the Chair of Chemistry and Biochemistry, and the Chair of Biology, concerning the positioning of their respective courses within the mandatory coursework in the revamped BSc Neuroscience programs. The program initial capacity has been set at 50 students, with the hope to grow back or exceed its current level. It is possible that the change in the program will also increase capacity in the BA and BSc Psychology programs. The new courses require laboratory renovations, and they have been anticipatively included in the project lists for the Faculty of Arts and Science.

Overall, the resource request is complex in terms of renovations, sections (and seats in other units), personnel (incl. TAs), and supplies. The costing proposed provides a coherent ensemble of resources needed; the FAS is supportive of this program change. However, the budget exercise is dependent on multiple factors, including the number of the students in the program, and multiple elements are dependent on budget line availability. The FAS will endeavor to support the current changes, as well as the potential growth, with the units involved.

This program revamp is quite interesting. It increases the depth of neuroscience knowledge in multiple areas, with an increased emphasis on skills and interdisciplinarity. This should make the program even more competitive at the Québec and Canadian levels, and contributes nicely to the strategic objectives of the FAS and University.

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 28 Aug 2023

Approved by:

Andrew Ryder, Chair, Department of Psychology,
Psychology Department Meeting, 14 Apr 2022

On April 14, 2022, the Department of Psychology met and voted on the proposed program changes, the changes were met with unanimous approval.

Summary of Proposed Course Changes

New Course Additions		Comments
	NEUR 356	
	NEUR 416	
	NEUR 451	
	NEUR 460	
	NEUR 485	PSYC 485 remains in calendar for PSYC students
	NEUR 495	PSYC 495 remains in calendar for PSYC students
Course deletions		Comments
PSYC 451		not equivalent to NEUR 451
PSYC 456		not equivalent to NEUR 456
Other		Comments
<i>(All Psychology courses with PSYC 310 and/or PSYC 355 requiring prerequisite changes to include NEUR 355 or NEUR 356 equivalency)</i>		
Previous Prerequisite	New Prerequisite	
PSYC 310	PSYC 310 or NEUR 356	prerequisite change applies to multiple courses in this dossier
NEUR 355	PSYC 355	
Course Title and Prerequisite Changes		Comments
Previous Title	New Title	
PSYC 355 - Fundamentals of Behavioural Neurobiology	NEUR 355 - Fundamentals of Neuroscience	
PSYC 458 - Behavioural Neuroscience Advanced Issues	NEUR 458 - Neuroscience Advanced Issues	

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

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
NEUR 355 Fundamentals of Neuroscience New	X	X	X	X	X		X	X	X	
NEUR 356 Research Methods in Neuroanatomy New	X	X	X	X	X		X	X	X	
NEUR 416 Large Data Analytics New	X	X	X	X	X		X	X	X	
NEUR 451 Learning and Neuroplasticity New	X	X	X	X	X		X	X	X	
NEUR 458 Neuroscience Advanced Issues New	X	X	X	X	X		X	X	X	
NEUR 460 Neuroimaging New	X	X	X	X	X		X	X	X	
NEUR 485 Specialization Thesis New	X	X	X	X	X		X	X	X	
NEUR 495 Honours Thesis New	X	X	X	X	X		X	X	X	
PSYC 311 Research Methods and Designs II Change					X					
PSYC 316 Statistical Analysis II					X					

Change										
PSYC 321 Fundamentals of Personality Change					X					
PSYC 325 Fundamentals of Social Psychology Change					X					
PSYC 333 Fundamentals of Lifespan Development Change					X					
PSYC 340 Fundamentals of Psychopathology Change					X					
PSYC 341 Fundamentals of Health Psychology Change					X					
PSYC 342 Forensic Psychology Change					X					
PSYC 351 Fundamentals of Learning Change					X					
PSYC 354 Evolutionary Foundations of Psychology Change					X					
PSYC 355 Fundamentals of Behavioural Neurobiology Delete	X	X	X	X	X		X	X	X	
PSYC 363 Fundamentals of Sensation and Perception Change					X					
PSYC 364 Fundamentals of Cognition Change					X					
PSYC 372					X					

Personnel Psychology Change										
PSYC 374 Organizational Psychology Change					X					
PSYC 420 The Self in Social Context Change					X					
PSYC 423 Emotion in the Social Context Change					X					
PSYC 424 Cultural Psychology Change					X					
PSYC 425 Culture, Development, and the Self Change					X					
PSYC 426 Psychometrics Change					X					
PSYC 427 Current Issues in Personality Change					X					
PSYC 428 Social and Cultural Advanced Issues Change					X					
PSYC 431 Infancy Change					X					
PSYC 432 Childhood Development Change					X					
PSYC 433 Adolescent Development Change					X					
PSYC 434 Aging Change					X					
PSYC 435 Developmental Psychopathology Change					X					

PSYC 438 Developmental Advanced Issues Change					X					
PSYC 440 Psychopathology: Mood, Anxiety, and Personality Disorders Change					X					
PSYC 441 Psychopathology: Schizophrenia and Neurocognitive Disorders Change					X					
PSYC 442 Psychopathology: Behaviour Regulation Disorders Change					X					
PSYC 443 Psychological Intervention Models Change					X					
PSYC 444 Hypnosis and Dissociation Change					X					
PSYC 445 Human Neuropsychology Change					X					
PSYC 446 Stress Change					X					
PSYC 447 Current Issues in Health Psychology Change					X					
PSYC 448 Clinical Advanced Issues Change					X					
PSYC 451 Neurobiology of Learning and Memory Delete	X	X	X	X	X		X	X	X	
PSYC 456	X	X	X	X	X		X	X	X	

Functional Neuroanatomy Delete										
PSYC 458 Behavioural Neuroscience Advanced Issues Delete	X	X	X	X	X		X	X	X	
PSYC 460 Vision Change					X					
PSYC 461 Computational Modelling of Human Cognition Change					X					
PSYC 462 Memory and Attention Change					X					
PSYC 463 Concepts and Categories Change					X					
PSYC 464 Judgment and Decision Making Change					X					
PSYC 465 Audition, Language, and Communication Change					X					
PSYC 466 Cognitive Development Change					X					
PSYC 467 Learning Change					X					
PSYC 468 Cognitive Science Advanced Issues Change					X					
PSYC 487 Advanced Directed Research in Psychology Change					X					

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
BSc Honours in Neuroscience Change				X		X	
BSc Specialization in Neuroscience Change				X		X	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Science Courses: Honours in Neuroscience Delete	X	X	X
Science Courses: Specialization in Neuroscience Delete	X	X	X
Core: Honours in Psychology Change		X	
Core: Specialization in Psychology Change		X	
Core: Major in Psychology Change		X	
Behavioural Neuroscience Content Area: Tier 2 Change		X	
Neuroscience Individualization Content New Defined Group	X	X	

Regulation Changes:

- Notes Specialization in Neuroscience Change

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: BSc Honours in Neuroscience

Calendar Section Type: Program

Description of Change: BSc Honours in Neuroscience Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Program Name: BSc Honours in Neuroscience

Program Type: Honours

Degree: Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Honours in Neuroscience > Program Requirements

Type of Change: Program Change

Present Text calendar

~~87~~ BSc Honours in Neuroscience
credits

~~30 credits from the Core: Honours in Psychology~~

~~.~~
~~.~~

~~15 credits chosen from Tier 1- Psychology with at least six credits chosen from the Social, Personality, and Culture Content Area: Tier 1 and/or the Developmental Content Area: Tier 1 and six credits chosen from the Behavioural Neuroscience Content Area: Tier 1 and/or the Cognitive Science Content Area: Tier 1~~

~~12 credits chosen from the following:-~~

~~Behavioural Neuroscience Content Area: Tier 2- PSYC 445 Human Neuropsychology (3)~~

~~.~~

~~9 credits of Psychology elective courses at the 300 or 400 level~~

~~.~~

~~21 credits from the Science Courses: Honours in Neuroscience list~~

Proposed Text

~~66~~ BSc Honours in Neuroscience
credits

18 credits:

NEUR 355 Fundamentals of Neuroscience (3)

NEUR 356 Research Methods in Neuroanatomy (3)

PSYC 315 Statistical Analysis I (3)

PSYC 316 Statistical Analysis II (3)

PSYC 351 Fundamentals of Learning (3)

PSYC 364 Fundamentals of Cognition (3)

3 credits:

NEUR 451 Learning and Neuroplasticity (3)

6 credits chosen from:

PSYC 354 Evolutionary Foundations of Psychology (3)

PSYC 445 Human Neuropsychology (3)

PSYC 450 Neurobiology of Drug Abuse and Addiction (3)

PSYC 452 Neurobiology of Sensation and Perception (3)

PSYC 453 Neurobiology of Motivated Behaviour (3)

PSYC 454 Hormones and Behaviour (3)

PSYC 455 Neuropharmacology (3)

PSYC 457 Foundations of Animal Behaviour (3)

15 credits:

BIOL 261 Molecular and General Genetics (3)

BIOL 266 Cell Biology (3)

BIOL 364 Cell Physiology (3)

CHEM 221 Introductory Organic Chemistry I (3)

CHEM 271 Biochemistry I (3)

3 credits chosen from:

BIOL 367 Molecular Biology (3)

BIOL 368 Genetics and Cell Biology Laboratory (3)

3 credits chosen from:

CHEM 212 Analytical Chemistry for Biology and
Environmental and Sustainability Science (3)

CHEM 217 Introductory Analytical Chemistry I (3)

12 credits chosen from the Neuroscience

Individualization

list

6 credits:

NEUR 495 Honours Thesis (6)

Rationale:

The program layout is revised (defined groups for tiers are removed and Neuroscience Individualization defined group added) providing better clarity for students navigating through the neuroscience programs. The relevant departments have been consulted. The overall credit value of the program is reduced giving students greater flexibility in selection of general electives and/or enrolment in minors or participation in e.g., Science College.

Resource Implications:

See cover memo and support documentation regarding additional resources.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: Science Courses: Honours in Neuroscience

Calendar Section Type: Defined group

Description of Change: Science Courses: Honours in Neuroscience

Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Honours in Neuroscience > Program Requirements > BSc Honours in Neuroscience

Type of Change: Defined Group Deletion

Present Text calendar

Proposed Text

~~21~~

credits

~~Science Courses: Honours in Neuroscience~~

~~6 credits:-~~

~~CHEM 221 Introductory Organic Chemistry I (3)~~

~~CHEM 271 Biochemistry I (3)~~

.

~~3 credits chosen from:-~~

~~BIOL 225 Form and Function of Organisms (3)~~

~~BIOL 226 Biodiversity and Ecology (3)~~

.

~~12 credits chosen from:-~~

~~BIOL 225 Form and Function of Organisms (3)~~

~~BIOL 226 Biodiversity and Ecology (3)~~

~~BIOL 227 Laboratory Studies in Biodiversity (3)~~

~~BIOL 261 Molecular and General Genetics (3)~~

~~BIOL 266 Cell Biology (3)~~

~~BIOL 321 Evolution (3)~~

~~BIOL 364 Cell Physiology (3)~~

~~BIOL 367 Molecular Biology (3)~~

~~BIOL 462 Immunology (3)~~

~~BIOL 480 Bioinformatics (3)~~

~~CHEM 222 Introductory Organic Chemistry II (3)~~

~~CHEM 375 Biochemistry II (3)~~

~~CHEM 472 Chemical Toxicology (3)~~

~~CHEM 476 Structure and Function of~~

~~Biomembranes (3)~~

~~PHYS 443 Quantitative Human Systems~~

~~Physiology (3)~~

~~PHYS 445 Principles of Medical Imaging (3)~~

.

Rationale:

This defined group is removed and replaced by a specified course listing. A Neuroscience Individualization defined group has been added for better navigability.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: BSc Specialization in Neuroscience

Calendar Section Type: Program

Description of Change: BSc Specialization in Neuroscience Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Program Name: BSc Specialization in Neuroscience

Program Type: Specialization

Degree: Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Specialization in Neuroscience > Program Requirements

Type of Change: Program Change

Present Text calendar

~~81~~ BSc Specialization in Neuroscience
credits

~~15 credits from the Core: Specialization in Psychology-~~

.

.

~~15 credits chosen from Tier 1- Psychology with at least six credits chosen from the Social, Personality, and Culture Content Area: Tier 1 and/or the Developmental Content Area: Tier 1 and six credits chosen from the Behavioural Neuroscience Content Area: Tier 1 and/or the Cognitive Science Content Area: Tier 1-~~

12 credits chosen from the following:-

~~Behavioural Neuroscience Content Area: Tier 2-~~

.

~~PSYC 445 Human Neuropsychology (3)-~~

.

~~18 credits of Psychology elective courses at the 300 or 400 level-~~

.

~~21 credits from the Science Courses:- Specialization in Neuroscience-~~

~~list-~~

Proposed Text

60 BSc Specialization in Neuroscience
credits

18 credits:

NEUR 355 Fundamentals of Neuroscience (3)

NEUR 356 Research Methods in Neuroanatomy (3)

PSYC 315 Statistical Analysis I (3)

PSYC 316 Statistical Analysis II (3)

PSYC 351 Fundamentals of Learning (3)

PSYC 364 Fundamentals of Cognition (3)

3 credits:

NEUR 451 Learning and Neuroplasticity (3)

6 credits chosen from:

PSYC 354 Evolutionary Foundations of Psychology (3)

PSYC 445 Human Neuropsychology (3)

PSYC 450 Neurobiology of Drug Abuse and Addiction (3)

PSYC 452 Neurobiology of Sensation and Perception (3)

PSYC 453 Neurobiology of Motivated Behaviour (3)

PSYC 454 Hormones and Behaviour (3)

PSYC 455 Neuropharmacology (3)

PSYC 457 Foundations of Animal Behaviour (3)

15 credits:

BIOL 261 Molecular and General Genetics (3)

BIOL 266 Cell Biology (3)

BIOL 364 Cell Physiology (3)

CHEM 221 Introductory Organic Chemistry I (3)

CHEM 271 Biochemistry I (3)

3 credits chosen from:

BIOL 367 Molecular Biology (3)

BIOL 368 Genetics and Cell Biology Laboratory (3)

3 credits chosen from:

CHEM 212 Analytical Chemistry for Biology and
Environmental and Sustainability Science (3)

CHEM 217 Introductory Analytical Chemistry I (3)

12 credits chosen from the Neuroscience

Individualization

list

Note: Students in the Specialization in Neuroscience
may also take NEUR 485
as part of these credits.

Rationale:

The program layout is revised (defined groups for tiers are removed and Neuroscience Individualization defined group added) providing better clarity for students navigating through the neuroscience programs. The relevant departments have been consulted. The overall credit value of the program is reduced giving students greater flexibility in selection of general electives and/or enrolment in minors or participation in e.g., Science College.

Resource Implications:

See cover memo and support documentation regarding additional resources.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: Science Courses: Specialization in Neuroscience

Calendar Section Type: Defined group

Description of Change: Science Courses: Specialization in Neuroscience Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Specialization in Neuroscience > Program Requirements > BSc Specialization in Neuroscience

Type of Change: Defined Group Deletion

Present Text calendar

Proposed Text

21
credits ~~Science Courses: Specialization in Neuroscience~~

~~6 credits:-~~

~~CHEM 221 Introductory Organic Chemistry I (3)~~

~~CHEM 271 Biochemistry I (3)~~

.

~~3 credits chosen from:-~~

~~BIOL 225 Form and Function of Organisms (3)~~

~~BIOL 226 Biodiversity and Ecology (3)~~

.

~~12 credits chosen from:-~~

~~BIOL 225 Form and Function of Organisms (3)~~

~~BIOL 226 Biodiversity and Ecology (3)~~

~~BIOL 227 Laboratory Studies in Biodiversity (3)~~

~~BIOL 261 Molecular and General Genetics (3)~~

~~BIOL 266 Cell Biology (3)~~

~~BIOL 321 Evolution (3)~~

~~BIOL 364 Cell Physiology (3)~~

~~BIOL 367 Molecular Biology (3)~~

~~BIOL 382 Comparative Animal Physiology (3)~~

~~BIOL 462 Immunology (3)~~

~~BIOL 480 Bioinformatics (3)~~

~~CHEM 222 Introductory Organic Chemistry II (3)~~

~~CHEM 375 Biochemistry II (3)~~

~~CHEM 472 Chemical Toxicology (3)~~

~~CHEM 476 Structure and Function of Biomembranes (3)~~

~~PHYS 443 Quantitative Human Systems Physiology (3)~~

~~PHYS 445 Principles of Medical Imaging (3)~~

.

Rationale:

This defined group is removed and replaced by a specified course listing. A Neuroscience Individualization defined group has been added for better navigability.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Specialization in Neuroscience Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Specialization in Neuroscience

Present Text calendar

Notes

Proposed Text

Notes

- Students are responsible for satisfying their particular degree requirements.

Rationale:

Note is added for consistency across programs.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: Core: Honours in Psychology

Calendar Section Type: Defined group

Description of Change: Core: Honours in Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BA/BSc Honours in Psychology > Core: Honours in Psychology

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
30 credits	Core: Honours in Psychology	30 credits	Core: Honours in Psychology
	30 credits:		30 credits:
	PSYC 305 History and Systems (3)		NEUR 355 Fundamentals of Neuroscience (3)
	PSYC 310 Research Methods and Designs I (3)		PSYC 305 History and Systems (3)
	PSYC 311 Research Methods and Designs II (3)		PSYC 310 Research Methods and Designs I (3)
	PSYC 315 Statistical Analysis I (3)		PSYC 311 Research Methods and Designs II (3)
	PSYC 316 Statistical Analysis II (3)		PSYC 315 Statistical Analysis I (3)
	PSYC 355 Fundamentals of Behavioural Neurobiology (3)		PSYC 316 Statistical Analysis II (3)
	PSYC 490 Honours Seminar Topics (3)		PSYC 490 Honours Seminar Topics (3)
	PSYC 491 Honours Seminar Issues (3)		PSYC 491 Honours Seminar Issues (3)
	PSYC 495 Honours Thesis (6)		PSYC 495 Honours Thesis (6)

Rationale:

PSYC 355 is deleted from the calendar and is replaced with NEUR 355 and so the tag has been updated.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: Core: Specialization in Psychology

Calendar Section Type: Defined group

Description of Change: Core: Specialization in Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BA/BSc Specialization in Psychology > Core: Specialization in Psychology

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
15 credits	Core: Specialization in Psychology	15 credits	Core: Specialization in Psychology
	15 credits:		15 credits:
	PSYC 305 History and Systems (3)		NEUR 355 Fundamentals of Neuroscience (3)
	PSYC 310 Research Methods and Designs I (3)		PSYC 305 History and Systems (3)
	PSYC 315 Statistical Analysis I (3)		PSYC 310 Research Methods and Designs I (3)
	PSYC 316 Statistical Analysis II (3)		PSYC 315 Statistical Analysis I (3)
	PSYC 355 Fundamentals of Behavioural Neurobiology (3)		PSYC 316 Statistical Analysis II (3)

Rationale:

The new NEUR prefix replaces the old PSYC prefix in this core course. The tag is updated.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: Core: Major in Psychology

Calendar Section Type: Defined group

Description of Change: Core: Major in Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BA/BSc Major in Psychology > Core: Major in Psychology

Type of Change: Defined Group Change

	Present Text calendar		Proposed Text
12 credits	Core: Major in Psychology	12 credits	Core: Major in Psychology
	12 credits:		12 credits:
	PSYC 305 History and Systems (3)		NEUR 355 Fundamentals of Neuroscience (3)
	PSYC 310 Research Methods and Designs I (3)		PSYC 305 History and Systems (3)
	PSYC 315 Statistical Analysis I (3)		PSYC 310 Research Methods and Designs I (3)
	PSYC 355 Fundamentals of Behavioural Neurobiology(3)		PSYC 315 Statistical Analysis I (3)

Rationale:

The new NEUR prefix replaces the old PSYC prefix in this core course. The tag is updated.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: Behavioural Neuroscience Content Area:
Tier 2

Calendar Section Type: Defined group

Description of Change: Behavioural Neuroscience Content Area: Tier
2 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Course Groups > Tier 2: Psychology

Type of Change: Defined Group Change

Present Text calendar

Behavioural Neuroscience Content Area: Tier 2

~~PSYC-450 Neurobiology of Drug Abuse and
Addiction (3)~~

~~PSYC 451 Neurobiology of Learning and Memory
(3)~~

~~PSYC-452 Neurobiology of Sensation and
Perception (3)~~

~~PSYC 453 Neurobiology of Motivated Behaviour
(3)~~

~~PSYC 454 Hormones and Behaviour (3)~~

~~PSYC 455 Neuropharmacology (3)~~

~~PSYC 456 Functional Neuroanatomy (3)~~

~~PSYC-457 Foundations of Animal Behaviour (3)~~

~~PSYC-458 Behavioural Neuroscience Advanced
Issues (3)~~

Proposed Text

credits Behavioural Neuroscience Content Area: Tier 2

[NEUR 451 Learning and Neuroplasticity \(3\)](#)

[NEUR 458 Neuroscience Advanced Issues \(3\)](#)

[PSYC 450 Neurobiology of Drug Abuse and
Addiction \(3\)](#)

[PSYC 452 Neurobiology of Sensation and
Perception \(3\)](#)

[PSYC 453 Neurobiology of Motivated Behaviour
\(3\)](#)

[PSYC 454 Hormones and Behaviour \(3\)](#)

[PSYC 455 Neuropharmacology \(3\)](#)

[PSYC 457 Foundations of Animal Behaviour \(3\)](#)

Rationale:

PSYC 456 is no longer offered and is therefore removed. New courses NEUR 451 and 458 replace PSYC 451 and 458 respectively.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: Neuroscience Individualization

Calendar Section Type: Defined group

Description of Change: Neuroscience Individualization Content New Defined Group

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Course Groups

Type of Change: New Defined Group

Present Text calendar

Proposed Text

0

- | | |
|----------------|--|
| credits | Neuroscience Individualization |
| 0 | <ul style="list-style-type: none"> BIOL 367 Molecular Biology (3) BIOL 368 Genetics and Cell Biology Laboratory (3) BIOL 371 Microbiology (3) BIOL 462 Immunology (3) BIOL 466 Advanced Techniques in Molecular Biology (3) BIOL 467 Advanced Cell Biology (3) BIOL 474 Cellular Neuroscience (3) CHEM 222 Introductory Organic Chemistry II (3) CHEM 375 Biochemistry II (3) CHEM 473 Protein-Protein Interactions (3) CHEM 476 Structure and Function of Biomembranes (3) CHEM 477 Advanced Laboratory in Biochemistry (3) EXCI 360 Neural and Hormonal Control of Human Systems (3) EXCI 455 Physical Activity, Health and Aging (3)
 EXCI 458 Pediatric Exercise Science (3) EXCI 471 Pain Management Strategies (3) NEUR 416 Large Data Analytics (3) NEUR 458 Neuroscience Advanced Issues (3) NEUR 460 Neuroimaging (3) PHYS 443 Quantitative Human Systems Physiology (3) PHYS 445 Principles of Medical Imaging (3) PSYC 354 Evolutionary Foundations of Psychology (3) PSYC 363 Fundamentals of Sensation and Perception (3) |

Present Text calendar

Proposed Text

PSYC 445 Human Neuropsychology (3)
PSYC 450 Neurobiology of Drug Abuse and
Addiction (3)
PSYC 452 Neurobiology of Sensation and
Perception (3)
PSYC 453 Neurobiology of Motivated Behaviour
(3)
PSYC 454 Hormones and Behaviour (3)
PSYC 455 Neuropharmacology (3)
PSYC 457 Foundations of Animal Behaviour (3)
PSYC 460 Vision (3)
PSYC 461 Computational Modelling of Human
Cognition (3)
PSYC 462 Memory and Attention (3)
PSYC 463 Concepts and Categories (3)
PSYC 464 Judgment and Decision Making (3)
PSYC 465 Audition, Language, and
Communication (3)
PSYC 466 Cognitive Development (3)
PSYC 467 Learning (3)

Rationale:

This defined group replaces the Science Courses Specialization and Honours in Neuroscience defined groups.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: NEUR 355

Calendar Section Type: Course

Description of Change: NEUR 355 Fundamentals of Neuroscience
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: New Course

Present Text calendar

Proposed Text

NEUR 355 Fundamentals of Neuroscience (3 credits)

Prerequisites:

Prerequisites:

One of the following courses must be completed previously: BIOL 200 or BIOL 201 or BIOL 202 ; or Cegep equivalent.

Description :

Description :

This course provides an introduction to the neural mechanisms that underlie behaviour. Topics include the structure and function of neurons, neural communication, an introduction to neuroanatomy and endocrinology, and the processing of sensory information. Students also learn how complex systems, such as the sensory and motor systems, interact to produce behaviour.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for BIOL 383 or PSYC 355 or PSYC 358 may not take this course for credit.

Rationale:

The Department of Psychology has always offered a number of Neuroscience courses. Last year the Department opted to offer degrees in both Psychology and Neuroscience. Since that has occurred, the Department feels it is more accurate to designate those neuroscience courses with a NEUR annotation and title, rather than a PSYC annotation with a Behavioural Neuroscience title.

Resource Implications:

None. This course was previously offered under PSYC 355.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: NEUR 356

Calendar Section Type: Course

Description of Change: NEUR 356 Research Methods in Neuroanatomy New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: New Course

Present Text calendar

Proposed Text

NEUR 356 Research Methods in Neuroanatomy (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: NEUR 355 ; PSYC 315 . Permission of the Department is required for non-Neuroscience students.

Description :

Description :

The course examines research methods aimed at structural and functional brain systems. Analyses are at systems, pathway, and cellular levels. Laboratories focus on basic experimental design as well as histological and microscopic techniques. Students develop an in-depth knowledge of the structure of the mammalian brain and learn to conduct research and communicate their findings.

Component(s):

Component(s):

Lecture ; Laboratory

Notes :

Notes :

Rationale:

The Department of Psychology has always offered a number of Neuroscience courses. Last year the Department opted to offer degrees in both Psychology and Neuroscience. As part of the renaming of the program, we wish to now offer laboratory courses in Neuroscience. This course was previously taught as a Psychology course, but now will be taught as a Neuroscience course with a laboratory component.

Resource Implications:

1/3 of 1 Full-time laboratory technician

Standard wet lab space for up to 20 students

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: NEUR 416

Calendar Section Type: Course

Description of Change: NEUR 416 Large Data Analytics New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: New Course

Present Text calendar

Proposed Text

NEUR 416 Large Data Analytics (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: NEUR 356 or PSYC 310 ; PSYC 316 .

Description :

Description :

This project-based course examines the process by which large datasets can be analyzed. Emphasis is placed on problem-solving skills and self-directed learning to find, apply, and adapt analytic tools. Students learn how to sort, filter, and statistically analyze very large datasets. They communicate their findings graphically and in written reports. Prior programming experience is recommended but not required; students lacking this background are supported independently . Students are encouraged to take NEUR 458 prior to taking this course.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

Last year the Department of Psychology opted to offer degrees in both Psychology and Neuroscience. As part of the renaming of the program, we wish to now offer new courses in Neuroscience to make this program competitive with other universities. This course will enrich the Neuroscience program at Concordia by offering tools and critical thinking that are critical for an emerging area of Neuroscience and science in general. Students need to be able to understand and work with extremely large data sets. This course will teach them a foundational level of knowledge in statistics and programming in this emerging field.

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: NEUR 451

Calendar Section Type: Course

Description of Change: NEUR 451 Learning and Neuroplasticity
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: New Course

Present Text calendar

Proposed Text

NEUR 451 Learning and Neuroplasticity (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: NEUR 356 or PSYC 310 ; PSYC 316 , PSYC 351 .

Description :

Description :

The course uses laboratory experiments to explore theories about morphological and functional changes in the brain that underlie learning. Laboratories introduce behavioural and cellular methods used in research. They may include Pavlovian and Instrumental forms of conditioning, tests of spatial and nonspatial learning, and invertebrate models of neurophysiology and neuroplasticity. Students develop an in-depth knowledge of vertebrate and invertebrate animal research. Students collect and analyze data and communicate their findings. Students also learn about basic animal care techniques and the ethical considerations for animal research.

Component(s):

Component(s):

Lecture ; Laboratory

Notes :

Notes :

Rationale:

The Department of Psychology has always offered a number of Neuroscience courses. Last year the Department opted to offer degrees in both Psychology and Neuroscience. As part of the renaming of the program, we wish to now offer laboratory courses in Neuroscience. This course was previously taught as a Psychology course, but now will be taught as a Neuroscience course with a laboratory component.

Resource Implications:

1/3 of 1 Full-time laboratory technician

Standard wet lab space for up to 20 students

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: NEUR 458

Calendar Section Type: Course

Description of Change: NEUR 458 Neuroscience Advanced Issues
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: New Course

Present Text calendar

Proposed Text

[NEUR 458 Neuroscience Advanced Issues \(3 credits\)](#)

Prerequisites:

Prerequisites:

The following courses must be completed previously: [NEUR 356](#) or [PSYC 310](#) ; [PSYC 315](#) . Permission of the Department is required.

Description :

Description :

This course addresses the most recent advanced issues of contemporary interest in behavioural neuroscience. The main topic of the course changes from one term to the next. Potential topics include examination of the current state of scientific study of motivation or a focused look at memory consolidation. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : [Students who have received credit for this topic under a PSYC 398 number or under PSYC 458 may not take this course for credit.](#)

Rationale:

The Department of Psychology has always offered a number of Neuroscience courses. Last year the Department opted to offer degrees in both Psychology and Neuroscience. Since that has occurred, the Department feels it is more accurate to designate those neuroscience courses with a NEUR annotation and title, rather than a PSYC annotation with a Behavioural Neuroscience title.

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

None. This course was previously offered under PSYC 458.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: NEUR 460

Calendar Section Type: Course

Description of Change: NEUR 460 Neuroimaging New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: New Course

Present Text calendar

Proposed Text

NEUR 460 Neuroimaging (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: NEUR 356 or PSYC 310 , PSYC 316 , PSYC 364 .

Description :

Description :

This course examines the neuroimaging techniques that scientists use to study cognition and brain anatomy. Emphasis is placed on an understanding of the techniques, their limitations, and the interpretation of results. Laboratories focus on developing applied image analysis skills as well as the basics of experimental design and data collection. Students develop knowledge of imaging techniques and analysis tools, and learn to conduct research and communicate their findings. Prior programming experience is recommended but not required; students lacking this background will be supported to learn independently .

Component(s):

Component(s):

Lecture ; Laboratory

Notes :

Notes :

Rationale:

Last year the Department of Psychology opted to offer degrees in both Psychology and Neuroscience. As part of the renaming of the program, we wish to now offer new courses in Neuroscience to make this program competitive with other universities. This course will enrich the Neuroscience program at Concordia by offering tools and critical thinking that are essential for an emerging area of Neuroscience and science in general. A skillset used by modern neuroscientists is the ability to image the human brain; using techniques such as MRI, fMRI, EEG, and PET scans. This laboratory-based course will be an introduction to analysis and techniques used to analyze such data.

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

1/3 of 1 Full-time laboratory technician

Standard dry lab space for up to 10 students

Cloud computing for large data sets

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: NEUR 485

Calendar Section Type: Course

Description of Change: NEUR 485 Specialization Thesis New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: New Course

Present Text calendar

Proposed Text

NEUR 485 Specialization Thesis (6 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: PSYC 316 ; NEUR 451 or NEUR 460 . Permission of the Department is required.

Description :

Description :

This course provides students with experience in the design, conduct, analysis, and reporting of research in an area of neuroscience. The independent research project is undertaken under the supervision of a faculty member.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

This course is the same as PSYC 485, Specialization Thesis, for those students in the newly created Neuroscience Specialization who wish to conduct an independent research project. It is an optional capstone of the program.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: NEUR 495

Calendar Section Type: Course

Description of Change: NEUR 495 Honours Thesis New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: New Course

Present Text calendar

Proposed Text

NEUR 495 Honours Thesis (6 credits)

Prerequisites:

Prerequisites:

Students must be enrolled in the Honours program in Neuroscience and have already completed PSYC 316 ; NEUR 451 or NEUR 460 .
Permission of the Department is required.

Description :

Description :

This course provides students with experience in the design, conduct, analysis, and reporting of research in an area of neuroscience. The independent research project is undertaken under the supervision of a faculty member.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

This course is the same as PSYC 495, Honours Thesis, for those students in the newly created Neuroscience Honours. This course is mandatory and a capstone of the honours program.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 311

Calendar Section Type: Course

Description of Change: PSYC 311 Research Methods and Designs II
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 311 Research Methods and Designs II (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 . The following course must be completed previously or concurrently: PSYC 316 . Permission of the Department is required.

Description :

Advanced methodological issues in psychological research are introduced. Students gain experience in the critical evaluation of research design and methodology by conducting several experiments in different research areas, by analyzing and interpreting data from these experiments, and writing and presenting their research findings. This course is primarily intended for students who are preparing for graduate school.

Component(s):

Lecture ; Laboratory

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 311 Research Methods and Designs II (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 . The following course must be completed previously or concurrently: PSYC 316 . Permission of the Department is required.

Description :

Advanced methodological issues in psychological research are introduced. Students gain experience in the critical evaluation of research design and methodology by conducting several experiments in different research areas, by analyzing and interpreting data from these experiments, and writing and presenting their research findings. This course is primarily intended for students who are preparing for graduate school.

Component(s):

Lecture ; Laboratory

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 316

Calendar Section Type: Course

Description of Change: PSYC 316 Statistical Analysis II Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 316 Statistical Analysis II (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 .

Description :

This course is an extension of PSYC 315 . It is designed to advance students' understanding of hypothesis testing and statistical inferences. The course presents the general linear model, which subsumes multiple regression, analysis of variance (ANOVA), and analysis of covariance (ANCOVA). As well, the course deals in detail with the limits of null-hypothesis significance testing (NHST) and reviews alternatives to NHST including confidence intervals, measures of effect size, and meta-analysis.

Component(s):

Lecture ; Laboratory

Notes :

Equivalent Courses : Students who have received credit for ECON 221 and ECON 222 , MAST 221 , MAST 333 , or STAT 249 and STAT 250 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 316 Statistical Analysis II (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 .

Description :

This course is an extension of PSYC 315 . It is designed to advance students' understanding of hypothesis testing and statistical inferences. The course presents the general linear model, which subsumes multiple regression, analysis of variance (ANOVA), and analysis of covariance (ANCOVA). As well, the course deals in detail with the limits of null-hypothesis significance testing (NHST) and reviews alternatives to NHST including confidence intervals, measures of effect size, and meta-analysis.

Component(s):

Lecture ; Laboratory

Notes :

Equivalent Courses : Students who have received credit for ECON 221 and ECON 222 , MAST 221 , MAST 333 , or STAT 249 and STAT 250 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 321

Calendar Section Type: Course

Description of Change: PSYC 321 Fundamentals of Personality Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 321 Fundamentals of Personality (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 ; PSYC 315 .

Description :

This course is an introduction to theories of personality. The development, structure, and correlates of personality are presented from the viewpoint of major classical and current theories. Theories may include trait, biological, learning, and cognitive perspectives, as well as psychodynamic, humanistic, and existential perspectives. Through the examination of specific studies and the discussion of general methodological principles of personality research, emphasis is placed on the role of research in shaping and validating theories of personality.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 326 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 321 Fundamentals of Personality (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 or NEUR 356 ; PSYC 315 .

Description :

This course is an introduction to theories of personality. The development, structure, and correlates of personality are presented from the viewpoint of major classical and current theories. Theories may include trait, biological, learning, and cognitive perspectives, as well as psychodynamic, humanistic, and existential perspectives. Through the examination of specific studies and the discussion of general methodological principles of personality research, emphasis is placed on the role of research in shaping and validating theories of personality.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 326 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 325

Calendar Section Type: Course

Description of Change: PSYC 325 Fundamentals of Social Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 325 Fundamentals of Social Psychology (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 ~~;~~ PSYC 315 .

Description :

This course is an introduction to social psychology. It covers the scientific study of how people's thoughts, feelings, and behaviours are influenced by the presence of others. Topics discussed may include social and self perception; attitudes and attitude change; and conformity, group processes, interpersonal attraction, prosocial behaviour, aggression, and prejudice.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 331 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 325 Fundamentals of Social Psychology (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 **or** NEUR 356 ; PSYC 315 .

Description :

This course is an introduction to social psychology. It covers the scientific study of how people's thoughts, feelings, and behaviours are influenced by the presence of others. Topics discussed may include social and self perception; attitudes and attitude change; and conformity, group processes, interpersonal attraction, prosocial behaviour, aggression, and prejudice.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 331 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 333

Calendar Section Type: Course

Description of Change: PSYC 333 Fundamentals of Lifespan Development Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 333 Fundamentals of Lifespan Development (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 ; PSYC 315 .

Description :

This course is an introduction to developmental psychology. It provides a broad survey of psychological research and theories about human development across the lifespan. It emphasizes the interaction of physical, cognitive, and socio-emotional domains in development from infancy to old age. Although the main focus of the course is on normative development, aspects of abnormal development may be covered. Specific methodological challenges and procedures relevant to developmental research are also discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 371 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 333 Fundamentals of Lifespan Development (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 or NEUR 356 ; PSYC 315 .

Description :

This course is an introduction to developmental psychology. It provides a broad survey of psychological research and theories about human development across the lifespan. It emphasizes the interaction of physical, cognitive, and socio-emotional domains in development from infancy to old age. Although the main focus of the course is on normative development, aspects of abnormal development may be covered. Specific methodological challenges and procedures relevant to developmental research are also discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 371 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 340

Calendar Section Type: Course

Description of Change: PSYC 340 Fundamentals of Psychopathology
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 340 Fundamentals of Psychopathology (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 ~~;~~ PSYC 315 .

Description :

This course is an introduction to psychopathology. The course deals with major concepts and issues in the study of psychopathology. It focuses on the major models of etiology, diagnosis, prognosis, assessment, and treatment, and presents the major disorders and five axes of the DSM system. Behavioural, cognitive, social learning, neurobiological, sociocultural, evolutionary, and psychodynamic approaches to psychopathology are covered, with an emphasis on research and methodology throughout.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 322 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 340 Fundamentals of Psychopathology (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 **or** NEUR 356 ; PSYC 315 .

Description :

This course is an introduction to psychopathology. The course deals with major concepts and issues in the study of psychopathology. It focuses on the major models of etiology, diagnosis, prognosis, assessment, and treatment, and presents the major disorders and five axes of the DSM system. Behavioural, cognitive, social learning, neurobiological, sociocultural, evolutionary, and psychodynamic approaches to psychopathology are covered, with an emphasis on research and methodology throughout.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 322 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 341

Calendar Section Type: Course

Description of Change: PSYC 341 Fundamentals of Health Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 341 Fundamentals of Health Psychology (3 credits)

Prerequisites:

The following courses must be **complete** previously or concurrently:
PSYC 310 ~~;~~ PSYC 315 .

Description :

This course is an introduction to the multidisciplinary field of health psychology. Issues relating to health and illness across the lifespan, including health promotion and maintenance, prevention and treatment of illness, etiology and correlates of health, illness and dysfunction, and the health care system are covered from a biopsychosocial perspective. Topics such as social support, smoking, stress, cardiovascular disease, pain, and cancer are also presented.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 392 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 341 Fundamentals of Health Psychology (3 credits)

Prerequisites:

The following courses must be **completed** previously or concurrently:
PSYC 310 **or** NEUR 356 ; PSYC 315 .

Description :

This course is an introduction to the multidisciplinary field of health psychology. Issues relating to health and illness across the lifespan, including health promotion and maintenance, prevention and treatment of illness, etiology and correlates of health, illness and dysfunction, and the health care system are covered from a biopsychosocial perspective. Topics such as social support, smoking, stress, cardiovascular disease, pain, and cancer are also presented.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 392 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 342

Calendar Section Type: Course

Description of Change: PSYC 342 Forensic Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 342 Forensic Psychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 340 .

Description :

This course critically examines research and theory relating to a number of selected issues of contemporary interest in forensic psychology. Topics such as the admissibility of scientific evidence, eye-witness testimony, trauma and memory, jury selection, clinical and actuarial profiling, psychopathy, serial offenders, the validity of psychiatric examinations and lie detectors, the insanity defence, and expert testimony are presented in light of recent Canadian and American legal decisions.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 328 or for this topic under a PSYC 398 number may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 342 Forensic Psychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 340 .

Description :

This course critically examines research and theory relating to a number of selected issues of contemporary interest in forensic psychology. Topics such as the admissibility of scientific evidence, eye-witness testimony, trauma and memory, jury selection, clinical and actuarial profiling, psychopathy, serial offenders, the validity of psychiatric examinations and lie detectors, the insanity defence, and expert testimony are presented in light of recent Canadian and American legal decisions.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 328 or for this topic under a PSYC 398 number may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 351

Calendar Section Type: Course

Description of Change: PSYC 351 Fundamentals of Learning Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 351 Fundamentals of Learning (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:

PSYC 310 ~~or~~ PSYC 315 .

Description :

This course is an introduction to theories and empirical findings concerning basic mechanisms of learning and memory in humans and non-human animals. Topics covered may include the study of learning in historical perspective, Pavlovian conditioning, operant conditioning, reinforcement, stimulus control of behaviour, types of memory, self-control and observational learning, and behavioural paradigms used in contemporary research on learning and memory.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 346 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 351 Fundamentals of Learning (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:

PSYC 310 **or** NEUR 356 ; PSYC 315 .

Description :

This course is an introduction to theories and empirical findings concerning basic mechanisms of learning and memory in humans and non-human animals. Topics covered may include the study of learning in historical perspective, Pavlovian conditioning, operant conditioning, reinforcement, stimulus control of behaviour, types of memory, self-control and observational learning, and behavioural paradigms used in contemporary research on learning and memory.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 346 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 354

Calendar Section Type: Course

Description of Change: PSYC 354 Evolutionary Foundations of Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 354 Evolutionary Foundations of Psychology (3 credits)

Prerequisites:

The following courses must be previously or concurrently: PSYC 310
PSYC 315 .

Description :

This course examines the ways that evolutionary thought has influenced the study of behaviour. Fundamental evolutionary processes are introduced, and ideas about how those processes may have shaped human and animal behaviour are considered. Additional topics include biological and cognitive continuity among species, sources of individual differences in behavioural traits, evolutionarily stable strategies and states, methods of testing evolutionary hypotheses about behaviour, and the comparative method in psychology.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 354 Evolutionary Foundations of Psychology (3 credits)

Prerequisites:

The following courses must be previously or concurrently: PSYC 310
or NEUR 356 ; PSYC 315 .

Description :

This course examines the ways that evolutionary thought has influenced the study of behaviour. Fundamental evolutionary processes are introduced, and ideas about how those processes may have shaped human and animal behaviour are considered. Additional topics include biological and cognitive continuity among species, sources of individual differences in behavioural traits, evolutionarily stable strategies and states, methods of testing evolutionary hypotheses about behaviour, and the comparative method in psychology.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 355

Calendar Section Type: Course

Description of Change: PSYC 355 Fundamentals of Behavioural
Neurobiology Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Deletion

Present Text calendar

Proposed Text

~~PSYC 355 Fundamentals of Behavioural Neurobiology (3 credits)~~

Prerequisites:

~~The following courses must be completed previously: BIOL 200,
BIOL 201, BIOL 202, Cegep Biology 301, Cegep Biology 101-NYA,
or Cegep Biology 921.~~

Description :

~~This course provides an introduction to the neural mechanisms that
underlie behaviour. Topics include the structure and function of
neurons, neural communication, an introduction to neuroanatomy and
endocrinology, and the processing of sensory information. Students
also learn how complex systems, such as the sensory and motor
systems, interact to produce behaviour.~~

Component(s):

~~Lecture~~

Notes :

~~**Equivalent Courses :** Students who have received credit for BIOL
383 or PSYC 358 may not take this course for credit.~~

Rationale:

The Department of Psychology has always offered a number of Neuroscience courses. Last year the Department opted to offer degrees in both Psychology and Neuroscience. Since that has occurred, the Department feels it is more accurate to designate those neuroscience courses with a NEUR annotation and title, rather than a PSYC annotation with a Behavioural Neuroscience title.

Resource Implications:

none

Prerequisites:

Description :

Component(s):

Notes :

Equivalent Courses :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 363

Calendar Section Type: Course

Description of Change: PSYC 363 Fundamentals of Sensation and Perception Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 363 Fundamentals of Sensation and Perception (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 ~~;~~ PSYC 315 .

Description :

This course introduces the physiological and psychological mechanisms of sensation and perception. Thorough treatment is given to questions of how information about the world is acquired through visual and auditory systems, and other modalities, that together is used with stored information to create an ongoing mental representation of the world. Topics such as pitch perception, speech perception, perception of movement, size and space perception, illusions, and distance and textures may be covered.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 349 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

Proposed Text

PSYC 363 Fundamentals of Sensation and Perception (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 **or** NEUR 356 ; PSYC 315 .

Description :

This course introduces the physiological and psychological mechanisms of sensation and perception. Thorough treatment is given to questions of how information about the world is acquired through visual and auditory systems, and other modalities, that together is used with stored information to create an ongoing mental representation of the world. Topics such as pitch perception, speech perception, perception of movement, size and space perception, illusions, and distance and textures may be covered.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 349 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 364

Calendar Section Type: Course

Description of Change: PSYC 364 Fundamentals of Cognition
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 364 Fundamentals of Cognition (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 ~~;~~ PSYC 315 .

Description :

This course introduces cognitive psychology. Theoretical perspectives and experimental findings that inform the current understanding of how humans acquire, represent, and use knowledge are presented and discussed. Topics include attention, memory, categorization, language, and thinking. This course allows students to gain familiarity with topics and concepts necessary to pursue advanced studies in cognition.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 352 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 364 Fundamentals of Cognition (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 **or** NEUR 356 ; PSYC 315 .

Description :

This course introduces cognitive psychology. Theoretical perspectives and experimental findings that inform the current understanding of how humans acquire, represent, and use knowledge are presented and discussed. Topics include attention, memory, categorization, language, and thinking. This course allows students to gain familiarity with topics and concepts necessary to pursue advanced studies in cognition.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 352 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 372

Calendar Section Type: Course

Description of Change: PSYC 372 Personnel Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 372 Personnel Psychology (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 ~~or~~ PSYC 315 .

Description :

This course focuses on the contributions of psychology to several human resource considerations in organizations. Topics include personnel selection, training methods, personnel appraisal, and career development. This is an applied area of psychology, and therefore the interplay between theory, research, and application is emphasized.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 385 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 372 Personnel Psychology (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 **or** **NEUR 356** ; PSYC 315 .

Description :

This course focuses on the contributions of psychology to several human resource considerations in organizations. Topics include personnel selection, training methods, personnel appraisal, and career development. This is an applied area of psychology, and therefore the interplay between theory, research, and application is emphasized.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 385 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 374

Calendar Section Type: Course

Description of Change: PSYC 374 Organizational Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 374 Organizational Psychology (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 ~~;~~ PSYC 315 .

Description :

Understanding psychology can help organizations reach their goals, retain their workforce, and make themselves attractive to future employees and investors. This applied psychology course focuses on research and theories relevant to the behaviour of managers and employees. Topics include the history of Industrial/Organizational(I/O) psychology; organizational development and communication; motivation, personality, and leadership; employee satisfaction and commitment; group behaviour; negotiation and conflict resolution; and job stress.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 374 Organizational Psychology (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
PSYC 310 **or** NEUR 356 ; PSYC 315 .

Description :

Understanding psychology can help organizations reach their goals, retain their workforce, and make themselves attractive to future employees and investors. This applied psychology course focuses on research and theories relevant to the behaviour of managers and employees. Topics include the history of Industrial/Organizational(I/O) psychology; organizational development and communication; motivation, personality, and leadership; employee satisfaction and commitment; group behaviour; negotiation and conflict resolution; and job stress.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 420

Calendar Section Type: Course

Description of Change: PSYC 420 The Self in Social Context Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 420 The Self in Social Context (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 325 .

Description :

This course addresses a wide range of theoretical and empirical approaches to the self in contemporary social psychology. Self-esteem and self-concept are addressed in terms of social context, personal and social norms, affective experience, and interpersonal behaviour. Other topics covered may include narcissism, self-presentation, self-regulation, egocentrism, and limits to self-knowledge. Issues relating to gender, gender identity, and the development of gender roles and gender differences in the social context may also be discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 332 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 420 The Self in Social Context (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 325 .

Description :

This course addresses a wide range of theoretical and empirical approaches to the self in contemporary social psychology. Self-esteem and self-concept are addressed in terms of social context, personal and social norms, affective experience, and interpersonal behaviour. Other topics covered may include narcissism, self-presentation, self-regulation, egocentrism, and limits to self-knowledge. Issues relating to gender, gender identity, and the development of gender roles and gender differences in the social context may also be discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 332 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 423

Calendar Section Type: Course

Description of Change: PSYC 423 Emotion in the Social Context
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 423 Emotion in the Social Context (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; and PSYC 321 or PSYC 325 .

Description :

This course focuses on how emotion influences attention, memory, evaluation, and behaviour in the social domain. This course addresses models of emotion and individual differences in emotion and mood. In addition, particular attention is paid to a number of specific emotions.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 334 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

Proposed Text

PSYC 423 Emotion in the Social Context (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 ; and PSYC 321 or PSYC 325 .

Description :

This course focuses on how emotion influences attention, memory, evaluation, and behaviour in the social domain. This course addresses models of emotion and individual differences in emotion and mood. In addition, particular attention is paid to a number of specific emotions.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 334 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 424

Calendar Section Type: Course

Description of Change: PSYC 424 Cultural Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 424 Cultural Psychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; ~~and~~PSYC 321 or PSYC 325 .

Description :

This course introduces cultural and cross-cultural perspectives in psychology. It focuses on theoretical assumptions and research methods specific to these perspectives, and covers research on the ways in which culture both emerges from, and shapes basic psychological processes. Specific topics include evolution and culture; cultural differences in self-concept and value systems; acculturation, cultural contact, and adaptation; culture and cognition; and cultural variation in psychopathology, health, and therapy.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 424 Cultural Psychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 ; PSYC 321 or PSYC 325 .

Description :

This course introduces cultural and cross-cultural perspectives in psychology. It focuses on theoretical assumptions and research methods specific to these perspectives, and covers research on the ways in which culture both emerges from, and shapes basic psychological processes. Specific topics include evolution and culture; cultural differences in self-concept and value systems; acculturation, cultural contact, and adaptation; culture and cognition; and cultural variation in psychopathology, health, and therapy.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 425

Calendar Section Type: Course

Description of Change: PSYC 425 Culture, Development, and the Self Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 425 Culture, Development, and the Self (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; PSYC 325 or PSYC 333 .

Description :

This course examines cultural variations in developmental processes and outcomes, especially as they are related to the self-concept. Following a presentation of the basic concepts in the understanding of development and of culture, particular domains of development are examined according to how they vary across cultural contexts. Examples of domains include moral development, parent-child interaction, education, and suicide. The overarching goal is to describe human development as taking place within a cultural milieu, the consequences of this perspective for fundamental issues in psychology and the social sciences, and the implications for the challenges of pluralism, globalization, and public policy.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

Proposed Text

PSYC 425 Culture, Development, and the Self (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 ; PSYC 325 or PSYC 333 .

Description :

This course examines cultural variations in developmental processes and outcomes, especially as they are related to the self-concept. Following a presentation of the basic concepts in the understanding of development and of culture, particular domains of development are examined according to how they vary across cultural contexts. Examples of domains include moral development, parent-child interaction, education, and suicide. The overarching goal is to describe human development as taking place within a cultural milieu, the consequences of this perspective for fundamental issues in psychology and the social sciences, and the implications for the challenges of pluralism, globalization, and public policy.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 426

Calendar Section Type: Course

Description of Change: PSYC 426 Psychometrics Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 426 Psychometrics (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 .

Description :

In this course, consideration is given to the general theory of psychological measurement and its application in the development and use of various psychometric instruments such as achievement, intelligence, aptitude, personality, and interest tests. Derived scores, norms, reliability, and validity of these instruments are discussed in the context of general measurement problems in psychology. Item analysis, signal-detection theory, diagnostics, and non-questionnaire methods may also be discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 318 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

Proposed Text

PSYC 426 Psychometrics (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 .

Description :

In this course, consideration is given to the general theory of psychological measurement and its application in the development and use of various psychometric instruments such as achievement, intelligence, aptitude, personality, and interest tests. Derived scores, norms, reliability, and validity of these instruments are discussed in the context of general measurement problems in psychology. Item analysis, signal-detection theory, diagnostics, and non-questionnaire methods may also be discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 318 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 427

Calendar Section Type: Course

Description of Change: PSYC 427 Current Issues in Personality Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 427 Current Issues in Personality (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 321 .

Description :

This course critically examines selected contemporary issues in personality psychology with a focus on recent research findings. The importance of personality in explaining behaviours, personal beliefs, developmental outcomes, and quality of life is considered.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 327 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 427 Current Issues in Personality (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 321 .

Description :

This course critically examines selected contemporary issues in personality psychology with a focus on recent research findings. The importance of personality in explaining behaviours, personal beliefs, developmental outcomes, and quality of life is considered.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 327 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 428

Calendar Section Type: Course

Description of Change: PSYC 428 Social and Cultural Advanced Issues Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 428 Social and Cultural Advanced Issues (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 . Permission of the Department is required.

Description :

This course addresses the most recent advanced issues of contemporary interest in social and cultural psychology. The main topic of the course changes from one term to the next. Potential topics include social cognition, aggression and violence, experimental-existential psychology, social-cultural neuroscience, or culture and evolution. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 428 Social and Cultural Advanced Issues (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 . Permission of the Department is required.

Description :

This course addresses the most recent advanced issues of contemporary interest in social and cultural psychology. The main topic of the course changes from one term to the next. Potential topics include social cognition, aggression and violence, experimental-existential psychology, social-cultural neuroscience, or culture and evolution. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 431

Calendar Section Type: Course

Description of Change: PSYC 431 Infancy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 431 Infancy (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 333 .

Description :

This course provides a comprehensive account of psychological development in infancy. Aspects of infant development such as physical, perceptual, cognitive, verbal, emotional, and social development are covered. Theoretical perspectives and research methods specific to the study of infant development are emphasized. Students acquire the intellectual tools necessary to relate findings from infant research to policy and parenting decisions.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 373 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

Proposed Text

PSYC 431 Infancy (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 333 .

Description :

This course provides a comprehensive account of psychological development in infancy. Aspects of infant development such as physical, perceptual, cognitive, verbal, emotional, and social development are covered. Theoretical perspectives and research methods specific to the study of infant development are emphasized. Students acquire the intellectual tools necessary to relate findings from infant research to policy and parenting decisions.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 373 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 432

Calendar Section Type: Course

Description of Change: PSYC 432 Childhood Development Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 432 Childhood Development (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 333 .

Description :

This course provides an analysis of theories pertaining to the basic processes of development during early childhood and school-age periods. A broad range of theoretical positions and methodological strategies are presented. Emphasis is on physical, cognitive, emotional, social, and personality development and the origins of individual differences in adjustment and well-being. Particular attention is given to cultural variability in development and to developmental differences between girls and boys.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 375 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 432 Childhood Development (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 333 .

Description :

This course provides an analysis of theories pertaining to the basic processes of development during early childhood and school-age periods. A broad range of theoretical positions and methodological strategies are presented. Emphasis is on physical, cognitive, emotional, social, and personality development and the origins of individual differences in adjustment and well-being. Particular attention is given to cultural variability in development and to developmental differences between girls and boys.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 375 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 433

Calendar Section Type: Course

Description of Change: PSYC 433 Adolescent Development Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 433 Adolescent Development (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 333 .

Description :

This course provides an overview of theory and research relating to multiple domains of development during adolescence. Topics include hormonal processes, physical and cognitive development, peer and parent-adolescent relations, family processes, gender roles, identity formation, sexuality, delinquency, drug abuse, suicide, and psychological disorders in adolescents. When possible, topics are considered from cross-cultural and historical perspectives.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 379 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 433 Adolescent Development (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 333 .

Description :

This course provides an overview of theory and research relating to multiple domains of development during adolescence. Topics include hormonal processes, physical and cognitive development, peer and parent-adolescent relations, family processes, gender roles, identity formation, sexuality, delinquency, drug abuse, suicide, and psychological disorders in adolescents. When possible, topics are considered from cross-cultural and historical perspectives.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 379 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 434

Calendar Section Type: Course

Description of Change: PSYC 434 Aging Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 434 Aging (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 333 .

Description :

This course covers recent developments in the psychology of aging. Topics include age-related changes in physiology, biology, and in sensory and cognitive functioning. Particular attention is given to the effects of these age-related changes on behaviour, personality, interpersonal functioning, gender roles, coping, and adjustment. Methodological considerations in aging research are also discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 380 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 434 Aging (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or [NEUR 356](#) ; PSYC 315 , PSYC 333 .

Description :

This course covers recent developments in the psychology of aging. Topics include age-related changes in physiology, biology, and in sensory and cognitive functioning. Particular attention is given to the effects of these age-related changes on behaviour, personality, interpersonal functioning, gender roles, coping, and adjustment. Methodological considerations in aging research are also discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 380 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 435

Calendar Section Type: Course

Description of Change: PSYC 435 Developmental Psychopathology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 435 Developmental Psychopathology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; PSYC 333 or PSYC 340 .

Description :

Using principles of developmental and clinical psychology, this survey course focuses primarily on understanding the pathways to abnormal adjustment in childhood and adolescence. The origins of deviant and competent behaviour are examined, with special attention to the multiplicity of possible risk factors and causal processes, assessment of problems and diagnoses, and the efficacy of interventions. Students are also introduced to a number of behavioural problems such as attention-deficit and hyperactivity disorder; aggression, externalizing problems, and disruptive behaviour disorders; internalizing problems, anxiety, and mood disorders; learning disabilities; mental retardation; and autism.

Component(s):

Notes :

Equivalent Courses : Students who have received credit for PSYC 377 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 435 Developmental Psychopathology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 ; PSYC 333 or PSYC 340 .

Description :

Using principles of developmental and clinical psychology, this survey course focuses primarily on understanding the pathways to abnormal adjustment in childhood and adolescence. The origins of deviant and competent behaviour are examined, with special attention to the multiplicity of possible risk factors and causal processes, assessment of problems and diagnoses, and the efficacy of interventions. Students are also introduced to a number of behavioural problems such as attention-deficit and hyperactivity disorder; aggression, externalizing problems, and disruptive behaviour disorders; internalizing problems, anxiety, and mood disorders; learning disabilities; mental retardation; and autism.

Component(s):

Notes :

Equivalent Courses : Students who have received credit for PSYC 377 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 438

Calendar Section Type: Course

Description of Change: PSYC 438 Developmental Advanced Issues Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 438 Developmental Advanced Issues (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 . Permission of the Department is required.

Description :

This course addresses the most recent advanced issues of contemporary interest in developmental psychology. The main topic of the course changes from one term to the next. Potential topics include social, cognitive, language, or personality development. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 438 Developmental Advanced Issues (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 . Permission of the Department is required.

Description :

This course addresses the most recent advanced issues of contemporary interest in developmental psychology. The main topic of the course changes from one term to the next. Potential topics include social, cognitive, language, or personality development. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 440

Calendar Section Type: Course

Description of Change: PSYC 440 Psychopathology: Mood, Anxiety, and Personality Disorders Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 440 Psychopathology: Mood, Anxiety, and Personality Disorders (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 340 .

Description :

This course presents a focused and thorough investigation of mood and anxiety disorders. Problems studied include depressive, bipolar, and anxiety disorders. Relevant somatoform (e.g. hypochondriasis) and personality (e.g. avoidant, dependent) disorders may also be discussed. Topics include contemporary theory, classification issues, and ongoing controversies, with an emphasis on current research.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 323 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 440 Psychopathology: Mood, Anxiety, and Personality Disorders (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 340 .

Description :

This course presents a focused and thorough investigation of mood and anxiety disorders. Problems studied include depressive, bipolar, and anxiety disorders. Relevant somatoform (e.g. hypochondriasis) and personality (e.g. avoidant, dependent) disorders may also be discussed. Topics include contemporary theory, classification issues, and ongoing controversies, with an emphasis on current research.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 323 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 441

Calendar Section Type: Course

Description of Change: PSYC 441 Psychopathology: Schizophrenia and Neurocognitive Disorders Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 441 Psychopathology: Schizophrenia and Neurocognitive Disorders (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 340 .

Description :

This course presents a focused and thorough investigation of schizophrenia and the neurocognitive disorders. Problems studied include schizophrenia and related psychotic disorders (e.g. delusional disorder, schizoaffective disorder). Relevant personality (e.g. paranoid, schizotypal) disorders may also be discussed. Topics may include contemporary theory, and the neurobiological, neurophysiological and neuroanatomical correlates of the disorders, as well as their genetic basis. The course focuses on data from the human brain imaging studies, with an emphasis on current research.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 324 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

Proposed Text

PSYC 441 Psychopathology: Schizophrenia and Neurocognitive Disorders (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 340 .

Description :

This course presents a focused and thorough investigation of schizophrenia and the neurocognitive disorders. Problems studied include schizophrenia and related psychotic disorders (e.g. delusional disorder, schizoaffective disorder). Relevant personality (e.g. paranoid, schizotypal) disorders may also be discussed. Topics may include contemporary theory, and the neurobiological, neurophysiological and neuroanatomical correlates of the disorders, as well as their genetic basis. The course focuses on data from the human brain imaging studies, with an emphasis on current research.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 324 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 442

Calendar Section Type: Course

Description of Change: PSYC 442 Psychopathology: Behaviour Regulation Disorders Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 442 Psychopathology: Behaviour Regulation Disorders (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 340 .

Description :

This course presents a focused and thorough investigation of psychopathology resulting from disorders of behaviour regulation. Problems studied include eating, substance use, and impulse-control disorders. Relevant sexual, gambling, and personality (e.g. borderline, antisocial) disorders may also be discussed. Topics include contemporary theory, classification issues, and current controversies, with an emphasis on current research.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 442 Psychopathology: Behaviour Regulation Disorders (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 **or** NEUR 356 ; PSYC 315 , PSYC 340 .

Description :

This course presents a focused and thorough investigation of psychopathology resulting from disorders of behaviour regulation. Problems studied include eating, substance use, and impulse-control disorders. Relevant sexual, gambling, and personality (e.g. borderline, antisocial) disorders may also be discussed. Topics include contemporary theory, classification issues, and current controversies, with an emphasis on current research.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 443

Calendar Section Type: Course

Description of Change: PSYC 443 Psychological Intervention Models Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 443 Psychological Intervention Models (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 340 .

Description :

This course presents a focused and thorough investigation of major approaches to psychological intervention. It focuses on general principles of therapy, research methods for the study of process and outcome, and the contrasts between various theories and modalities. Topics include cognitive behavioural therapy, psychodynamic psychotherapy, humanistic- existential therapy, couples and family therapy, group therapy, and motivational interviewing. Professional and ethical issues pertaining to clinical psychologists and clinical psychology research may also be discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 443 Psychological Intervention Models (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 340 .

Description :

This course presents a focused and thorough investigation of major approaches to psychological intervention. It focuses on general principles of therapy, research methods for the study of process and outcome, and the contrasts between various theories and modalities. Topics include cognitive behavioural therapy, psychodynamic psychotherapy, humanistic- existential therapy, couples and family therapy, group therapy, and motivational interviewing. Professional and ethical issues pertaining to clinical psychologists and clinical psychology research may also be discussed.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 444

Calendar Section Type: Course

Description of Change: PSYC 444 Hypnosis and Dissociation
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 444 Hypnosis and Dissociation (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 340 .

Description :

This course critically examines research, theory, and methodological approaches relating to a number of selected issues of contemporary interest in the area of hypnosis and dissociative phenomena.

Experimental and applied research on selected topics such as recovered memory, dissociation, pain and psychosomatic disorders, social and cognitive correlates of hypnotic responses, and the issue of coercion is reviewed. The forensic and clinical uses and abuses of hypnosis are surveyed and contrasted to experimental findings.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 330 or for this topic under a PSYC 398 number may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 444 Hypnosis and Dissociation (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 340 .

Description :

This course critically examines research, theory, and methodological approaches relating to a number of selected issues of contemporary interest in the area of hypnosis and dissociative phenomena.

Experimental and applied research on selected topics such as recovered memory, dissociation, pain and psychosomatic disorders, social and cognitive correlates of hypnotic responses, and the issue of coercion is reviewed. The forensic and clinical uses and abuses of hypnosis are surveyed and contrasted to experimental findings.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 330 or for this topic under a PSYC 398 number may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 445

Calendar Section Type: Course

Description of Change: PSYC 445 Human Neuropsychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 445 Human Neuropsychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; PSYC 355 .

Description :

This course is a general introduction to human neuropsychology. Topics discussed include principles of brain organizations and function, human neuroimaging and recording techniques, the contribution of clinical patients and single case studies, selected neurological disorders, and cognitive neuroscience. Emphasis is on how these issues can be meaningfully related to human behaviour, emotion, sensory perception, and higher cognitive processes.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 359 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

PSYC 355 will no longer be offered, however the identical course will be offered as NEUR 355. Thus, higher level courses that require this prerequisite will accept either course (PSYC 355 taken earlier, or NEUR 355 moving forward).

Resource Implications:

none

Proposed Text

PSYC 445 Human Neuropsychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 ; PSYC 355 or NEUR 355 .

Description :

This course is a general introduction to human neuropsychology. Topics discussed include principles of brain organizations and function, human neuroimaging and recording techniques, the contribution of clinical patients and single case studies, selected neurological disorders, and cognitive neuroscience. Emphasis is on how these issues can be meaningfully related to human behaviour, emotion, sensory perception, and higher cognitive processes.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 359 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 446

Calendar Section Type: Course

Description of Change: PSYC 446 Stress Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 446 Stress (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; ~~PSYC 355 ; and~~ PSYC 340 or PSYC 341 .

Description :

This course examines how the evolutionary and adaptive stress response has come to contribute to health and pathology in modern society. The major endocrine, neurobiological, and cognitive underpinnings of the stress response are covered, and current stress research is discussed. Topics include the role of stress in aging, memory, depression, drug abuse, post-traumatic stress disorder, and the consequences of exposure to stress and adversity.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

PSYC 355 will no longer be offered, however the identical course will be offered as NEUR 355. Thus, higher level courses that require this prerequisite will accept either course (PSYC 355 taken earlier, or NEUR 355 moving forward).

Resource Implications:

none

Proposed Text

PSYC 446 Stress (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 ; PSYC 355 or NEUR 355 ; PSYC 340 or PSYC 341 .

Description :

This course examines how the evolutionary and adaptive stress response has come to contribute to health and pathology in modern society. The major endocrine, neurobiological, and cognitive underpinnings of the stress response are covered, and current stress research is discussed. Topics include the role of stress in aging, memory, depression, drug abuse, post-traumatic stress disorder, and the consequences of exposure to stress and adversity.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 447

Calendar Section Type: Course

Description of Change: PSYC 447 Current Issues in Health Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 447 Current Issues in Health Psychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 341 .

Description :

This course offers a focused treatment of selected advanced topics in health psychology. Potential topics include psychosocial and environmental antecedents of disease, adaptation to medical illness, approaches to improve health and manage disease, pediatric psychology, and mechanisms by which psychosocial and environmental characteristics get inside the body to influence health.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 393 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 447 Current Issues in Health Psychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 341 .

Description :

This course offers a focused treatment of selected advanced topics in health psychology. Potential topics include psychosocial and environmental antecedents of disease, adaptation to medical illness, approaches to improve health and manage disease, pediatric psychology, and mechanisms by which psychosocial and environmental characteristics get inside the body to influence health.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 393 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 448

Calendar Section Type: Course

Description of Change: PSYC 448 Clinical Advanced Issues Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 448 Clinical Advanced Issues (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 . Permission of the Department is required.

Description :

This course addresses the most recent advanced issues of contemporary interest in clinical psychology. The main topic of the course changes from one term to the next. Potential topics include neurobiology of psychopathology, functional somatic syndromes, personality and psychopathology, psychotherapy process research, or epidemiology of psychological disorders. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 448 Clinical Advanced Issues (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 . Permission of the Department is required.

Description :

This course addresses the most recent advanced issues of contemporary interest in clinical psychology. The main topic of the course changes from one term to the next. Potential topics include neurobiology of psychopathology, functional somatic syndromes, personality and psychopathology, psychotherapy process research, or epidemiology of psychological disorders. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 451

Calendar Section Type: Course

Description of Change: PSYC 451 Neurobiology of Learning and Memory Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Deletion

Present Text calendar

~~PSYC 451 Neurobiology of Learning and Memory (3 credits)~~

Prerequisites:

~~The following courses must be completed previously: PSYC 310, PSYC 315, PSYC 351, PSYC 355.~~

Description :

~~This course addresses major questions about cellular and molecular mechanism underlying learning and memory. It explores influential theories, groundbreaking studies, and contemporary hypotheses about structural and functional changes that occur in the brain when new information is encoded and stored for later retrieval. Topics may include: the role of protein synthesis in memory formation, synaptogenesis and structural changes at synapses, long-term potentiation, modulation of learning and memory by hormones, functional neuroanatomy of memory systems and circuits, and neuropathology of memory disorders in humans.~~

Component(s):

~~Lecture~~

Notes :

Equivalent Courses : ~~Students who have received credit for PSYC 362 may not take this course for credit.~~

Rationale:

The Department of Psychology has always offered a number of Neuroscience courses. Last year the Department opted to offer degrees in both Psychology and Neuroscience. As part of the renaming of the program, we wish to now offer laboratory courses in Neuroscience. This course was previously taught as a Psychology course, but now will be taught as a Neuroscience course with a laboratory component.

Resource Implications:

none

Proposed Text

Prerequisites:

Description :

Component(s):

Notes :

Equivalent Courses :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 456

Calendar Section Type: Course

Description of Change: PSYC 456 Functional Neuroanatomy Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Deletion

Present Text calendar

~~PSYC 456 Functional Neuroanatomy (3 credits)~~

Prerequisites:

~~The following courses must be completed previously: PSYC 310, PSYC 315, PSYC 355~~

Description :

~~This course focuses on the structural and functional anatomy of brain systems underlying important cognitive functions such as motor behaviour, sensory perception, language, learning, and memory. The course covers information from animal models, human brain imaging and brain stimulation techniques, as well as cognitive neuroscience to allow students to develop an in-depth knowledge of the structure and function of the human brain.~~

Component(s):

Notes :

Rationale:

This course is outdated and no longer relevant to the program.

Resource Implications:

None.

Proposed Text

Prerequisites:

Description :

Component(s):

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 458

Calendar Section Type: Course

Description of Change: PSYC 458 Behavioural Neuroscience

Advanced Issues Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Deletion

Present Text calendar

Proposed Text

~~PSYC 458 Behavioural Neuroscience Advanced Issues (3 credits)~~

Prerequisites:

~~The following courses must be completed previously: PSYC 310, PSYC 315. Permission of the Department is required.~~

Description :

~~This course addresses the most recent advanced issues of contemporary interest in behavioural neuroscience. The main topic of the course changes from one term to the next. Potential topics include examination of the current state of scientific study of motivation or a focused look at memory consolidation. Students should consult with the Psychology Department for information on the central course topic for the current year.~~

Component(s):

~~Lecture~~

Notes :

~~**Equivalent Courses :** Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.~~

Prerequisites:

Description :

Component(s):

Notes :

Equivalent Courses :

Rationale:

The Department of Psychology has always offered a number of Neuroscience courses. Last year the Department opted to offer degrees in both Psychology and Neuroscience. Since that has occurred, the Department feels it is more accurate to designate those neuroscience courses with a NEUR annotation and title, rather than a PSYC annotation with a Behavioural Neuroscience title.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 460

Calendar Section Type: Course

Description of Change: PSYC 460 Vision Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 460 Vision (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 363 .

Description :

This course builds on the introduction to the visual system developed in PSYC 363. Topics are examined from the psychophysical, computational, and physiological perspectives and may include advanced treatment of colour, motion, and texture perception; spatial vision; object, face, and scene recognition; eye movement control; flow fields; attention; and perception-in-action.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 460 Vision (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 363 .

Description :

This course builds on the introduction to the visual system developed in PSYC 363. Topics are examined from the psychophysical, computational, and physiological perspectives and may include advanced treatment of colour, motion, and texture perception; spatial vision; object, face, and scene recognition; eye movement control; flow fields; attention; and perception-in-action.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 461

Calendar Section Type: Course

Description of Change: PSYC 461 Computational Modelling of Human Cognition Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 461 Computational Modelling of Human Cognition (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; ~~and~~ PSYC 363 or PSYC 364 .

Description :

This course reviews the history of the view of mind as machine and the various computational metaphors that have helped in understanding the particular kind of computational device the brain is. The course explores the ways in which computational models of mind are implemented and can be tested against psychological theories and data. Students learn how to construct simplified representations of reality based on rule-based processes to recreate aspects of human cognition.

Component(s):

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 461 Computational Modelling of Human Cognition (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 **or** NEUR 356 ; PSYC 315 ; PSYC 363 or PSYC 364 .

Description :

This course reviews the history of the view of mind as machine and the various computational metaphors that have helped in understanding the particular kind of computational device the brain is. The course explores the ways in which computational models of mind are implemented and can be tested against psychological theories and data. Students learn how to construct simplified representations of reality based on rule-based processes to recreate aspects of human cognition.

Component(s):

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 462

Calendar Section Type: Course

Description of Change: PSYC 462 Memory and Attention Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 462 Memory and Attention (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 364 .

Description :

This course provides an advanced introduction to theories and empirical research on memory and attention. Topics include various memory systems and mechanisms, including long- and short-term memory, working, episodic, and semantic memory. The course also addresses research on attentional processes such as switching, selective, and divided attention.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 462 Memory and Attention (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 364 .

Description :

This course provides an advanced introduction to theories and empirical research on memory and attention. Topics include various memory systems and mechanisms, including long- and short-term memory, working, episodic, and semantic memory. The course also addresses research on attentional processes such as switching, selective, and divided attention.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 463

Calendar Section Type: Course

Description of Change: PSYC 463 Concepts and Categories Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 463 Concepts and Categories (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 364 .

Description :

This course provides an advanced introduction to theories of conceptual representation and processes of categorization. It reviews the empirical research in these fields, including studies with normal and impaired populations.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 463 Concepts and Categories (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 364 .

Description :

This course provides an advanced introduction to theories of conceptual representation and processes of categorization. It reviews the empirical research in these fields, including studies with normal and impaired populations.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 464

Calendar Section Type: Course

Description of Change: PSYC 464 Judgment and Decision Making Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 464 Judgment and Decision Making (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 364 .

Description :

This course is an introduction to the cognitive and affective processes involved in evaluating options and choosing between them. Major theories and empirical studies are reviewed from an interdisciplinary perspective that includes both cognitive science and neuroscience and that draws on research carried out on humans and on other animals.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 464 Judgment and Decision Making (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 364 .

Description :

This course is an introduction to the cognitive and affective processes involved in evaluating options and choosing between them. Major theories and empirical studies are reviewed from an interdisciplinary perspective that includes both cognitive science and neuroscience and that draws on research carried out on humans and on other animals.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 465

Calendar Section Type: Course

Description of Change: PSYC 465 Audition, Language, and Communication Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 465 Audition, Language, and Communication (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 364 .

Description :

This course covers the cognitive, developmental, and social aspects of language and human communication. Topics may include linguistic theory, language acquisition, language comprehension and production, the biological bases of language, reading, speech perception, and second-language development.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 395 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

Proposed Text

PSYC 465 Audition, Language, and Communication (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 364 .

Description :

This course covers the cognitive, developmental, and social aspects of language and human communication. Topics may include linguistic theory, language acquisition, language comprehension and production, the biological bases of language, reading, speech perception, and second-language development.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 395 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 466

Calendar Section Type: Course

Description of Change: PSYC 466 Cognitive Development Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 466 Cognitive Development (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; ~~and~~PSYC 333 or PSYC 364 .

Description :

This course provides an advanced introduction to the development of children's thinking, from infancy through the elementary-school years. The goal of the course is to familiarize students with recent theory and research on the cognitive development in children. Topics include the development of language, perception, concept, social cognition, and memory.

Component(s):

Lecture

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 466 Cognitive Development (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 ; PSYC 333 or PSYC 364 .

Description :

This course provides an advanced introduction to the development of children's thinking, from infancy through the elementary-school years. The goal of the course is to familiarize students with recent theory and research on the cognitive development in children. Topics include the development of language, perception, concept, social cognition, and memory.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 467

Calendar Section Type: Course

Description of Change: PSYC 467 Learning Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 467 Learning (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 , PSYC 351 .

Description :

This course is a continuation of PSYC 351 ; it presents a more focused and thorough treatment of more advanced topics in learning. These may include developmental aspects of learning, animal memory and cognition, human applications of conditioning principles, biological constraints on learning, and the physiology of learning and memory. Different sections of the course may cover different sets of topics.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 347 may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 467 Learning (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 , PSYC 351 .

Description :

This course is a continuation of PSYC 351 ; it presents a more focused and thorough treatment of more advanced topics in learning. These may include developmental aspects of learning, animal memory and cognition, human applications of conditioning principles, biological constraints on learning, and the physiology of learning and memory. Different sections of the course may cover different sets of topics.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for PSYC 347 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 468

Calendar Section Type: Course

Description of Change: PSYC 468 Cognitive Science Advanced Issues Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 468 Cognitive Science Advanced Issues (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 . Permission of the Department is required.

Description :

This course addresses the most recent advanced issues of contemporary interest in cognitive science. The main topic of the course changes from one term to the next. Possible topics include memory, attention, concept formation, category representation, decision-making, reasoning, language, intelligence, creativity, skill acquisition, cognitive and language development, or the neural bases of cognitive functioning. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 468 Cognitive Science Advanced Issues (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 . Permission of the Department is required.

Description :

This course addresses the most recent advanced issues of contemporary interest in cognitive science. The main topic of the course changes from one term to the next. Possible topics include memory, attention, concept formation, category representation, decision-making, reasoning, language, intelligence, creativity, skill acquisition, cognitive and language development, or the neural bases of cognitive functioning. Students should consult with the Psychology Department for information on the central course topic for the current year.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2024-25 Neuroscience program changes

Calendar Section Name: PSYC 487

Calendar Section Type: Course

Description of Change: PSYC 487 Advanced Directed Research in Psychology Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Courses

Type of Change: Course Change

Present Text calendar

PSYC 487 Advanced Directed Research in Psychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 ; PSYC 315 ; and PSYC 485 or PSYC 495 . Permission of the Department is required.

Description :

This course is for students who have completed a specialization project or honours thesis and wish to conduct an additional research project. Under the supervision of a faculty member, typically from within the Department, the student carries out an independent research project and completes a written report. The area of study is decided upon through consultation with the faculty member.

Component(s):

Tutorial

Notes :

Rationale:

Both Psychology and Neuroscience require an introduction to research methods (experimental design). Psychology will continue to offer it via PSYC 310 while the Neuroscience program will offer it via the labs in NEUR 356. It was reasoned that either course is sufficient as the research methods prerequisite.

Resource Implications:

none

Proposed Text

PSYC 487 Advanced Directed Research in Psychology (3 credits)

Prerequisites:

The following courses must be completed previously: PSYC 310 or NEUR 356 ; PSYC 315 ; and PSYC 485 or PSYC 495 . Permission of the Department is required.

Description :

This course is for students who have completed a specialization project or honours thesis and wish to conduct an additional research project. Under the supervision of a faculty member, typically from within the Department, the student carries out an independent research project and completes a written report. The area of study is decided upon through consultation with the faculty member.

Component(s):

Tutorial

Notes :

Impact Report

Programs

BA Honours in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Honours in Psychology -> BA Honours in Psychology -> Program Requirements
Source of Impact

- Behavioural Neuroscience Content Area: Tier 2
- Core: Honours in Psychology

BA Major in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Major in Psychology -> BA Major in Psychology -> Program Requirements
Source of Impact

- Core: Major in Psychology

BA Specialization in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Specialization in Psychology -> BA Specialization in Psychology -> Program Requirements
Source of Impact

- Behavioural Neuroscience Content Area: Tier 2
- Core: Specialization in Psychology

BSc Honours in Neuroscience

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BSc Honours in Neuroscience -> Program Requirements
Source of Impact

- Behavioural Neuroscience Content Area: Tier 2
- Core: Honours in Psychology
- PSYC 316
- PSYC 351
- PSYC 354
- PSYC 364
- PSYC 445
- Science Courses: Honours in Neuroscience

BSc Honours in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Honours in Psychology -> BSc Honours in Psychology -> Program Requirements
Source of Impact

- Behavioural Neuroscience Content Area: Tier 2
- Core: Honours in Psychology

BSc Major in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Major in Psychology -> BSc Major in Psychology -> Program Requirements
Source of Impact

- Core: Major in Psychology

BSc Specialization in Neuroscience

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BSc Specialization in Neuroscience -> Program Requirements
Source of Impact

- Behavioural Neuroscience Content Area: Tier 2
- Core: Specialization in Psychology
- PSYC 316
- PSYC 351
- PSYC 354
- PSYC 364
- PSYC 445
- Science Courses: Specialization in Neuroscience

BSc Specialization in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Specialization in Psychology -> BSc Specialization in Psychology -> Program Requirements
Source of Impact

- Behavioural Neuroscience Content Area: Tier 2
- Core: Specialization in Psychology

Certificate in Pastoral Care

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.330 Department of Theological Studies -> Theological Studies Programs -> Certificate in Pastoral Care -> Program Requirements
Source of Impact

- PSYC 333

Defined Groups

Advanced Experience Courses: Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups
Source of Impact

- PSYC 487

Behavioural Neuroscience Content Area: Tier 1

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 1: Psychology
Source of Impact

- PSYC 351
- PSYC 354

Behavioural Neuroscience Content Area: Tier 2

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 2: Psychology
Source of Impact

- PSYC 451
- PSYC 456
- PSYC 458

Clinical and Health Content Area: Tier 1

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 1: Psychology
Source of Impact

- PSYC 340
- PSYC 341
- PSYC 342

Clinical and Health Content Area: Tier 2

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 2: Psychology
Source of Impact

- PSYC 440
- PSYC 441
- PSYC 442
- PSYC 443
- PSYC 444
- PSYC 445
- PSYC 446
- PSYC 447
- PSYC 448

Cognitive Science Content Area: Tier 1

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 1: Psychology
Source of Impact

- PSYC 363
- PSYC 364

Cognitive Science Content Area: Tier 2

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 2: Psychology
Source of Impact

- PSYC 460
- PSYC 461
- PSYC 462
- PSYC 463
- PSYC 464
- PSYC 465

- PSYC 466
- PSYC 467
- PSYC 468

Core: Honours in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Honours in Psychology -> Core: Honours in Psychology

Source of Impact

- PSYC 311
- PSYC 316
- PSYC 355

Core: Major in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Major in Psychology -> Core: Major in Psychology

Source of Impact

- PSYC 355

Core: Specialization in Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Programs -> BA/BSc Specialization in Psychology -> Core: Specialization in Psychology

Source of Impact

- PSYC 316
- PSYC 355

Developmental Content Area: Tier 1

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 1: Psychology

Source of Impact

- PSYC 333

Developmental Content Area: Tier 2

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 2: Psychology

Source of Impact

- PSYC 431
- PSYC 432
- PSYC 433
- PSYC 434
- PSYC 435
- PSYC 438

IP Notations

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.003 Degree Requirements -> Section 31.003.3 In Progress "IP" Notations

Source of Impact

- PSYC 487

Neuroscience Individualization Content New Defined Group

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups
Source of Impact

- PSYC 354
- PSYC 363
- PSYC 445
- PSYC 460
- PSYC 461
- PSYC 462
- PSYC 463
- PSYC 464
- PSYC 465
- PSYC 466
- PSYC 467

Social, Personality, and Culture Content Area: Tier 1

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 1:
Psychology
Source of Impact

- PSYC 321
- PSYC 325

Social, Personality, and Culture Content Area: Tier 2

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups -> Tier 2:
Psychology
Source of Impact

- PSYC 420
- PSYC 423
- PSYC 424
- PSYC 425
- PSYC 426
- PSYC 427
- PSYC 428

Tier 2: Psychology

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Course Groups
Source of Impact

- Behavioural Neuroscience Content Area: Tier 2

Courses

BIOL 322

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.030 Department of Biology -> Biology Courses
Source of Impact

- PSYC 316

ECON 221

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.080 Department of Economics -> Economics Courses
Source of Impact

- PSYC 316

ECON 222

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.080 Department of Economics -> Economics Courses
Source of Impact

- PSYC 316

NEUR 355 Fundamentals of Neuroscience New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 355

NEUR 356 Research Methods in Neuroanatomy New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

NEUR 416 Large Data Analytics New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 316

NEUR 451 Learning and Neuroplasticity New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 316
- PSYC 351

NEUR 458 Neuroscience Advanced Issues New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 458

NEUR 460 Neuroimaging New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 316

- PSYC 364

NEUR 485 Specialization Thesis New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 316

NEUR 495 Honours Thesis New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 316

PSYC 311

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 316

PSYC 319

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 428
- PSYC 448

PSYC 342

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 340

PSYC 387

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 311
- PSYC 316

PSYC 420

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 325

PSYC 423

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 321
- PSYC 325

PSYC 424

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 321
- PSYC 325

PSYC 425

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 325
- PSYC 333

PSYC 427

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 321

PSYC 431

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 333

PSYC 432

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 333

PSYC 433

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 333

PSYC 434

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 333

PSYC 435

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 333
- PSYC 340

PSYC 440

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 340

PSYC 441

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 340

PSYC 442

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 340

PSYC 443

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 340

PSYC 444

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 340

PSYC 445

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 355

PSYC 446

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 340
- PSYC 341
- PSYC 355

PSYC 447

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 341

PSYC 450

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 355

PSYC 451

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 351
- PSYC 355

PSYC 452

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 355
- PSYC 363

PSYC 453

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 355

PSYC 454

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 355

PSYC 455

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses
Source of Impact

- PSYC 355

PSYC 456

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 355

PSYC 457

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 355

PSYC 460

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 363

PSYC 461

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 363
- PSYC 364

PSYC 462

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 364

PSYC 463

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 364

PSYC 464

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 364

PSYC 465

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 364

PSYC 466

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 333
- PSYC 364

PSYC 467

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 351

PSYC 483

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 311
- PSYC 316

PSYC 485

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 311
- PSYC 316

PSYC 490

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 311
- PSYC 316

PSYC 491

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 311
- PSYC 316

PSYC 495

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Psychology Courses

Source of Impact

- PSYC 311
- PSYC 316

SOCI 213

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.310 Department of Sociology and Anthropology -> Sociology Courses

Source of Impact

- PSYC 316

STAT 360

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.200 Department of Mathematics and Statistics -> Mathematics and Statistics Courses -> Statistics Courses
Source of Impact

- PSYC 316

Other Units

Addition of BIOL 261 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of BIOL 266 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of BIOL 364 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of BIOL 367 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of BIOL 368 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of CHEM 212 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of CHEM 217 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of CHEM 221 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of CHEM 271 to BSc Specialization in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of BIOL 261 to BSc Honours in Neuroscience requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 266** to **BSc Honours in Neuroscience** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 364** to **BSc Honours in Neuroscience** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 367** to **BSc Honours in Neuroscience** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 368** to **BSc Honours in Neuroscience** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **CHEM 212** to **BSc Honours in Neuroscience** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **CHEM 217** to **BSc Honours in Neuroscience** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **CHEM 221** to **BSc Honours in Neuroscience** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **CHEM 271** to **BSc Honours in Neuroscience** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **BIOL 367** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 368** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 371** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 462** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 466** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 467** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 474** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **PHYS 443** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of **PHYS 445** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of **EXCI 360** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of **EXCI 455** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of **EXCI 458** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of **EXCI 471** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of **CHEM 222** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **CHEM 375** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **CHEM 473** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **CHEM 476** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **CHEM 477** to **Neuroscience Individualization** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **BIOL 200** to **NEUR 355** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 201** to **NEUR 355** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **BIOL 202** to **NEUR 355** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

NEUR 356 – Neuroanatomy (3 credits)

Prerequisites:

Students must have already completed NEUR 355 and PSYC 315

Description:

The course examines structural and functional brain systems. Analysis will be at systems, pathway, and cellular levels. Laboratories will focus on basic experimental design as well as histological and microscopic techniques. Students develop an in-depth knowledge of the structure of the mammalian brain and learn to conduct research and communicate their findings.

Learning Outcomes:

Once completed, students will be able to:

- Identify structures of the brain at both gross and cellular levels
- Compare and contrast basic neuronal pathways and their function
- Compare and contrast basic experimental designs
- Gather and analyze data
- Apply critical analyses to research
- Communicate findings via a final research paper

Assessments:

In class exams (50%)

Weekly lab reports (20%)

Final Research Paper (30%)

NEUR 416 – Large Data Analytics (3 credits)

Prerequisites: Students must have already completed NEUR 356, PSYC 316

Description:

This project-based course will examine the process by which large datasets can be analyzed. Emphasis is placed on problem-solving skills and self-directed learning to find, apply, and adapt analytic tools. Students will learn how to sort, filter, and statistically analyze very large datasets. They will learn to communicate their findings graphically and in written reports. Prior programming experience is recommended but not required; students lacking this background will be supported to learn independently. Students are encouraged to take NEUR 458 prior to taking this course.

Learning Outcomes:

Once completed, students will be able to:

- Discuss the ethics and ‘access steps’ for using human neuroimaging datasets
- Understand how to explore the structure and contents of large datasets
- Elaborate an analysis plan, including identifying appropriate tools and steps
- Develop and apply code to perform data analysis
- Present results graphically using plots and schematics
- Apply critical analyses to research and communicate findings via a written research paper

Assessments:

Quizzes (20%)

Project reports (50%)

Final Research Paper (30%)

NEUR 451 – Learning and Neuroplasticity (3 credits)*

(This course will replace PSYC 451)

Prerequisites: Students must have previously completed NEUR 356, PSYC 316, and PSYC 351.

Description:

The course explores theories about morphological and functional changes in the brain that underlie learning by conducting laboratory experiments. Laboratories introduce behavioural and cellular methods used in research. They may include Pavlovian and Instrumental forms of conditioning, tests of spatial and nonspatial learning, and invertebrate models of neurophysiology and neuroplasticity. Students develop an in-depth knowledge of vertebrate and invertebrate animal research. Students collect and analyze data and communicate their findings. Students also learn about basic animal care techniques and the ethical considerations for animal research.

Learning Outcomes:

Once completed, students will be able to:

- Describe contemporary theories about changes in brain structure and function related to learning
- Identify different forms of conditioning and learning approaches
- Compare and contrast basic learning tasks and their function
- Understand basic neuron physiology
- Be knowledgeable of the methods and ethical considerations surrounding animal research
- Compare and contrast basic experimental designs
- Collect and analyze data
- Apply critical analyses to research

Assessments:

In-class exams (50%)

Lab/research reports (50%)

NOTE:

- Students will **not** be interacting with vertebrate animals in this course. Students will be introduced to the ethical considerations of using vertebrate animals. Students will be only analyzing pre-recorded videos of rats in mazes. Invertebrates (e.g. slugs or crayfish) will be used for the neurophysiology portion of the labs. The Canadian Council on Animal Care (CCAC) does not regulate invertebrate animal use for teaching purposes.

NEUR 460 – Neuroimaging (3 credits)

Prerequisites: Students must have already completed NEUR 356, PSYC 316, and PSYC 364

Description:

This course examines the neuroimaging techniques that scientists use to study cognition and brain anatomy. Emphasis is placed on an understanding of the techniques, their limitations, and the interpretation of results. Laboratories focus on developing applied image analysis skills as well as the basics of experimental design and data collection. Students develop knowledge of imaging techniques and analysis tools, and learn to conduct research and communicate their findings. Prior programming experience is recommended but not required; students lacking this background will be supported to learn independently.

Learning Outcomes:

Once completed, students will be able to:

- Understand how data are represented and analyzed
- Evaluate the strengths and weakness of neuroimaging techniques and analysis approaches
- Gather human neuroimaging data
- Develop and apply code to perform data analysis
- Apply critical analyses to research and communicate findings via a written research paper

Assessments:

In class exams (50%)

Weekly lab reports (20%)

Final Research Paper (30%)

NEUR 485 – Specialization Thesis (6 credits)*

Prerequisites:

Students must have already completed PSYC 316, and either NEUR 451 or NEUR 460. Permission of the department is required.

Description:

This course provides students with experience in the design, conduct, analysis, and reporting of research in an area of neuroscience. The independent research project is undertaken under the supervision of a faculty member.

Learning Outcomes:

Once completed, students will be able to:

- Design the methodology for a research project
- Organize how their research will be carried out
- Use current neuroscience methods to collect data
- Master statistical tools to analyze their data
- Interpret and understand their findings
- Write a competent research paper
- Communicate the implications of their research findings
-

Assessments:

Supervisors assessment of laboratory performance (50%)

Final written thesis (50%)

*THIS IS A CAPSTONE COURSE OF THE PROGRAM.

NEUR 495 – Honours Thesis (6 credits)*

Prerequisites:

Students must be enrolled in the honours program in Neuroscience and have already completed PSYC 316, and either NEUR 451 or NEUR 460. Permission of the department is required.

Description:

This course provides students with experience in the design, conduct, analysis, and reporting of research in an area of neuroscience. The independent research project is undertaken under the supervision of a faculty member.

Learning Outcomes:

Once completed, students will be able to:

- Design the methodology for a research project
- Organize how their research will be carried out
- Use current neuroscience methods to collect data
- Master statistical tools to analyze their data
- Interpret and understand their findings
- Write a competent research paper
- Communicate the implications of their research findings
-

Assessments:

Supervisors assessment of laboratory performance (50%)

Final written thesis (50%)

*THIS IS A CAPSTONE COURSE OF THE PROGRAM.

BSc Neuroscience Laboratory Expenses (AS-PSYC-3941)

Personnel:

Category:	Est. Salary
Staff - Technical	\$101,000/annum
Staff - Teaching/Instructional	\$80,000/annum
UPD Program Advisor	Remission - \$13,000/annum
TAs - Multiple graduate students	1 TA/ 60 students

<u>Upfront Major Equipment (estimates)</u>	n	cost/item	total
Cryostats	5	\$ 50,000.00	\$ 250,000.00
Student Microscopes	10	\$ 1,000.00	\$ 10,000.00
Teaching Scope + Camera	1	\$ 10,000.00	\$ 10,000.00
Projector	1	\$ 500.00	\$ 500.00
Electrophys. Recording Sets	5	\$ 5,000.00	\$ 25,000.00
EEG headsets	5	\$ 500.00	\$ 2,500.00
Computers	5	\$ 1,500.00	\$ 7,500.00
Ice Machine	1	\$ 10,000.00	\$ 10,000.00
-20 Freezers	2	\$ 2,000.00	\$ 4,000.00
-80 Freezer	1	\$ 15,000.00	\$ 15,000.00
+4 Deli Fridges	4	\$ 2,500.00	\$ 10,000.00
Pipette Sets	20	\$ 1,500.00	\$ 30,000.00
Balances	6	\$ 10,000.00	\$ 60,000.00
Upfront Glassware	1	\$ 10,500.00	\$ 10,500.00
TOTAL			\$ 445,000.00

<u>Recurring Costs:</u>	n	cost/item	total
Cloud Computing for Image Analysis	1	\$ TBA	\$ TBA
Consumable Laboratory Supplies*			
\$48/student/lab	802.08	\$ 48.00	\$ 38,500.00
(Full program ~ 38,500/annum)			
Equipment Maintenance*	1	\$ 5,000.00	\$ 5,000.00
\$5,000/annum			
<i>*Based upon current budget in Biology labs</i>		<i>at least</i>	\$ 43,500.00

From: [Selvadurai Dayanandan](#)
To: [Nicole Freeman](#); [Madoka Gray-Mitsumune](#); [Department of Psychology Chair](#)
Cc: [Ian Tonnies](#); [Department of Psychology](#); [Associate Dean Academic Programs \(FAS\)](#); [Wayne Brake](#); [Chair Chemistry And Biochemistry](#); [FAS Curriculum](#)
Subject: Re: AS-PSYC-3941 changes
Date: October 13, 2023 9:34:33 AM

Hi Nicole,

The option of "BIOL367 or BIOL368" will allow students to proceed in the program. Since the BIOL368 space is limited, most students may end up taking BIOL367. In future, if a need arises to have more students taking BIOL368, then we may need resources to open up an additional section of BIOL368.

In other words, this arrangement will provide an opportunity to start the program without resource implications and if an absolute need arises in future to have more students taking BIOL368, then we could look into resource implications.

I support this arrangement.

-daya

Many thanks!

From: Madoka Gray-Mitsumune <madoka.gray-mitsumune@concordia.ca>
Sent: Friday, October 13, 2023 9:04 AM
To: Department of Psychology Chair <Psychology.Chair@concordia.ca>; Selvadurai Dayanandan <daya.dayanandan@concordia.ca>
Cc: Ian Tonnies <ian.tonnies@concordia.ca>; Department of Psychology <Psychology@concordia.ca>; Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>; Nicole Freeman <nicole.freeman@concordia.ca>
Subject: RE: Meeting about neuroscience program

Good morning, everyone!

'BIOL 367 or BIOL 368' is definitely a better choice. I suspect most students will end up taking BIOL 367 unless we have extra resources for BIOL 368.

As to the optional course list, it's a common practice to include a core course alternative so that students will have a choice of taking both BIOL 367 and 368. If a student wishes to take BIOL 466, they will need to take both. If it's not listed on the optional list, they will have to use their elective room which doesn't make sense.

Here is my suggestion:

Mandatory courses:

BIOL 261

BIOL 266

BIOL 364

BIOL 367 or BIOL 368

Optional courses (part of a long list):

BIOL 367

BIOL 368

BIOL 371

BIOL 462

BIOL 466

BIOL 467

BIOL 474

Madoka Gray-Mitsumune, Ph.D.
Undergraduate Program Director and Co-op Academic Director
Department of Biology, Concordia University
7141 rue Sherbrooke O, Montreal QC H4B 1R6, Canada
madoka.gray-mitsumune@concordia.ca

Thursday, October 12, 2023 at 23:40:55 Eastern Daylight Time

Subject: Quick Call

Date: Thursday, October 12, 2023 at 8:33:52 PM Eastern Daylight Saving Time

From: Department of Psychology Chair

To: Associate Dean Academic Programs (FAS)

Dear Richard,

Here's the message that Paul sent to Wayne. Is this sufficient for your purposes, or would you like something more definitive sent by Paul directly to me with cc to you?

Best,
Andrew

From: Wayne Brake <Wayne.Brake@concordia.ca>

Date: Tuesday, October 10, 2023 at 15:19

To: Department of Psychology Chair <Psychology.Chair@concordia.ca>

Subject: FW: Quick Call

FYI

Wayne Brake Ph.D. (He, Him)

Professor, Dept. Psychology

Center for Studies in Behavioural Neurobiology (CSBN)

Concordia University, Montreal, QC, Canada

From: Paul Joyce <Paul.Joyce@concordia.ca>

Date: Tuesday, October 10, 2023 at 3:10 PM

To: Wayne Brake <Wayne.Brake@concordia.ca>

Cc: Maria Dochia <maria.dochia@concordia.ca>

Subject: Quick Call

Wayne

Depending on what the CEGEPs do with their organic courses in the next couple of years, we should be able to handle up to 50 students in CHEM 221 and CHEM 271.

I think this represents approximately the numbers in your Existing Neuroscience Specialization and Honours programs where CHEM 221 and CHEM 271 already are requirements.

For an analytical component we should be able to handle the same number of students in our CHEM 212 and CHEM 217 courses. This would spread your students over two terms each year. If your program is a success and enrolments rise, we will have to meet again to discuss further resource implications.

Paul

Paul Joyce, PhD
Professor and Chair
Chemistry and Biochemistry

From: [Nancy St-Onge](#)
To: [Associate Dean Academic Programs \(FAS\)](#)
Cc: [Liz Fradette](#); [Nicole Freeman](#); [Department of Psychology Chair](#); [FAS Curriculum](#)
Subject: Re: Inclusion of EXCI courses in the AS-PSYC-3941 (BScNeuro) dossier
Date: October 16, 2023 8:33:17 AM

Allo Richard,

I did discuss with Andrew and told him that HKAP would welcome psychology students in the 4 listed courses provided they met some prerequisite requirements. I will prepare a memo.

Regards,

Nancy

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From: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Sent: Sunday, October 15, 2023 11:46:08 AM
To: Nancy St-Onge <Nancy.St-Onge@concordia.ca>
Cc: Liz Fradette <liz.fradette@concordia.ca>; Nicole Freeman <nicole.freeman@concordia.ca>; Department of Psychology Chair <Psychology.Chair@concordia.ca>; FAS Curriculum <fas.curriculum@concordia.ca>
Subject: Inclusion of EXCI courses in the AS-PSYC-3941 (BScNeuro) dossier

Dear Nancy,

I hope that you are well. I'm approaching you in anticipation of a dossier that will likely make its way to the ASFC of Friday October 27th. In this curricular dossier, concerning the BSc Specialization and Honours in Neuroscience, there is a reorganization of the neuroscience-stream of courses, along with the introduction of new more experiential-learning driven content, in the area of functional neuroanatomy, neurophysiology of learning and memory, neuroimaging, and large data analytics. These additions should make the program more advanced, and the reorganization will free up space in the other Psychology courses, increasing the unit's capacity.

A final feature of the reorganization is that the unit is proposing a more interdisciplinary approach, with more connections with Biology, Chemistry and Biochemistry, and HKAP. I know you have been in the loop over the last year that these changes are coming, but I'm bringing to your attention that the section of program electives entitled "*Neuroscience Individualization*" includes these courses from HKAP:

- EXCI 360 Neural and Hormonal Control of Human Systems
- EXCI 455 Physical Activity, Health and Aging
- EXCI 458 Pediatric Exercise Science
- EXCI 471 Pain Management Strategies

I've attached an extract of the curricular dossier, with the introduction memos, the program pages

and location of the HKAP courses (where you can see the new program pages, and on the D14-D15 pages, the courses in the Individualization section).

I think that you met the Chair of Psychology, Andrew Ryder, who likely presented their situation in the program revamp, and the rationale. From a technical standpoint, the burden on HKAP should be low. These are not mandatory courses: these 4 HKAP courses are inserted into a list of 37 potential electives, out of which 4 courses must be taken. In preliminary discussions, we have identified an initial cohort size of 50 students, so the 'very simple' math points to an occupation of 1.35 seats/course in HKAP... of course this will likely fluctuate more likely around 2-4 seats per course. Within this positioning in the BScNeuro, it is not necessary to reserve seats for these students, but they should be allowed to register into the course.

You will see most of the courses in this list come from Chemistry and Biology, and their respective Chairs have approved the inclusion of their courses in this *Neuroscience Individualization* list, as well as the actual reservation of seats in a combined 9 mandatory courses from their units, at the planned cohort of 50 students.

Further discussions will be undertaken with regards to resource needs (in PSYC, but also BIOL, CHEM... and HKAP if needed) as the cohort has a potential to increase. This will be monitored closely.

I see such initiatives as very interesting interdisciplinary developments for the Faculty of Arts and Science, ultimately benefiting students. I also see the potential for further collaborations, such as in the curricular projects of the *BSc in Sports Science and Human Performance*, and the *BSc in Systems Physiology*. We are indeed developing a more extensive systems-based approach, which is very much an adaptation to the respective domains. It is also a smart way to manage resources, maximizing the expertise in the units.

In preview of the coming ASFC, I am seeking your formal approval for this inclusion. I'm happy to discuss this week, at an optimal time.

Regards

Richard

--

Richard Courtemanche
Associate Dean, Academic Programs
[Faculty of Arts and Science](#)
Professeur titulaire/Professor [Health, Kinesiology & Applied Physiology](#)
[Concordia University](#)

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514-848-2424 x2084

BSc Honours in Neuroscience

Program Requirements

BSc Honours in Neuroscience (66 credits)

18.0 credits:

- NEUR 355 Fundamentals of Neuroscience (3.00)
- NEUR 356 Research Methods in Neuroanatomy (3.00)
- PSYC 315 Statistical Analysis I (3.00)
- PSYC 316 Statistical Analysis II (3.00)
- PSYC 351 Fundamentals of Learning (3.00)
- PSYC 364 Fundamentals of Cognition (3.00)

3.0 credits:

- NEUR 451 Learning and Neuroplasticity (3.00)

6.0 credits chosen from:

- PSYC 354 Evolutionary Foundations of Psychology (3.00)
- PSYC 445 Human Neuropsychology (3.00)
- PSYC 450 Neurobiology of Drug Abuse and Addiction (3.00)
- PSYC 452 Neurobiology of Sensation and Perception (3.00)
- PSYC 453 Neurobiology of Motivated Behaviour (3.00)
- PSYC 454 Hormones and Behaviour (3.00)
- PSYC 455 Neuropharmacology (3.00)
- PSYC 457 Foundations of Animal Behaviour (3.00)

15.0 credits:

- BIOL 261 Molecular and General Genetics (3.00)
- BIOL 266 Cell Biology (3.00)
- BIOL 364 Cell Physiology (3.00)
- CHEM 221 Introductory Organic Chemistry I (3.00)

- CHEM 271 Biochemistry I (3.00)

3.0 credits chosen from:

- BIOL 367 Molecular Biology (3.00)
- BIOL 368 Genetics and Cell Biology Laboratory (3.00)

3.0 credits chosen from:

- CHEM 212 Analytical Chemistry for Biology and Environmental and Sustainability Science (3.00)
- CHEM 217 Introductory Analytical Chemistry I (3.00)

12.0 credits chosen from the Neuroscience Individualization list

6.0 credits:

- NEUR 495 Honours Thesis (6.00)

Notes

- Students interested in entering an honours program should consult their departmental honours advisor. Normally, students may apply for this change following the completion of at least 24 Concordia University credits. These credits should include at least 18 credits from the 300 or 400 level program-related courses. Students must have a GPA of 3.7 in Psychology courses to qualify for entry to the honours and must maintain this GPA to remain within the program.
- Students must meet the University regulations concerning the honours degree.
- Students are responsible for satisfying their particular degree requirements.

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BSc Specialization in Neuroscience

Program Requirements

BSc Specialization in Neuroscience (60 credits)

18.0 credits:

- NEUR 355 Fundamentals of Neuroscience (3.00)
- NEUR 356 Research Methods in Neuroanatomy (3.00)
- PSYC 315 Statistical Analysis I (3.00)
- PSYC 316 Statistical Analysis II (3.00)
- PSYC 351 Fundamentals of Learning (3.00)
- PSYC 364 Fundamentals of Cognition (3.00)

3.0 credits:

- NEUR 451 Learning and Neuroplasticity (3.00)

6.0 credits chosen from:

- PSYC 354 Evolutionary Foundations of Psychology (3.00)
- PSYC 445 Human Neuropsychology (3.00)
- PSYC 450 Neurobiology of Drug Abuse and Addiction (3.00)
- PSYC 452 Neurobiology of Sensation and Perception (3.00)
- PSYC 453 Neurobiology of Motivated Behaviour (3.00)
- PSYC 454 Hormones and Behaviour (3.00)
- PSYC 455 Neuropharmacology (3.00)
- PSYC 457 Foundations of Animal Behaviour (3.00)

15.0 credits:

- BIOL 261 Molecular and General Genetics (3.00)
- BIOL 266 Cell Biology (3.00)
- BIOL 364 Cell Physiology (3.00)
- CHEM 221 Introductory Organic Chemistry I (3.00)

- CHEM 271 Biochemistry I (3.00)

3.0 credits chosen from:

- BIOL 367 Molecular Biology (3.00)
- BIOL 368 Genetics and Cell Biology Laboratory (3.00)

3.0 credits chosen from:

- CHEM 212 Analytical Chemistry for Biology and Environmental and Sustainability Science (3.00)
- CHEM 217 Introductory Analytical Chemistry I (3.00)

12.0 credits chosen from the Neuroscience Individualization list

Students in the Specialization in Neuroscience may also take NEUR 485 as part of these credits.

Notes

- Students are responsible for satisfying their particular degree requirements.

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Psychology Course Groups

Tier I: Psychology

Social, Personality, and Culture Content Area: Tier 1

Developmental Content Area: Tier 1

Clinical and Health Content Area: Tier 1

Behavioural Neuroscience Content Area: Tier 1

Cognitive Science Content Area: Tier 1

Social, Personality, and Culture Content Area: Tier I

- PSYC 321 Fundamentals of Personality (3.00)
- PSYC 325 Fundamentals of Social Psychology (3.00)

Developmental Content Area: Tier I

- PSYC 333 Fundamentals of Lifespan Development (3.00)

Clinical and Health Content Area: Tier I

- PSYC 340 Fundamentals of Psychopathology (3.00)
- PSYC 341 Fundamentals of Health Psychology (3.00)
- PSYC 342 Forensic Psychology (3.00)

Behavioural Neuroscience Content Area: Tier I

- PSYC 351 Fundamentals of Learning (3.00)
- PSYC 354 Evolutionary Foundations of Psychology (3.00)

Cognitive Science Content Area: Tier I

- PSYC 363 Fundamentals of Sensation and Perception (3.00)
- PSYC 364 Fundamentals of Cognition (3.00)

Tier 2: Psychology

Social, Personality, and Culture Content Area: Tier 2

Developmental Content Area: Tier 2

Clinical and Health Content Area: Tier 2

Behavioural Neuroscience Content Area: Tier 2

Cognitive Science Content Area: Tier 2

Social, Personality, and Culture Content Area: Tier 2

- PSYC 420 The Self in Social Context (3.00)
- PSYC 423 Emotion in the Social Context (3.00)
- PSYC 424 Cultural Psychology (3.00)
- PSYC 425 Culture, Development, and the Self (3.00)
- PSYC 426 Psychometrics (3.00)
- PSYC 427 Current Issues in Personality (3.00)
- PSYC 428 Social and Cultural Advanced Issues (3.00)

Developmental Content Area: Tier 2

- PSYC 431 Infancy (3.00)
- PSYC 432 Childhood Development (3.00)
- PSYC 433 Adolescent Development (3.00)
- PSYC 434 Aging (3.00)
- PSYC 435 Developmental Psychopathology (3.00)
- PSYC 438 Developmental Advanced Issues (3.00)

Clinical and Health Content Area: Tier 2

- PSYC 440 Psychopathology: Mood, Anxiety, and Personality Disorders (3.00)
- PSYC 441 Psychopathology: Schizophrenia and Neurocognitive Disorders (3.00)
- PSYC 442 Psychopathology: Behaviour Regulation Disorders (3.00)
- PSYC 443 Psychological Intervention Models (3.00)
- PSYC 444 Hypnosis and Dissociation (3.00)
- PSYC 445 Human Neuropsychology (3.00)

- [PSYC 446](#) Stress (3.00)
- [PSYC 447](#) Current Issues in Health Psychology (3.00)
- [PSYC 448](#) Clinical Advanced Issues (3.00)

Behavioural Neuroscience Content Area: Tier 2

- [NEUR 451](#) Learning and Neuroplasticity (3.00)
- [NEUR 458](#) Neuroscience Advanced Issues (3.00)
- [PSYC 450](#) Neurobiology of Drug Abuse and Addiction (3.00)
- [PSYC 452](#) Neurobiology of Sensation and Perception (3.00)
- [PSYC 453](#) Neurobiology of Motivated Behaviour (3.00)
- [PSYC 454](#) Hormones and Behaviour (3.00)
- [PSYC 455](#) Neuropharmacology (3.00)
- [PSYC 457](#) Foundations of Animal Behaviour (3.00)

Cognitive Science Content Area: Tier 2

- [PSYC 460](#) Vision (3.00)
- [PSYC 461](#) Computational Modelling of Human Cognition (3.00)
- [PSYC 462](#) Memory and Attention (3.00)
- [PSYC 463](#) Concepts and Categories (3.00)
- [PSYC 464](#) Judgment and Decision Making (3.00)
- [PSYC 465](#) Audition, Language, and Communication (3.00)
- [PSYC 466](#) Cognitive Development (3.00)
- [PSYC 467](#) Learning (3.00)
- [PSYC 468](#) Cognitive Science Advanced Issues (3.00)

Advanced Experience Courses: Psychology

- [PSYC 387](#) Directed Research in Psychology (3.00)
- [PSYC 483](#) Directed Readings in Psychology (3.00)
- [PSYC 485](#) Specialization Project (6.00)

- [PSYC 487](#) Advanced Directed Research in Psychology (3.00)

Neuroscience Individualization (12 credits)

- [BIOL 367](#) Molecular Biology (3.00)
- [BIOL 368](#) Genetics and Cell Biology Laboratory (3.00)
- [BIOL 371](#) Microbiology (3.00)
- [BIOL 462](#) Immunology (3.00)
- [BIOL 466](#) Advanced Techniques in Molecular Biology (3.00)
- [BIOL 467](#) Advanced Cell Biology (3.00)
- [BIOL 474](#) Cellular Neuroscience (3.00)
- [CHEM 222](#) Introductory Organic Chemistry II (3.00)
- [CHEM 375](#) Biochemistry II (3.00)
- [CHEM 473](#) Protein-Protein Interactions (3.00)
- [CHEM 476](#) Structure and Function of Biomembranes (3.00)
- [CHEM 477](#) Advanced Laboratory in Biochemistry (3.00)
- [EXCI 360](#) Neural and Hormonal Control of Human Systems (3.00)
- [EXCI 455](#) Physical Activity, Health and Aging (3.00)
- [EXCI 458](#) Pediatric Exercise Science (3.00)
- [EXCI 471](#) Pain Management Strategies (3.00)
- [NEUR 416](#) Large Data Analytics (3.00)
- [NEUR 458](#) Neuroscience Advanced Issues (3.00)
- [NEUR 460](#) Neuroimaging (3.00)
- [PHYS 443](#) Quantitative Human Systems Physiology (3.00)
- [PHYS 445](#) Principles of Medical Imaging (3.00)
- [PSYC 354](#) Evolutionary Foundations of Psychology (3.00)
- [PSYC 363](#) Fundamentals of Sensation and Perception (3.00)
- [PSYC 445](#) Human Neuropsychology (3.00)
- [PSYC 450](#) Neurobiology of Drug Abuse and Addiction (3.00)
- [PSYC 452](#) Neurobiology of Sensation and Perception (3.00)
- [PSYC 453](#) Neurobiology of Motivated Behaviour (3.00)
- [PSYC 454](#) Hormones and Behaviour (3.00)

- [PSYC 455](#) Neuropharmacology (3.00)
- [PSYC 457](#) Foundations of Animal Behaviour (3.00)
- [PSYC 460](#) Vision (3.00)
- [PSYC 461](#) Computational Modelling of Human Cognition (3.00)
- [PSYC 462](#) Memory and Attention (3.00)
- [PSYC 463](#) Concepts and Categories (3.00)
- [PSYC 464](#) Judgment and Decision Making (3.00)
- [PSYC 465](#) Audition, Language, and Communication (3.00)
- [PSYC 466](#) Cognitive Development (3.00)
- [PSYC 467](#) Learning (3.00)

Degree	<i>BSc. NEUROSCIENCE</i>	<i>BSc. NEUROSCIENCE</i>
Option Title	<i>Behavioural and Cellular Neuroscience</i>	<i>Cognitive and Computational Neuroscience</i>
Description	<i>NEURO with Biology & Chem/Biochem foundation</i> For students wishing to enter medical school or other health professions (e.g. pharmacy or dentistry), or Masters/Ph.D. programs in this area.	<i>NEURO with Computer Science foundation</i> For students wishing to work in AI, machine learning, medical imaging, biostatistics, or pursue Masters/Ph.D. programs in this area.
Admissions profile: <i>Science DEC or equivalent</i>	CEGEP BIOL 301 or Concordia BIOL 201 (Introductory Biology) CEGEP MATH 103, 105 & 203 or Concordia MATH 203 & 205 (Calculus I & Vectors / Matrices) CEGEP CHEM 101 & 201 or Concordia CHEM 205 & 206 (General Chemistry I & II) CEGEP PHYS 101, 201 & 301 or Concordia PHYS 204, 205 & 206 (Plus 224, 225 & 226 labs)	
Common Core 18 credits	NEUR 355 – Fundamentals of Neuroscience PSYC 351 – Fundamentals of Learning PSYC 364 – Fundamentals of Cognition PSYC 315 – Statistical Analysis I PSYC 316 – Statistical Analysis II NEUR 356 – Neuroanatomy	
Interdisciplinary Foundations 21 credits	<i>BIOLOGY & CHEMISTRY/BIOCHEMISTRY FOUNDATION</i> CHEM 212 or 217; CHEM 221 & 271 (Analytical Chem for Biol; Analytical Chem; Organic Chem I; Biochem I) BIOL 261, 266, 364; BIOL 367 or 368 (Genetics; General Cell Biol; Cell Physiol; Molecular Biol; Cell Bio Lab)	<i>COMPUTER SCIENCE FOUNDATION</i> Set a: COMP 232, 248, 249, & 352 (Math for COMP; Object Oriented Programming I & II; Data Struct. & Algorithms) And any 2 from Set b: COMP 472, 425, 474, or 478 (Artificial intelligence; Computer Vision; Intelligent Systems, Image Processing)
Specialization 9 credits	3 credits NEUR 451– Learning and Neuroplasticity Plus 6 credits from courses from the <i>neuroscience</i> content area: PSYC 354, 450, 452, 453, 454, 455, or 457	3 credits NEUR 460 – Neuroimaging Plus 3 credits PSYC 363 – Fundamentals of Sensation and Perception Plus 3 credits from courses from the <i>cognitive science</i> content area: PSYC 460, 461, 462, 463, 464, 465, or 466
Individualization 12 credits	12 credits from either: Chosen from <i>neuroscience</i> content area PSYC 354, 363, 445, 450, 452, 453, 454, 455, 457, 460, 461, 462, 463, 464, 465, 466, or 467; NEUR 416, 458, 460, 485 Or BIOL 367, 368, 371, 462, 466, 467, or 474 Or CHEM 222, 375, 473, 476, or 477 Or EXCI 360 455, 458, 471 Or PHYS 443, 445	12 credits from either: Courses from <i>cognitive science</i> content area PSYC 354, 363, 450, 451, 452, 453, 454, 455, 457, 458, 460, 461, 462, 463, 464, 465, 466, 467 or 485 Or PHYS 443, 445 Or COMP 472, 425, 474, or 478
Honours 6 credits	<u>Plus for honours:</u> (6 credits) NEUR 495 – Honours Thesis	<u>Plus for honours:</u> (6 credits) NEUR 495 – Honours Thesis

From: [Valter Zazubovits](#)
To: [Associate Dean Academic Programs \(FAS\)](#)
Subject: Re: Another question - Quant physiology and Imaging in BScNeuro?
Date: November 13, 2023 11:05:02 AM

Dear Richard,

Yes, we would like our courses to be included into as many lists as possible.

Regards,

Valter Zazubovits, Professor and Chair
 Department of Physics, Concordia University, Montreal

From: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Sent: Tuesday, November 7, 2023 4:56 PM
To: Valter Zazubovits <valter.zazubovits@concordia.ca>
Cc: FAS Curriculum <fas.curriculum@concordia.ca>
Subject: Another question - Quant physiology and Imaging in BScNeuro?

Sorry, me again.

I also have another question: in the BSc Neuro dossier that passed last ASFC, you might not have noticed that the change “removes” (actually, just does not list) the courses of Christophe and Claudine from the list of electives (PHYS 443 and 445)... this was not a statement by PSYC, this is more that they saw the current phase as more cellular/behavioural than cognitive/imaging. Hence, it is that they envisioned “bringing them back” in the next phase of the program change – where they would introduce more computational elements and imaging aspects with GCE and other sciences.

The current program is actually still a *BSc Neuroscience*, not cellular neuroscience. I asked Wayne Brake, and he says that yes, they could put the 2 courses back in the Neuroscience Individualization part, which I’ve attached, the list. Would you like me to suggest that the courses are added in this last, before or at APC?

This does not implicate seats really, the list has > 30 courses.

Tell me what you think.

Regards

Richard

--

Richard Courtemanche
 Associate Dean, Academic Programs
[Faculty of Arts and Science](#)
 Professeur titulaire/Professor [Health, Kinesiology & Applied Physiology](#)

Summary and Rationale for Changes

In 2021–2022, the Dean and Associate Dean, Academic Programmes and Pedagogy in the Faculty of Fine Arts tasked a consulting group to conduct a review of the course and make recommendations for a redesign of FFAR250. The redesign consulting group was led by Dr. maya rae oppenheimer, FFAR250 Course Coordinator and Lead Faculty member, and Dr. Ful Massimi, Visiting Scholar in Interdisciplinary Studies in Fine Arts, and consisted of a group of consultants with varied relationships to the FFAR250 course, including: past teaching team members (TAs), current teaching team members, undergraduate students recently enrolled in FFAR250, a course alumna now on the teaching team, past teaching team members now in professional fields / further study, and course administration; it included perspectives from multiple departments at undergraduate, Master’s and Doctoral levels. Through extensive consultation with course stakeholders, the group arrived at a recommended scenario for the course’s future implementation. This involves restructuring FFAR250 to be offered as two 3-credit courses to be taken in sequence, ideally in the student’s first year. The first of these 3-credit courses, FFAR248, will be offered in the Fall semester. It will introduce core methods in reading, composition, and critical as well as creative thinking, providing a landing pad for students embarking on an undergraduate degree in the Faculty of Fine Arts. FFAR248 will be a prerequisite for FFAR249, which will build on these core skills, with an increased focus on interdisciplinarity/multidisciplinarity and research-creation.

FFAR250 “Keywords: Reading the Arts Across Disciplines” has been a year-long (6-credit) foundational course in its present iteration since 2014, and is required for all first-year students in BFA degree programs within the Faculty of Fine Arts. With an enrolment of nearly 900 students and a complement of 20 Teaching Assistants (selected from across FoFA’s graduate programs as well as the INDI and HUMA programs), the course has enormous impact on student thinking about disciplinary formations in the arts. Moreover, it has tremendous potential to shape the Fine Arts student experience at Concordia, to prepare students to do university-level work, and to strengthen students’ abilities in reading, composition, and both critical and creative thinking. These important foundational skills will continue to be covered in the two new courses that replace FFAR250 — FFAR248 and FFAR249 will also be core required courses designed to introduce interdisciplinarity to all BFAs in the Faculty of Fine Arts.

An added dimension of the course is that it offers mentorship and pedagogy training to FoFA, INDI, and HUMA graduate students. Teaching Assistants — referred to as Tutorial Leaders (TLs) to reflect their extended autonomy and responsibility in the course — receive upwards of sixty hours of pedagogy training throughout their contract (August to April, inclusively), while also participating in group ideation and feedback sessions with their peers and receiving independent evaluation and feedback on their teaching. There is no other program at Concordia University that offers such an opportunity to develop pedagogical skills to early career Arts-based educators as well as marketable job skills, resource sharing, and peer support.

This restructuring will retain many of the current strengths of the course, with its use of keywords as a framing device that supports the development of methods and core skills in the Fall semester and unfolds into interdisciplinary and multidisciplinary practices and research-creation in the Winter semester, while retaining an investment in graduate student pedagogy training throughout. However, it will

alleviate the academic “risk” of a 6-credit required course and offer flexibility to students who may experience difficulties that prevent them from succeeding in one semester and, as such, must repeat the whole course. In particular, the redesign report highlighted that student attendance has tended to drop off in the winter semester, with the year-long commitment making the course less accessible to some students, especially those registered with the Access Centre for Students with Disabilities (ACSD). A 2x3-credit model will also offer more options to students struggling to fit this required course into diverse departmental timetables.

In terms of delivery, both FFAR248 and FFAR249 will be administered as a fully hybrid course. Lecture content will be offered as a live Webinar that students can access live in-person, live remotely, and asynchronously; synchronous tutorials will be held in person or online. This delivery model further improves the course’s overall accessibility, accommodating diverse scheduling needs and individual student learning preferences.

Breaking FFAR250 into two 3-credit courses — FFAR248 and FFAR249 — will provide more accessibility and agency to students building their undergraduate disciplinary pathways; will alleviate the risk of students having to potentially repeat a full-year course or not finishing their degrees; will allow students to build on work over a period of time, broken into more manageable segments; will allow students to engage more fully and on their own terms with required core content given the fully hybrid structure — all while retaining the course’s strong foundational skill-building and interdisciplinary opportunities as well as its mandate to provide Fine Arts graduate students with a place to experiment, develop, and expand their pedagogical skills.

Resource Implications

There are no resource implications.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,
Academic Programs Committee, 31 Oct 2023

Approved by:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 22 Sep 2023

The Faculty of Fine Arts Faculty Council reviewed and approved the FFAR-5306 curriculum dossier at their meeting of September 22, 2023.

We hereby submit this dossier for review by the Academic Program Meeting on October 31, 2023.

There are no resource implications.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 22 Sep 2023

Approved by:

Dr. Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy, Office of the Dean, Faculty
of Fine Arts,
Faculty Curriculum Committee, 13 Sep 2023

The Faculty of Fine Arts Curriculum Committee reviewed and approved the FFAR-5306 curriculum dossier at their meeting of September 13, 2023. The committee first reviewed the dossier on 12 April, 2023 and had requested some minor edits which were fully addressed in the resubmission.

We hereby submit this dossier for review by the Faculty Council on September 22, 2023.

There are no resource implications.

Summary of Committee Discussion: Department approval

For Submission to:

N/A, N/A,
N/A, 13 Sep 2023

Approved by:

N/A, N/A,
N/A, 13 Sep 2023

N/A Department approval not required as FFAR courses are approved at the FCC level.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts New	X	X	X	X		X	X	X	X	
FFAR 249 Keywords: Working Across Disciplines in the Fine Arts New	X	X	X	X	X	X	X	X	X	
FFAR 250 Keywords: Reading the Arts Across the Disciplines Delete	X	X	X	X		X	X	X	X	

Regulation Changes:

- BFA Change
- Fine Arts Foundational Year Course Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: FFAR 250 - division into two 3-credit courses

Calendar Section Name: BFA

Calendar Section Type: Regulation

Description of Change: BFA Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Interdisciplinary Studies in Fine Arts

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.20 Degree Requirements > Section 81.20.1 BFA Degree Requirements

Present Text calendar

BFA

1. A candidate for the BFA degree must have qualified for admission to, and successfully completed a program of concentration in the form of a specialization or major program in the Faculty of Fine Arts (~~see Section 16.2.4 Concentration Requirements~~). A selection is made upon entry, prior to registration. The requirement of selecting a program upon entry should not be thought of as being necessarily a final commitment. Students wishing to transfer out of one degree program must satisfy the admission requirements of the program they seek to enter. Program changes are, however, subject to limitations where certain programs are in great demand. Students should be aware that to effect certain transfers they may be required to complete more than the 90 credits normally required for the degree.

2. A candidate for graduation must satisfy the Fine Arts General Education requirement by successfully completing a minimum of six credits from course offerings outside the Fine Arts academic sectors (Visual Arts and Performing Arts). The non-Fine Arts academic sectors are defined as: Humanities, Social Sciences, Sciences, Business, Engineering and Computer Science. BFA students graduating with the Joint Major in Computation Arts and Computer Science program or the Specialization in Art Education – Visual Arts will be considered as having satisfied the General Education requirement. The courses FLIT 382; COMS 301, COMS 304, COMS 416, COMS 434 can only be applied within a student's degree as electives from the Visual Arts sector and therefore do not fulfill the General Education requirement. This list is subject to modification.

3. A candidate for graduation must have successfully completed the ~~course~~ FFAR 250.

Proposed Text

BFA

1. A candidate for the BFA degree must have qualified for admission to, and successfully completed a program of concentration in the form of a specialization ([see Section 16.2.4 Concentration Requirements under Section 16.2 Curriculum Regulations](#)) or major ([see Section 16.2.4](#)) program in the Faculty of Fine Arts. A selection is made upon entry, prior to registration. The requirement of selecting a program upon entry should not be thought of as being necessarily a final commitment. Students wishing to transfer out of one degree program must satisfy the admission requirements of the program they seek to enter. Program changes are, however, subject to limitations where certain programs are in great demand. Students should be aware that to effect certain transfers they may be required to complete more than the 90 credits normally required for the degree.

2. A candidate for graduation must satisfy the Fine Arts General Education requirement by successfully completing a minimum of six credits from course offerings outside the Fine Arts academic sectors (Visual Arts and Performing Arts). The non-Fine Arts academic sectors are defined as: Humanities, Social Sciences, Sciences, Business, Engineering and Computer Science. BFA students graduating with the Joint Major in Computation Arts and Computer Science program or the Specialization in Art Education – Visual Arts will be considered as having satisfied the General Education requirement. The courses FLIT 382; COMS 301, COMS 304, COMS 416, COMS 434 can only be applied within a student's degree as electives from the Visual Arts sector and therefore do not fulfill the General Education requirement. This list is subject to modification.

3. A candidate for graduation must have successfully completed

Present Text calendar

Proposed Text

- 4. A candidate for graduation normally may apply no more than 54 credits in studio work towards the 90 credits required for the BFA degree.
- 5. The credits obtained for any course may not be used to satisfy the requirements of more than one program.
- 6. Students may take a maximum of six ESL credits towards a 90- or 108-credit degree, and a maximum of 12 credits towards the 120-credit degree.

- the courses [FFAR 248](#) and [FFAR 249](#) .
- 4. A candidate for graduation normally may apply no more than 54 credits in studio work towards the 90 credits required for the BFA degree.
- 5. The credits obtained for any course may not be used to satisfy the requirements of more than one program.
- 6. Students may take a maximum of six ESL credits towards a 90- or 108-credit degree, and a maximum of 12 credits towards the 120-credit degree.

Rationale:

The change has been made to reflect the deletion of six-credit FFAR 250 and the creation of the the two new three-credit courses, FFAR 248 and FFAR 249.

Resource Implications:

There are no resource implications.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: FFAR 250 - division into two 3-credit courses

Calendar Section Name: Fine Arts Foundational Year Course

Calendar Section Type: Regulation

Description of Change: Fine Arts Foundational Year Course Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Interdisciplinary Studies in Fine Arts

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses

Present Text calendar

Fine Arts Foundational Year Course

The following ~~course is~~ required for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students take ~~this course~~ in their first year.

Proposed Text

Fine Arts Foundational Year Course

The following ~~course is~~ **courses are** required for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students take **these courses** in their first year.

Rationale:

The change reflects the deletion of six-credit FFAR 250 and creation of two new three-credit courses: FFAR 248 and FFAR 249.

Resource Implications:

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: FFAR 250 - division into two 3-credit courses

Calendar Section Name: FFAR 248

Calendar Section Type: Course

Description of Change: FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Interdisciplinary Studies in Fine Arts

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Foundational Year Course

Type of Change: New Course

Present Text calendar

Proposed Text

FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts (3 credits)

Prerequisites:

Prerequisites:

Description :

Description :

This core required course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, introduces key contemporary concepts, methods, and practices in the arts. Course content, assignments, and discussions work towards building experience in reflective and critical engagement, written and verbal communication skills. Students gain a familiarity with theory in the context of local and global artistic communities, multidisciplinary and interdisciplinary artistic practices. Throughout, students engage in composition exercises, build a sensory and critical vocabulary of the arts, and collaborate across disciplines to assemble a tool kit for future research and creation in the fine arts.

Component(s):

Component(s):

Lecture ; Tutorial

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for FFAR 250 may not take this course for credit.

Other note :

Other note : This is a required course for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students complete FFAR 248 in their first year.

Rationale:

The FFAR 250 Redesign Consulting Group (Spring 2022) made a series of recommendations for the course, which included splitting it into two 3-credit courses to be taken in sequence. This will give students more flexibility and choice in structuring their timetables and alleviate the course's effect on struggling

students' GPAs. Taught ideally in the student's first term in the BFA program, this course will introduce core methods in reading, composition, and critical as well as creative and interdisciplinary thinking, providing a "landing pad" for students embarking on an undergraduate degree in the Faculty of Fine Arts.

Resource Implications:

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: FFAR 250 - division into two 3-credit courses

Calendar Section Name: FFAR 249

Calendar Section Type: Course

Description of Change: FFAR 249 Keywords: Working Across Disciplines in the Fine Arts New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Interdisciplinary Studies in Fine Arts

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Foundational Year Course

Type of Change: New Course

Present Text calendar

Proposed Text

FFAR 249 Keywords: Working Across Disciplines in the Fine Arts (3 credits)

Prerequisites:

Prerequisites:

The following course must be completed previously: FFAR 248 .

Description :

Description :

This core required course is aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program. Building on the core skills acquired in FFAR 248 , this course deepens interdisciplinary methods and practices in the fine arts by using keywords as central problems to explore contemporary concepts and create original work. The course is structured through lectures and tutorials in which activities and assignments focus on supporting a foundational understanding of research-creation work, and providing opportunities and tools to take risks, experiment, and collaborate beyond one's own discipline. Students complete the course with a research-creation project or research essay.

Component(s):

Component(s):

Lecture ; Tutorial

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for FFAR 250 may not take this course for credit.

Other note :

Other note : This is a required course for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students complete FFAR 249 in their first year.

Rationale:

The FFAR 250 Redesign Consulting Group (Spring 2022) made a series of recommendations for the course, which included splitting it into two 3-credit courses to be taken in sequence. This will give students more flexibility and choice in structuring their timetables and alleviate the course's effect on struggling

students' GPAs. In FFAR 249, students will build on the core skills acquired in FFAR 248, with an increased focus on interdisciplinarity, multidisciplinary, and research-creation. This course builds to a final capstone essay or research-creation project.

Resource Implications:

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: FFAR 250 - division into two 3-credit courses

Calendar Section Name: FFAR 250

Calendar Section Type: Course

Description of Change: FFAR 250 Keywords: Reading the Arts
Across the Disciplines Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Interdisciplinary Studies in Fine Arts

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Foundational Year Course

Type of Change: Course Deletion

Present Text calendar

Proposed Text

~~FFAR 250 Keywords: Reading the Arts Across the Disciplines (6 credits)~~

Prerequisites:

Prerequisites:

Description :

Description :

~~This core course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, focuses on key concepts across methods, practices and contemporary theories in the arts. Lecture and tutorial content, assignments and discussions focus on introducing and practicing critical discussions of multi and interdisciplinary cultural and artistic work in North America and beyond. During the year, students deepen their interdisciplinary skill sets in writing about culture, discussing ideas and perspectives, building a linguistic and visual vocabulary of current practices, forming critical stances while working across disciplines.~~

Component(s):

Component(s):

~~Lecture ; Tutorial~~

Notes :

Notes :

~~**Other note :** This is a required course for all Bachelor of Baccalaureate in Fine Arts students. It is strongly recommended that students take this course in their first year.~~

Other note :

Rationale:

The FFAR250 Redesign Consulting Group (Spring 2022) made a series of recommendations for the course, which included splitting it into two 3-credit courses to be taken in sequence. This will give students more flexibility and choice in structuring their timetables and alleviate the course's effect on struggling students' GPAs.

Resource Implications:

There are no resource implications.

Impact Report

Programs

Joint Major in Computation Arts and Computer Science

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.90 Department of Design and Computation Arts -> Section 81.90.2 Computation Arts -> Computation Arts Programs -> Computation Arts and Computer Science -> BFA Joint Major in Computation Arts and Computer Science -> Program Requirements

Source of Impact

- FFAR 250

Specialization in Art Education – Visual Arts

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.40 Department of Art Education -> Art Education Programs -> BFA Specialization in Art Education – Visual Arts -> Program Requirements

Source of Impact

- FFAR 250

Defined Groups

Computation Arts Core

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.80 Computation Arts and Computer Science -> BCompSc Joint Major in Computation Arts and Computer Science -> Degree Requirements -> Joint Major in Computation Arts and Computer Science

Source of Impact

- FFAR 250

Courses

ACTT 435

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Acting for the Theatre Courses

Source of Impact

- FFAR 250

ACTT 436

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Acting for the Theatre Courses

Source of Impact

- FFAR 250

ACTT 440

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Acting for the Theatre Courses

Source of Impact

- FFAR 250

ACTT 460

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of

Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Acting for the Theatre Courses
Source of Impact

- FFAR 250

FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.30 Interdisciplinary Studies in Fine Arts -> Interdisciplinary Fine Arts Courses -> Fine Arts Foundational Year Course

Source of Impact

- FFAR 250

FFAR 249 Keywords: Working Across Disciplines in the Fine Arts New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.30 Interdisciplinary Studies in Fine Arts -> Interdisciplinary Fine Arts Courses -> Fine Arts Foundational Year Course

Source of Impact

- FFAR 250

PERC 390

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Performance Creation Courses

Source of Impact

- FFAR 250

PERC 488

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Performance Creation Courses

Source of Impact

- FFAR 250

PERC 490

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Performance Creation Courses

Source of Impact

- FFAR 250

SCEN 360

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Scenography Courses

Source of Impact

- FFAR 250

SCEN 361

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Scenography Courses

Source of Impact

- FFAR 250

SCEN 370

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Scenography Courses
Source of Impact

- FFAR 250

SCEN 371

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Scenography Courses
Source of Impact

- FFAR 250

Regulations

BFA

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.20 Degree Requirements -> Section 81.20.1 BFA Degree Requirements
Source of Impact

- FFAR 250

Other Units

Addition of **FFAR 248** to **BFA** requirement

Source of other unit Impact

- Course is housed in Section 81.30 Interdisciplinary Studies in Fine Arts

Addition of **FFAR 249** to **BFA** requirement

Source of other unit Impact

- Course is housed in Section 81.30 Interdisciplinary Studies in Fine Arts

FFAR248 Abridged Syllabus

FFAR248 | Keywords: Engaging Across Disciplines in the Fine Arts

Calendar Description

This core course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, introduces key contemporary concepts, methods, and practices in the arts. Course content, assignments, and discussions work towards building experience in reflective and critical engagement, written and verbal communication skills, and a familiarity with theory in the context of local and global multi- and interdisciplinary cultural and artistic work. During the semester, students engage in composition exercises, build a sensory and critical vocabulary of the arts, and collaborate across disciplines. Throughout, they assemble a toolkit for future research and creation in the Fine Arts.

(FFAR248 to occur annually in fall semester)

Calendar Note: It is strongly recommended that students complete FFAR248 and FFAR249 in their first year.

Course Description

This course offers students a broad introduction to significant debates, practices, and methods in contemporary arts and culture. Over the semester, students will gain a better understanding of keywords and concepts that mobilize and inspire cultural workers and that shape methods and discussions across disciplines in the arts.

Core work in this course involves cataloguing concepts into three modules — ENGAGING, CRITIQUING, WORKING — that consider cultural intent and production alongside contemporary and historical forces and international shifts in culture, economies, and politics. Part of practicing this approach to reading across the arts means broadening knowledge bases and methods: this will involve building a critical vocabulary with which to analyze culture; openly discussing ideas and practices; reflecting upon and communicating our positions; engaging in the work of listening, reading, and writing. It also means exploring how to ask questions we do not yet know how to pose. By the end of the semester, students will be able to layer these modules together, modeling analysis of culture and its contributors.

Course Objectives

- acquiring core skills in critical thinking, including reading, listening, writing, analyzing, framing, synthesizing, communicating;
- learning tools for effective engagement with lectures and readings, and with peers in group discussions, workshops, and peer-review;
- engaging with interdisciplinary cultural work, as well as with texts of diverse writers, artists and scholars;

- building upon experience and expectations of written composition and creative language-use that follow guidelines of professional academic practice (researching, citing, structuring).

Assessments

Participation + Tutorial Hosting

Keyword Collaboration

Critical Review

Prompt Portfolio

*****Participation + Tutorial Hosting*****

Attendance at weekly tutorial gatherings and contribution to tutorial work makes up each student's participation grade. Students' time and presence at these weekly, 90-minute gatherings is mandatory and each tutorial is weighted with one mark per gathering, to a total of ten marks across the Fall semester. The remaining five marks are based on tutorial hosting tasks. In the tutorial section, students find a sign-up sheet for various "hosting" tasks during tutorial time. Students choose one of five options.

NOTE: Engagement with/in course content and tutorial gatherings is mandatory. Participation grades are substantially affected if students miss three or more tutorials. If students are having difficulty attending tutorials, they should get in touch with a member of the teaching team as soon as possible.

*****Keyword Collaboration*****

This assessment invites you to extend class discussion around keywords on your own terms and to combine the skills you have been developing in the Engaging module: noticing, describing, connecting, and contextualizing a cultural work. For your midterm assignment, you will be collaborating with 3–4 peers in your tutorial section and picking ONE of the following options:

- a) curate a fictional exhibition that combines all of the cultural works in your group — this will involve eg. thinking about space (a gallery? museum? outside?), placement of works in the exhibition, overarching theme and justification. OR
- b) create a fictional cultural work that is a combination of, or is inspired by, all of the cultural works in your group — this can be eg. a design object, a sound piece, an installation, a dance piece, a sculpture, a drawing, a game, or a performance. The sky's the limit.

Either option requires you, as a group, to come up with a keyword of your choice that unites or describes your fictional exhibition or cultural work. Using the tools you have so far been developing in your prompts, paint a picture of the exhibition or cultural work in words (noticing and describing), address its social, artistic, political, and/or cultural relevance (contextualizing), and explain why and how it connects to your chosen keyword (connecting). No images or citations required. Whether you decide to produce a text or an audio or a video piece, you will be following basic rules of composition, including developing a beginning, middle, and end to your piece. Further guidelines will be broken down in the lectures. Groups will be formed in your tutorials according to tutorial leader instructions. Navigating your group interests in balance with individual priorities is part of collaborating in teams: be generous, be aware, be respectful. You will all receive the same mark.

*****Prompt Portfolio****

This assessment is aimed towards the third keyword of the semester, “working,” and asks students to consider the nuance between working, playing, creating, and laboring. The term “portfolio” is common in art school. It is a precious vessel for creative work and its documentation, be they large rectangular folders, websites, or audio recordings. Portfolios are storage containers, or collections to show one’s skills to employers or galleries or festival curators or peers. They are portable, intellectual and emotional indexes where students show their work.

A “Prompt,” in this context, is a set of instructions intended to catalyze or launch a creative response. They are intentionally vague so as to allow room for interpretation, exploration, and adaptation to various mediums of response. In this sense, the Prompts are open invitations that allow students to fill their portfolios during the course, both Fall and Winter semesters.

While writing their Prompts, students should consider how they fit together into a portfolio — both as discrete works and a cohesive project.

FFAR249 Abridged Syllabus

FFAR249 | Keywords: Working Across Disciplines in the Fine Arts

Calendar Description:

This core course is aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, who have completed FFAR248. Building on the core skills acquired in FFAR248, this course deepens interdisciplinary practices in the Fine Arts by using keywords as central problems to explore contemporary concepts and create original work. Lectures, tutorials, activities, and assignments focus on building interdisciplinary methods and practices, supporting a foundational understanding of research-creation work, and providing opportunities and tools to take risks, experiment, and collaborate beyond one's own disciplinary pathway. Students complete the course with a research-creation project or research essay.

(FFAR249 to occur annually in winter semester)

Calendar Note: It is strongly recommended that students complete FFAR248 and FFAR249 in their first year.

Course Description

This core course offers students a closer look and hands-on engagement with significant debates, practices, and methods in contemporary arts and culture. Over the semester, peers hone and put into practice their understanding of keywords and concepts introduced in FFAR248 that mobilize and inspire cultural workers and that shape methods and discussions across disciplines in the arts.

Using the toolkit of methods grouped under ENGAGING, CRITIQUING, WORKING gained in FFAR248, peers consider and practice their application to sites of contemporary concern for society and culture. In this course, keywords serve as a locus around which problems and questions are posed, and each class will feature a discrete keyword (such as “care,” “failure,” “archive,” “the body”), which offers peers with different disciplinary training and perspectives to consider common interests. This comes across in the course content, including roundtables and guest speakers, as well as collective tutorial work where peers engage in discussion and collaboration across and between their disciplines, focusing on issues and dialogues that emerge around each keyword. Students finish the course with a research-creation project or research essay that can be submitted to undergraduate publications or exhibitions.

Course Objectives

- building capacities in critical thinking, reading, listening, writing, analyzing, framing, synthesizing, communicating, as well as group discussions, workshops, and peer-review;
- engaging with interdisciplinary cultural work and texts;

- acquiring a foundational understanding of research-creation work;
- experimenting with concepts and methods outside of one's own discipline and collaborating with peers across degree specializations;
- practicing composition and creative language-use that follow guidelines of professional academic practice (researching, citing, structuring).

Assessments

Participation + Tutorial Hosting

Final Project Proposal

Final Project Prompts

***** Participation + Tutorial Hosting *****

In your tutorial, you will find sign-up sheets for various hosting tasks during tutorial time. This semester, we will be holding roundtables in most of the lectures; as such, the weekly hosting duties will also resemble a roundtable, where each group will have a chance to connect their work to the latest roundtable, keyword, course reading, and current Montreal events. Students choose to do one of these per semester.

Attendance at weekly tutorial gatherings and contribution to tutorial work makes up each student's participation grade. Your time and presence at these weekly gatherings is mandatory and each tutorial is weighted with 1 mark per gathering.

NOTE: Attending your tutorials is mandatory. If you have difficulty attending, please be in touch with your tutorial leader and/or the professor as soon as possible.

***** Prompts *****

The Prompts are tools to help practice brainstorming, researching, and working towards the Final Project. Prompts will fall on designated weeks (see timetable) and will relate to keyword content and course outcomes.

Students are required to **submit Prompts on a rolling basis**, one week after it was issued. For example, if a student receives a Prompt in the Week 2 lecture, they will submit it in the Week 3 tutorial. Each Prompt is treated as an individual piece. Tutorial Leaders will instruct students on submission methods.

***** Project Proposal + Final Project *****

The final project invites students to contribute to keyword discourses. Students choose a keyword from the Fall 2022 semester AND match it to a keyword from the Winter 2023 list. Next, build a creative project (Option A) OR exhibition essay (Option B) that addresses the resulting theme.

For example:

ENGAGING + FAILURE = ENGAGING FAILURE
CRITIQUING + HOME = CRITIQUING HOME
WORKING + MAGIC = WORKING MAGIC

Option A | Creative Project Pathway

Using a combination of Fall + Winter keywords, students generate a creative project (animation short, script, photo series, sculpture, choreography, music score, graphic novel/zine, fashion design, set design, etc) that explores the implications of their keyword combination.

Students' creative project should be realistic for 10 weeks of work, from ideation to development to finalizing and writing a reflective statement on the work (see below). This is work that students may consider submitting to calls from VAV Gallery, Art Matters, or other undergraduate platforms, in the future. Examples discussed in Week 1 lecture.

Proposal Submission Requirements

250 words, including:

- + Student's name + working title
- + Choice of keyword combination and rationale for this topic
- + Student's concept for the creative project portion of the work + how it relates to the keywords
(what they are going to do, why and how)
- + Two resources that the student will draw upon for their idea-development

Final Submission Requirements

Students' creative projects should be accompanied by a 750 – 1,000 word project statement, with at least 3 citations, 3 captioned images and 5 relevant sources listed in a bibliography. All citations and bibliography should be correctly formatted in Chicago Notes and Bibliography style.

Option B | Exhibition Essay Pathway

Writing is a mode of research-creation with words, grammar, structure, and content as materials. For this final project pathway, students choose their keyword formula and research three cultural works that relate to their suggested method and application. Students arrange them in a logical order and write an exhibition proposal that describes each work, explains their context, and argues how they relate to the students' exhibition theme (eg. CRITIQUING THE FUTURE). Lecture content and prompt exercises provide students with building-blocks towards this essay.

Given the nature of this essay, students should imagine themselves in the position of a curator who has a particular place and audience in mind for this "imagined exhibition." Students are hosting a story to be told with these works and their makers.

Students include an intended site for their exhibition that is appropriate to the content (both the works and the theme. This can be a digital exhibition/festival/etc). One work can be Winter semester course content; the other two must be researched and written about by the student. Students choose works that they can visit/have visited and/or for which they have solid documentation.

Proposal Submission Requirements

250 words, including:

- + Student's name + working title
- + Draft of an introductory paragraph including the student's choice of keyword combination and their rationale for this topic (what are you doing, why)
- + List of three works that students intend to include and why (include images or links to images)
- + three resources they will draw upon for their final project

Final Submission Requirements

1,300 – 1,500 word essay, with at least 3 citations, 3 captioned images and 5 relevant sources listed in a bibliography. All citations and bibliography should be correctly formatted in Chicago Notes and Bibliography Style.

Interdisciplinary Fine Arts Courses

Fine Arts Foundational Year Course

The following courses are required for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students take these courses in their first year.

FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts (3 credits)

Description:

This core required course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, introduces key contemporary concepts, methods, and practices in the arts. Course content, assignments, and discussions work towards building experience in reflective and critical engagement, written and verbal communication skills. Students gain a familiarity with theory in the context of local and global artistic communities, multidisciplinary and interdisciplinary artistic practices. Throughout, students engage in composition exercises, build a sensory and critical vocabulary of the arts, and collaborate across disciplines to assemble a toolkit for future research and creation in the Fine Arts.

Component(s):

Lecture; Tutorial

Notes:

- This is a required course for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students complete FFAR 248 in their first year.
- Students who have received credit for [FFAR 250](#) may not take this course for credit.

FFAR 249 Keywords: Working Across Disciplines in the Fine Arts (3 credits)

Prerequisite/Corequisite:

The following course must be completed previously: [FFAR 248](#)

Description:

This core required course is aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program. Building on the core skills acquired in FFAR 248, this course deepens interdisciplinary methods and practices in the Fine Arts by using keywords as central problems to explore contemporary concepts and create original work. The course is structured through lectures and tutorials in which activities and assignments focus on supporting a foundational understanding of research-creation work, and providing opportunities and tools to take risks, experiment, and collaborate beyond one's own discipline. Students complete the course with a research-creation project or research essay.

Component(s):

Lecture; Tutorial

Notes:

- This is a required course for all Bachelor of / Baccalaureate in Fine Arts students. It is strongly recommended that students complete FFAR 249 in their first year.
- Students who have received credit for [FFAR 250](#) may not take this course for credit.

Fine Arts Interdisciplinary Courses

The following courses are open to students outside the Faculty of Fine Arts. See the course notes regarding admission for students in Fine Arts programs.

Section 81.20 Degree Requirements

Students preparing for the BFA degree require a minimum of 90 credits. Each credit represents, for the average student, a minimum of 45 hours of work spread across lectures, conferences, tutorials, studios, rehearsals or practice periods, tests, examinations, and personal work.

Section 81.20.1 BFA Degree Requirements

BFA

1. A candidate for the BFA degree must have qualified for admission to, and successfully completed a program of concentration in the form of a specialization (see Section 16.2.4 Concentration Requirements under [Section 16.2 Curriculum Regulations](#)) or major (see Section 16.2.4) program in the [Faculty of Fine Arts](#). A selection is made upon entry, prior to registration. The requirement of selecting a program upon entry should not be thought of as being necessarily a final commitment. Students wishing to transfer out of one degree program must satisfy the admission requirements of the program they seek to enter. Program changes are, however, subject to limitations where certain programs are in great demand. Students should be aware that to effect certain transfers they may be required to complete more than the 90 credits normally required for the degree.
2. A candidate for graduation must satisfy the Fine Arts General Education requirement by successfully completing a minimum of six credits from course offerings outside the Fine Arts academic sectors (Visual Arts and Performing Arts). The non-Fine Arts academic sectors are defined as: Humanities, Social Sciences, Sciences, Business, Engineering and Computer Science. BFA students graduating with the Joint Major in Computation Arts and Computer Science program or the Specialization in Art Education – Visual Arts will be considered as having satisfied the General Education requirement. The courses [FLIT 382](#); [COMS 301](#), [COMS 304](#), [COMS 416](#), [COMS 434](#) can only be applied within a student's degree as electives from the Visual Arts sector and therefore do not fulfill the General Education requirement. This list is subject to modification.
3. A candidate for graduation must have successfully completed the courses [FFAR 248](#) and [FFAR 249](#).
4. A candidate for graduation normally may apply no more than 54 credits in studio work towards the 90 credits required for the BFA degree.
5. The credits obtained for any course may not be used to satisfy the requirements of more than one program.
6. Students may take a maximum of six ESL credits towards a 90- or 108-credit degree, and a maximum of 12 credits towards the 120-credit degree.

Section 81.20.2 Residence Requirements

Residence Requirements

Students are subject to the university residence requirement (see Section 16.2.2 Residence Requirements under [Section 16.2 Curriculum Regulations](#)) which states that of the 90 credits required for the BFA degree, a minimum of 45 credits must be taken at Concordia University. Combining both residence requirements implies that the full-time student must enrol for a minimum of two years of study at Concordia University.

To fulfill the residence requirements for a BFA degree with a concentration in:

1. Ceramics, Fibres and Material Practices, Painting and Drawing, Print Media, Sculpture, or Studio Art: a minimum of 30 credits in Studio Art and six credits in Art History must be completed at Concordia.
2. Art Education – Visual Arts, Art History, Art History and Film Studies, Computation Arts, Design, Film Animation, Film Production, Film Studies, Photography, Contemporary Dance, or Intermedia (Video, Performance and Electronic Arts): at least half of the concentration requirements must be completed at Concordia.
3. Art History and Studio Art: at least half of the concentration requirements must be included at Concordia, including a minimum of 15 credits from Art History and 15 credits in Studio Arts.
4. Performance Creation, Acting for the Theatre, or Scenography: a minimum of 30 credits from the [Section 81.120 Department of Theatre](#) must be completed at Concordia.
5. Music, Electroacoustic Studies, Jazz Studies, Music Performance, or Music Composition: a minimum of 30 credits required from the [Section 81.100 Department of Music](#) must be completed at Concordia.
6. Minor programs: at least half of the required credits must be completed at Concordia.

Section 81.20.3 Course Load

Dear Sabrina,

I don't foresee any problems with the proposed change. However, since this change will require a calendar modification on our end, it will have to go through our curriculum committee (which will meet next week). Would it be possible to share the proposed calendar modifications (course #, course title and description), so that I can present it at our curriculum committee meeting.

Regards
Juergen

Dr. Juergen Rilling
Professor
Associate Chair

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From: Joey Paquet <joey.paquet@concordia.ca>
Sent: Monday, August 21, 2023 08:13
To: Juergen Rilling <juergen.rilling@concordia.ca>; Rene Witte <rene.witte@concordia.ca>
Subject: FW: FFAR 250 Curriculum changes

Hi Juergen and Rene,

Can you please look onto this ASAP. This is concerning the alteration of FFAR250, which is a course that we have in the Computational Arts Joint Major. We have to see if the proposed change can be made to fit in our program. They are expecting an answer imminently.

Best Regards

Joey

From: Amber Saunders <amber.saunders@concordia.ca>
Sent: August 16, 2023 10:03 AM
To: Joey Paquet <joey.paquet@concordia.ca>

Cc: Rene Witte <rene.witte@concordia.ca>
Subject: FW: FFAR 250 Curriculum changes

Hi Dr. Paquet,

I'm forwarding this email to you as there was a typo in your email address. They are asking for a reply by August 21st.

Thanks,

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

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>
Sent: Wednesday, August 16, 2023 9:58 AM
To: joey.paquet@concordia.ca
Cc: Amber Saunders <amber.saunders@concordia.ca>; Sandra Huber <sandra.huber@concordia.ca>; Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>
Subject: FFAR 250 Curriculum changes

Good day,,

I am writing on behalf of Sandra Huber FFAR 250 are head, to inform you of changes being made to FFAR 250 Keywords: Reading the Arts Across the Disciplines in dossier number FFAR 5306.

These changes involve the deletion of the current 6-credit FFAR 250 and the creation of two new 3-credit courses FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts and FFAR 249 Keywords: Working Across Disciplines in the Fine Arts.

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As these changes will affect the [BFA Joint Major in Computation Arts and Computer Science](#), I would ask you to acknowledge such changes by replying to this email by August 21, 2023 and to make the necessary curriculum changes on your end.

Sincerely,

Sandra

Assistant Professor (LTA) + Area Coordinator
Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>
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Good morning Sandra,

FFAR 250, FFAR 248 and FFAR 249 are undergraduate courses. Creative Arts Therapies only offers graduate programs. We appreciate the update. However, the FFAR courses have no impact on our graduate students or our department.

Wishing you speedy responses from our Fine Arts colleagues. Take good care!
Mary

Mary Rawlins (she/elle)
Department Coordinator
Creative Arts Therapies Department
Concordia University
Tel : 514-848-2424 x4683

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>
Sent: Wednesday, August 16, 2023 10:03 AM
Subject: FFAR 250 Curriculum changes-Action Required

Good day,

I am writing on behalf of Sandra Huber FFAR 250 are head to inform you of changes being made to FFAR 250 Keywords: Reading the Arts Across the Disciplines in dossier number FFAR 5306.

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As these changes will affect your department, I would ask you to acknowledge such changes by replying to this email by August 21, 2023, and to make the necessary curriculum changes on your end.

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Interdisciplinary Studies and Practices in Fine Arts
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Dear Sandra,

Thank you for this information. This is a great change, and we welcome the flexibility it brings for students. Can you please let us know when the change goes into effect? Sorry if I missed it.

Further, if you would like to meet for an informal talk to discuss these two new courses and how they speak also to methodologies and practices in dance, I am available. We are currently changing our curriculum and it would be great if the two new FFAR courses and our curriculum can speak even more to each other.

Thank you,

Jens

Jens Richard Giersdorf, Ph.D.
Professor & Chair Dept. of Contemporary Dance, GM 500.69
Faculty of Fine Arts
Concordia University
Montreal, QC
(514) 848-2424, ext. 4738

[Concordia University is located on Un-ceded Traditional Kanien'keháka Nation Territory](#)



[Choreographies of 21st Century Wars \(Oxford University Press, 2016\).](#)
[The Body of the People: East German Dance since 1945 \(University of Wisconsin Press, 2013\).](#)
[Volkseigene Koerper: Ostdeutscher Tanz seit 1945 \(transcript Verlag, 2014\).](#)
[The Routledge Dance Studies Reader, Third Edition, 2019](#)

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>

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Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>

21

- Dear Sabrina,

On behalf of the ARTE dept, I acknowledge the changes described below. ARTE curriculum committee is in agreement with them.

Best
Larissa

--

Larissa A. Yousoubova, PhD
Administrator, [Art Education](#), Faculty of Fine Arts, Concordia University
1455 de Maisonneuve W. - EV-2.631 - Montreal, QC H3G 1M8 Canada

From: Kathleen Vaughan <Kathleen.Vaughan@concordia.ca>
Date: Tuesday, August 29, 2023 at 12:43 PM
To: Larissa Yousoubova <Larissa.Yousoubova@concordia.ca>
Cc: Nicoletta Pasquino <nicoletta.pasquino@concordia.ca>, Arte Chair <arte.chair@concordia.ca>
Subject: Re: FFAR 250 Curriculum changes-Action Required

Yes, thank you. Please confirm.

...

K

On Aug 29, 2023, at 12:39 PM, Larissa Yousoubova <Larissa.Yousoubova@concordia.ca> wrote:

Kathleen, Niki – has this proposal met with your approval? If yes, am I at liberty to confirm this to the FFAR people (Sabrina)?

...

Best
LY

From: Arte Chair <arte.chair@concordia.ca>
Date: Tuesday, August 29, 2023 at 12:37 PM
To: Larissa Yousoubova <Larissa.Yousoubova@concordia.ca>
Subject: FW: FFAR 250 Curriculum changes-Action Required

Hi Larissa – could you respond once you've confirmed with Kathleen, please?

Best
VV

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>
Date: Tuesday, August 29, 2023 at 12:35 PM
Subject: RE: FFAR 250 Curriculum changes-Action Required

Good day,

Could you please respond to the email thread below regarding curriculum changes made to FFAR 250 so I can add them to the dossier.

Thank you.

Regards,

Sabrina Sinanis

Program Assistant for the Faculty of Fine Arts
Interdisciplinary Studies FFAR courses
ffar@concordia.ca
514-848-2424 ext. 5774

Subject: Re: FFAR 250 Curriculum changes-Action Required

Hello all,

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2. I will take care of the minor editorial changes that will need to be made when the dossier is approved - with the departments consent of course. This will likely happen end of the year, beginning of 2024.

Christopher

Christopher Cooke

Facilitator, Academic Programs and Pedagogy
Faculty of Fine Arts | Concordia University
o: EV 2744
t : 514.848.2424 x 3368

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As these changes will affect your department, I would ask you to acknowledge such changes by replying to this email by August 21, 2023, and to make the necessary curriculum changes on your end.

Sincerely,

Sandra

Assistant Professor (LTA) + Area Coordinator
Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>
ꠔ

I acknowledge and approving of the change as the chair of Design and Computation Arts!

--

Pippin Barr, Ph.D.
Associate Professor and Chair
Department of Design and Computation Arts
Concordia University

Website: <https://pippinbarr.com>
Podcast: <https://gamething.life>

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>
Sent: August 16, 2023 10:03 AM
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Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC

She / her

<https://sandrahuber.com>

꺆

Hello,

This is fine as far as Cinema is concerned. We will make the curriculum changes accordingly.

Best,

Martin

Dr. Martin Lefebvre
Chair, Mel Hoppenheim School of Cinema

Professor & Concordia University Research Chair in Film Studies (Hon.)

Editor RECHERCHES SEMIOTIQUES/
SEMIOTIC INQUIRY

Mel Hoppenheim School of Cinema
Concordia University
FB 335
1455 de Maisonneuve, West
Montreal (Quebec), Canada
H3G 1M8

tel. (514) 848-2424 #4676/FAX. (514) 848-4255

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On Aug 29, 2023, at 12:35 PM, Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca> wrote:

Good day,

Could you please respond to the email thread below regarding curriculum changes made to FFAR 250 so I can add them to the dossier.

Thank you.

Regards,

Sabrina Sinanis

Program Assistant for the Faculty of Fine Arts
Interdisciplinary Studies FFAR courses
ffar@concordia.ca
514-848-2424 ext. 5774

Subject: Re: FFAR 250 Curriculum changes-Action Required

Hello all,

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Christopher

Christopher Cooke

Facilitator, Academic Programs and Pedagogy

Faculty of Fine Arts | Concordia University

o: EV 2744

t : 514.848.2424 x 3368

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As these changes will affect your department, I would ask you to acknowledge such changes by replying to this email by August 21, 2023, and to make the necessary curriculum changes on your end.

Sincerely,

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Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>

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All good!

SSRHC Funded Research Project: [*Primitivism and Interior Design: Art Deco, Hybridity and the Decolonization of the Modern Interior in France, 1909-39*](#)

Dr John Potvin
Chair & Professor
Dept. of Art History | Concordia University |
EV 3.820 | 1455 de Maisonneuve Blvd W. | Montreal, QC | H3G 1M8

Sounds good — acknowledged by Theatre.

Best,
Noah

Noah Drew

“he/him”

Department Chair & Associate Professor
Dept. of Theatre
Concordia University
Montreal, QC, Canada

www.noahdrew.com
www.jumpcurrent.net
www.leparcmilieux.com

#BlackLivesMatter

I respectfully acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. I respect the continued connections with

the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

On Aug 29, 2023, at 12:35 PM, Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca> wrote:

Good day,

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Hi Eldad,

Thanks for the confirmation. To answer your questions, the courses are built to be taken sequentially (i.e. FFAR 248 will be a prereq for FFAR 249). The first will be offered in Fall semesters and the second in Winter semesters. But, yes, students will not have to take both courses back to back; they will be encouraged to, but it will no longer be a requirement. I hope that clarifies things! Again, everything is still in progress, but that's where it stands at the moment.

All the best,
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From: Concordia Music Chair <chair.music@concordia.ca>

Sent: Wednesday, August 30, 2023 8:36 AM

Subject: Re: FFAR 250 Curriculum changes-Action Required

This is wonderful.

Acknowledged by music as well.

I assume that these two courses can be taken in any order, one not being prerequisite of the other? This will actually help some of our students a lot, if they can begin in the winter and complete it the fall in another year.

All the best,

Eldad

Get [Outlook for Android](#)

From: Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>

Sent: Wednesday, August 16, 2023 10:51:25 PM

>

Subject: Re: FFAR 250 Curriculum changes-Action Required

Hello all,

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Christopher

Christopher Cooke

Facilitator, Academic Programs and Pedagogy
Faculty of Fine Arts | Concordia University

o: EV 2744
t : 514.848.2424 x 3368

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De : Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>

Envoyé : mercredi 16 août 2023 10:03

Objet : FFAR 250 Curriculum changes-Action Required

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Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her

<https://sandrahuber.com>

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Hi Sandra,

Thanks for the information. On behalf of Studio Arts, I'm acknowledging the changes.

All the best,

Surabhi

--

Surabhi Ghosh
Chair, Department of Studio Arts
Associate Professor, Fibres & Material Practices
Concordia University, Tiohtiá:ke / Montreal, QC

Department of Studio Arts

Campus office: VA-250

Mail: 1455 de Maisonneuve West / Montreal QC Canada / H3G 1M8

From: Sandra Huber <sandra.huber@concordia.ca>

Date: Wednesday, August 30, 2023 at 9:56 AM

Subject: Re: FFAR 250 Curriculum changes-Action Required

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From: Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>

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Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>

21

Good morning Sandra,

FFAR 250, FFAR 248 and FFAR 249 are undergraduate courses. Creative Arts Therapies only offers graduate programs. We appreciate the update. However, the FFAR courses have no impact on our graduate students or our department.

Wishing you speedy responses from our Fine Arts colleagues. Take good care!

Mary

Mary Rawlins (she/elle)
Department Coordinator
Creative Arts Therapies Department
Concordia University
Tel : 514-848-2424 x4683

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>

Sent: Wednesday, August 16, 2023 10:03 AM

Subject: FFAR 250 Curriculum changes-Action Required

Good day,

I am writing on behalf of Sandra Huber FFAR 250 are head to inform you of changes being made to FFAR 250 Keywords: Reading the Arts Across the Disciplines in dossier number FFAR 5306.

These changes involve the deletion of the current 6-credit FFAR 250 and the creation of two new 3-credit courses FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts and FFAR 249 Keywords: Working Across Disciplines in the Fine Arts.

This restructuring will retain many of the current strengths of the course with its use of keywords as a framing device that supports the development of methods and core skills in the Fall semester and unfolds into interdisciplinary and multidisciplinary practices and research creation in the Winter semester. It will alleviate the academic “risk” of a 6-credit required course and offer flexibility to students who may experience difficulties that prevent them from succeeding in one semester and as such must repeat the whole course. The division will provide more accessibility and agency to students building their undergraduate disciplinary pathways; will allow students to build on work over a period of time, broken into more manageable segments; will allow students to engage more fully with required core content, all while retaining the course’s strong foundational skill-building and interdisciplinary opportunities.

As these changes will affect your department, I would ask you to acknowledge such changes by replying to this email by August 21, 2023, and to make the necessary curriculum changes on your end.

Sincerely,

Sandra

Assistant Professor (LTA) + Area Coordinator
Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>

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Interdisciplinary Fine Arts Courses

Fine Arts Foundational Year Course

The following courses are required for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students take these courses in their first year.

FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts (3 credits)

Description:

This core required course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, introduces key contemporary concepts, methods, and practices in the arts. Course content, assignments, and discussions work towards building experience in reflective and critical engagement, written and verbal communication skills. Students gain a familiarity with theory in the context of local and global artistic communities, multidisciplinary and interdisciplinary artistic practices. Throughout, students engage in composition exercises, build a sensory and critical vocabulary of the arts, and collaborate across disciplines to assemble a tool kit for future research and creation in the fine arts.

Component(s):

Lecture; Tutorial

Notes:

- This is a required course for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students complete [FFAR 248](#) in their first year.
- Students who have received credit for FFAR 250 may not take this course for credit.

FFAR 249 Keywords: Working Across Disciplines in the Fine Arts (3 credits)

Prerequisite/Corequisite:

The following course must be completed previously: [FFAR 248](#).

Description:

This core required course is aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program. Building on the core skills acquired in [FFAR 248](#), this course deepens interdisciplinary methods and practices in the fine arts by using keywords as central problems to explore contemporary concepts and create original work. The course is structured through lectures and tutorials in which activities and assignments focus on supporting a foundational understanding of research-creation work, and providing opportunities and tools to take risks, experiment, and collaborate beyond one's own discipline. Students complete the course with a research-creation project or research essay.

Component(s):

Lecture; Tutorial

Notes:

- This is a required course for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students complete [FFAR 249](#) in their first year.
- Students who have received credit for FFAR 250 may not take this course for credit.

Fine Arts Interdisciplinary Courses

The following courses are open to students outside the Faculty of Fine Arts. See the course notes regarding admission for students in Fine Arts programs.

Summary and Rationale for Changes

The following set of curriculum changes were approved at a Film Studies Area meeting on October 14, 2022, as part of a review of the undergraduate offerings. These changes include changing the name of the Undergraduate program to “Film and Moving Image Studies” to be consistent with our MA and PhD programs, both of which bear this name. The new name will better reflect the wider scope of moving image media that is covered in the BFA program, and will align with changes in the field nationally and internationally. A number of course titles and program names will also change to align with the new program name.

We are also updating the titles and course descriptions of two courses – FMST 392, FMST 393 - to better reflect changes in the field. We have hired a new faculty member in Sexuality Studies who will be taking up their appointment in August 2023 and we have made changes to the two courses currently known as Queer Cinema – FMST 392 and FMST 393 - in consultation with him, as a means of bringing the curriculum up to date in a changing society and changing field of study. We are also changing the prerequisite for FMST 393 Queer Cinema II so that it will become a stand-alone course. The addition of the course “Industry Studies in Film and the Moving Image” is made in light of changes in film production, distribution and exhibition, as well as changes in the cognate shifts in film and media studies, in which Industry studies has become a major plank.

1. Change of the Name of the BFA Program

Change from “BFA Major in Film Studies” to BFA in “BFA Major in Film and Moving Image Studies”

Rationale: We would like to change the name of the BFA Program to Film and Moving Image Studies to better reflect our current course contents, and changes in the field which, over the past 20 years, has increasingly included the study of other film-related moving image media. This includes television, video, online video (YouTube and TikTok) and the prominence of platforms like Netflix, which blur the boundaries between film and television content. Hollywood studios produce both film and television content, highlighting the importance of addressing the “moving image” more broadly than the term “film” allows. Film implies a specific format and length (generally the feature-length film), whereas film in the broader sense of the moving image include multiple formats (VHS video, digital video), lengths, audiences, and exhibition practices. This includes offering a study of television and online moving images from a perspective grounded in the formal analysis and cultural approaches to cinema pioneered in film studies. The program title change aligns with and names these transformations of the moving image and film studies as a discipline over the last several decades. This includes the rise of digital media in particular, which has markedly transformed the production, distribution and reception practices of film.

This proposed change hence aligns with disciplinary transformations, including the 2002 name change of the largest organization for the study of cinema, “Society for Cinema Studies” to the “Society for Cinema and Media Studies.” The Professional Canadian Association has likewise changed its name to “Film and Media Association of Canada.” “Media Studies” here refers not to all media (as in communication studies); in the film studies context the term “media” is used to mean moving image media or audiovisual media. Whereas some film departments have chosen to respond to this change by adding “media studies” to their titles (i.e. “Film and Media Studies”), Film Studies at Concordia has chosen to emphasize the continuities with the longer history of film by using the term “moving image.” This follows the existing use of “Film and the Moving Image” in our “PhD Program in Film and the Moving Image” (established in 2008) and the recent cognate change to our MA program as well. Hence this change to the BFA program title will allow our program titles to be harmonized.

2. Change of Courses Names to follow from 1. Change of the Name of the BFA Program

a. FMST 200 Introduction to Film Studies change to: Introduction to Film and Moving Image Studies

Rationale: This change will align the course with the new name of the program.

b. FMST 204 Approaches to Film Studies I change to: FMST 204 Approaches to Film and Moving Image Studies I

Rationale: This change will align the course with the new name of the program.

c. FMST 205 Approaches to Film Studies II change to: FMST 205 Approaches to Film and Moving Image Studies II

Rationale: This change will align the course with the new name of the program.

d. FMST 398 Topics in Film Studies change to FMST 398 Topics in Film and Moving Image Studies

Rationale: This change will align the course with the new name of the program.

e. FMST 399 Topics in Film Studies change to FMST 398 Topics in Film and Moving Image Studies

Rationale: This change will align the course with the new name of the program.

f. FMST 498 Special Topics in Film Studies change to FMST 498 Seminar in Film and Moving Image Studies

Rationale: This change will align the course with the new name of the program and agree with the calendar.

g. BFA Specialization in Film Studies change to BFA Specialization in Film and Moving Image Studies

Rationale: This change will align the specialization with the Major program.

h. Minor in Film Studies change to Minor in Film and Moving Image Studies

Rationale: This change will align the Minor with the Major program

3. Changes to FMST 392 Queer Cinema 1 (3 credits)

a. Name Change: FMST 392 “Queer Cinema 1” change to FMST 392 “Queer/Trans Film and Media History”

Rationale: The terminology of “queer” is insufficient to properly cover the expanded landscape of alternative sexualities in contemporary society and culture, and this course should recognize the existence of transgender identities in media, scholarship, and society. Instead of the sequencing of Queer cinema 1 and Queer Cinema 2, the two courses will cover distinctly different material. FMST 392 will be about queer/trans media history.

b. Course description change for FMST 392: The previous course description read as follows: An interdisciplinary, cross-cultural survey of queer cinema and video. Selected phases in the historical trajectory of LGBTQ film are highlighted, both underground and mainstream, including studies of representative major artists from Jean Cocteau and Dorothy Arzner to Patricia Rozema and Derek Jarman. Problems in the depiction of sexual minorities are analyzed, and a selection of the principal aesthetic, theoretical and socio-political issues raised by queer theory and cultural production is introduced. The new description will read as follows: An interdisciplinary, cross-cultural survey of cinema and media made by and about queer and trans people. The course historically situates a global spectrum of moving image media within the context of sex and gender politics, featuring major artists and lesser-known makers from across the LGBTQ2S+ spectrum.

Rationale: The previous description was outdated in its naming of directors and its limitation to feature filmmaking. The new description offers an expanded scope of media, and does not limit the designation to artists who have identified as queer or trans but focuses equally on the historical context of global filmmaking relevant to queer and trans people.

c. Prerequisite Change: Students must be in second year standing with at least 24 credits completed.

Rationale: Second-year standing prerequisite is clarified to allow student from 90-120 credit programs to enroll in second year based on credits completed rather than credits left to complete.

4. Changes to FMST 393 Queer Cinema II (3 credits)

a. Name Change: FMST 393 “Queer Cinema II” becomes FMST 393 “Queer/Trans Film and Media Analysis”

Rationale: The terminology of “queer” is insufficient to properly cover the expanded landscape of alternative sexualities in contemporary society and culture, and this course should recognize the existence of transgender identities in media, scholarship, and society. Instead of the sequencing of Queer cinema 1 and Queer Cinema 2, the two courses will cover distinctly different material. FMST 393 will be about queer/trans media analysis.

b. Course Description Change for FMST 393: The previous course description read as follows: An extension of FMST 392. An in-depth focus on selected historical, aesthetic, and theoretical issues, which vary from year to year according to the expertise of faculty.

The new description will read as follows: This course explores a wide range of methods and approaches to film and media from LGBTQ2S+ perspectives, including reception theory, queer theory, and identity studies. Students will gain an understanding of how media and LGBTQ2S+ identities are interwoven as well as critical and analytical skills grounded in the cultures and experiences of queer and trans people.

Rationale: The old course description assumed that students would have taken FMST 392 which will no longer necessarily be the case. The two courses will stand separately and will have distinct content. FMST 393 will focus on methods and approaches to queer and trans film and media. FMST 392 will not be a pre-requisite course. With a more coherent course description, there will be more consistency among different iterations of the course.

c. Prerequisite Change: Previously FMST 392 was a prerequisite for FMST 393. This should be changed to second year standing with at least 24 credits completed.

Rationale: We offer 392 and 393 in alternate years, and both courses are electives for the new Major in Interdisciplinary Sexuality Studies. We have found in recent years that the majority of students taking FMST 393 need the prerequisite of FMST 392 waived. With the prerequisite of second year standing, students may take the courses in any order, or only one of the two, as each course is a stand-alone course. Most FMST courses are 3 credits, and the sequencing of FMST 392 and 393 was better aligned with our 6-credit based curriculum which was overhauled in 2020.

5. New Course: FMST 340 "Industry Studies in Film and the Moving Image"

Rationale: We need a course devoted exclusively to issues of film production, including issues of labour, financing, distribution, and exhibition, as there is an increased emphasis on these issues in the field of Film and Media Studies. It will help students understand the different professional roles in the industry, and the history of different film and media industries in North American and globally, and histories of labour. We have in the past offered courses such as FMST 398 “Special Topics: The Netflix Effect” and FMST337 “Topics in American Cinema: “From the Dream Factory to the Dream Factory 2.0. Aspects of industry studies are included in FMST 205 Approaches to Film and Media Studies, and it is time to dedicate a course specifically to this approach.

Course Description for FMST 340: This course introduces students to the study of the film and moving image industries. Production studies and film and media industry studies are burgeoning fields of study. These fields offer insights into how film and media are produced; what their working conditions are; how production practices affect what is seen on screen; and how distribution and reception impacts industry practices. These practices are often transnational in scope and funding; this course will explore these conditions. This course also pays attention to how changes in technologies have an impact on production conditions, distribution practices, as well as labour and financial structures.

Resource Implications

There are no resource implications.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 21 Nov 2023

Approved by:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 20 Oct 2023

The Faculty of Fine Arts Faculty Council reviewed and approved the CINE-5254 curriculum dossier at their meeting of October 20, 2023.

We hereby submit this dossier for review by the Academic Programs Committee at their meeting of November 21, 2023.

There are no resource implications.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 20 Oct 2023

Approved by:

Dr. Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy, Office of the Dean, Faculty
of Fine Arts,
Faculty Curriculum Committee, 13 Sep 2023

The Faculty of Fine Arts Curriculum Committee reviewed and approved the CINE-5254 curriculum dossier
at their meeting of September 13, 2023.

We hereby submit this dossier for review by the Faculty Council on October 20, 2023.

There are no resource implications.

Summary of Committee Discussion: Department approval

For Submission to:

Elaine Cheasley Paterson, Associate Dean, Academic Programmes and Pedagogy,
Faculty Curriculum Committee - FOFA, 13 Sep 2023

Approved by:

Martin Lefebvre, Chair, Mel Hoppenheim School of Cinema,
Department Curriculum Committee - Cinema, 07 Dec 2022

At their meeting on December 7, 2022, Cinema's Department Curriculum Committee approved:

1. changing the name of the undergraduate program to 'Film and Moving Image Studies', and all related course titles and program names and details to reflect the change
2. changing the titles and course descriptions for FMST 392 and 393 to better reflect changes in the field. A prerequisite for one of these courses was also updated.
3. creation of a new course, FMST 340 Industry Studies in Film and the Moving Image.

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

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
FMST 200 Introduction to Film and Moving Image Studies Change			X	X						
FMST 201 Film History I Change					X	X				
FMST 202 Film History II Change					X	X				
FMST 203 Film History III Change					X	X				
FMST 204 Approaches to Film and Moving Image Studies I Change			X		X	X				
FMST 205 Approaches to Film and Moving Image Studies II Change			X		X	X				
FMST 340 Industry Studies in Film and the Moving Image New	X	X	X	X	X		X	X	X	X
FMST 392 Queer/Trans Film and Media History			X	X	X					

Change										
FMST 393 Queer/Trans Film and Media Analysis Change			X	X	X					
FMST 398 Topics in Film and Moving Image Studies Change			X	X	X					
FMST 399 Topics in Film and Moving Image Studies Change			X	X	X					
FMST 426 Professional Internship I Change				X	X					
FMST 427 Professional Internship II Change				X	X	X				
FMST 428 Independent Study I Change					X					
FMST 429 Independent Study II Change					X					
FMST 450 Film Studies Specialization Seminar Change			X	X	X					
FMST 498 Seminar in Film and Moving Image Studies Change			X	X						

Program Changes:

	Suspend Admissions	Program Degree Type	Program Title Change	Program Require- ments	Change to Program Type	Change to Total Credit	Change to Primary Campus
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		Change		Change		Value of Program	
Specialization in Film and Moving Image Studies Change			X	X			
Major in Film and Moving Image Studies Change			X	X			
Minor in Film and Moving Image Studies Change			X	X			

Regulation Changes:

- Notes Change
- Film and Moving Image Studies C.Edge (Career Edge) Option Change

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: Specialization in Film and Moving Image Studies

Calendar Section Type: Program

Description of Change: Specialization in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Program Name: Specialization in Film Studies

Program Type: Specialization

Degree: Bachelor/Baccalaureate of Fine Arts (BFA)

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film and Moving Image Studies > BFA Specialization in Film and Moving Image Studies > Program Requirements

Type of Change: Program Change

Present Text calendar

66 credits Specialization in Film Studies

3 credits:

FMST 220 Film Analysis (3)

~~Note: FMST 220~~ should be taken as part of the first 30 credits.

3 credits chosen from:

FMST 222 Topics in Film Aesthetics (3)

FMST 223 Montage Aesthetic (3)

FMST 224 Moving Camera Aesthetic (3)

9 credits:

FMST 201 Film History I (3)

FMST 202 Film History II (3)

FMST 203 Film History III (3)

Note: One of FMST 201

, FMST 202

or FMST 203

should be taken as part of the first 30 credits.

6 credits:

FMST 204 Approaches to Film Studies I (3)

FMST 205 Approaches to Film Studies II (3)

Proposed Text

66 credits Specialization in Film [and Moving Image](#) Studies

3 credits:

FMST 220 Film Analysis (3)

[FMST 220](#) should be taken as part of the first 30 credits.

3 credits chosen from:

FMST 222 Topics in Film Aesthetics (3)

FMST 223 Montage Aesthetic (3)

FMST 224 Moving Camera Aesthetic (3)

9 credits:

FMST 201 Film History I (3)

FMST 202 Film History II (3)

FMST 203 Film History III (3)

Note: One of FMST 201

, FMST 202

or FMST 203

should be taken as part of the first 30 credits.

6 credits:

FMST 204 Approaches to Film [and Moving Image](#) Studies I (3)

3 credits chosen from:

FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

6 credits chosen from:

FMST 315 Introduction to Film Theory (3)
FMST 316 Film and Moving Image Cultures (3)
FMST 317 Transnational Approaches to Cinema (3)
FMST 319 The Moving Image and Society (3)
FMST 320 Digital Media and Animation (3)

3 credits chosen from:

FMST 418 Seminar in Canadian Cinema (3)
FMST 419 Séminaire sur le cinéma québécois (3)

Note: COMS 301 may be substituted for three credits in Film Studies and must be considered as Film Studies credits for degree purposes.

6 credits chosen from Cinema electives approved by the head of Film Studies or from the following courses:

FMPR 231 Filmmaking I (6)
VDEO 350 Video History and Theory (6)

3 credits:

FMST 450 Film Studies Specialization Seminar (3)

21 credits credits of electives chosen from Film Studies

Courses excluding FMST 200
or from the following courses:

FMPR 341 Writing for Film I (3)
FMPR 441 Writing for Film II (3)

3 credits of Film Studies seminar ~~courses chosen in consultation with an advisor~~

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film Studies or Cinema electives for degree purposes.

FMST 205 Approaches to Film [and Moving Image Studies II](#) (3)

3 credits chosen from:

FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

6 credits chosen from:

FMST 315 Introduction to Film Theory (3)
FMST 316 Film and Moving Image Cultures (3)
FMST 317 Transnational Approaches to Cinema (3)
FMST 319 The Moving Image and Society (3)
FMST 320 Digital Media and Animation (3)

3 credits chosen from:

FMST 418 Seminar in Canadian Cinema (3)
FMST 419 Séminaire sur le cinéma québécois (3)

Note: COMS 301 may be substituted for three credits in [Film and Moving Image Studies](#) and must be considered as [Film and Moving Image Studies](#) credits for degree purposes.

6 credits chosen from Cinema electives approved by the head of [Film and Moving Image Studies](#) or from the following courses:

FMPR 231 Filmmaking I (6)
VDEO 350 Video History and Theory (6)

3 credits:

FMST 450 [Film and Moving Image Studies](#) Specialization Seminar (3)

21 credits credits of electives chosen from Film Studies

Courses excluding FMST 200
or from the following courses:

FMPR 341 Writing for Film I (3)
FMPR 441 Writing for Film II (3)

3 credits of [Film and Moving Image Studies](#) seminar [courses](#).

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as [Film and Moving Image Studies](#) or Cinema electives for degree purposes.

Rationale:

We would like to change the name of the BFA Program to Film and Moving Image Studies to better reflect our current course contents, and changes in the field which, over the past 20 years has increasingly included the study of other film-related moving image media. This includes television, video, online video (YouTube and TikTok) and the prominence of platforms like Netflix, which blur the boundaries between film and television content. Hollywood studios produce both film and television content, highlighting the importance of addressing the “moving image” more broadly than the term “film” allows. Film implies a specific format and length (generally the feature-length film), whereas film in the broader sense of the moving image include multiple formats (VHS video, digital video), lengths, audiences, and exhibition practices. This includes offering a study of television and online moving images from a perspective grounded in the formal analysis and cultural approaches to cinema pioneered in film studies. The program title change aligns with and names these transformations of the moving image and film studies as a discipline over the last several decades. This includes the rise of digital media in particular, which has markedly transformed the production, distribution and reception practices of film.

This proposed change hence aligns with disciplinary transformations, including the 2002 name change of the largest organization for the study of cinema, “Society for Cinema Studies” to the “Society for Cinema and Media Studies.” The Professional Canadian Association has likewise changed its name to “Film and Media Association of Canada.” “Media Studies” here refers not to all media (as in communication studies); in the film studies context the term “media” is used to mean moving image media or audiovisual media.

Whereas some film departments have chosen to respond to this change by adding “media studies” to their titles (i.e. “Film and Media Studies”), Film Studies at Concordia has chosen to emphasize the continuities with the longer history of film by using the term “moving image.” This follows the existing use of “Film and the Moving Image” in our “PhD Program in Film and the Moving Image” (established in 2008) and the recent cognate change to our MA program as well. Hence this change to the BFA program title will allow our program titles to be harmonized.

The term moving image acknowledges the longer history of film (which was called many things during its history, including “motion picture” and “moving image”), and second, signals to prospective students the unit’s commitment to use film studies methodologies to study the wide array of moving images in the contemporary digital landscape. The term “moving image” can capture the many different terms we use in the study and teaching of film and the moving image: video, video platform, animation, moving image media – to name a few issues we already teach in our BFA courses.

The change of our program title from BFA in Film Studies, to BFA in Film and Moving Image Studies is long overdue and will better align the program title with the course content taught therein, including a longstanding course on The History of Animated Film, as well as a recently added course on Digital Media and Animation.

The title change will also serve as a crucially important recruitment tool, as many students come to our program seeking to further study “film in the digital era” or “animation and digital distribution platforms” or “video streaming” – topics encompassed by the “Film and the Moving Image” rubric, but not normally designated by the rather more limited term, “film.”

- Specialization Seminars no longer require advising.

Resource Implications:

None

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film and Moving Image Studies > BFA Specialization in Film and Moving Image Studies

Present Text calendar

Notes

- It is strongly recommended that students in the Specialization in Film Studies have, or acquire, a knowledge of French.

- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements .

Proposed Text

Notes

- It is strongly recommended that students in the Specialization in Film [and Moving Image](#) Studies have, or acquire, a knowledge of French.

- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements .

Rationale:

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: Major in Film and Moving Image Studies

Calendar Section Type: Program

Description of Change: Major in Film and Moving Image Studies
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Program Name: Major in Film Studies

Program Type: Major

Degree: Bachelor/Baccalaureate of Fine Arts (BFA)

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film and Moving Image Studies > BFA Major in Film and Moving Image Studies > Program Requirements

Type of Change: Program Change

Present Text calendar

48
credits Major in Film Studies

18 credits:

FMST 201 Film History I (3)
FMST 202 Film History II (3)
FMST 203 Film History III (3)
FMST 204 Approaches to Film Studies I (3)
FMST 205 Approaches to Film Studies II (3)
FMST 220 Film Analysis (3)

Note: One of FMST 201
, FMST 202
and FMST 203
; and FMST 220 should be taken as part of the first 30
credits.

3 credits chosen from:

FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

3 credits chosen from:

FMST 222 Topics in Film Aesthetics (3)
FMST 223 Montage Aesthetic (3)
FMST 224 Moving Camera Aesthetic (3)

3 credits chosen from:

FMST 315 Introduction to Film Theory (3)

Proposed Text

48
credits Major in Film [and Moving Image](#) Studies

18 credits:

FMST 201 Film History I (3)
FMST 202 Film History II (3)
FMST 203 Film History III (3)
FMST 204 Approaches to Film [and Moving Image](#)
Studies I (3)
FMST 205 Approaches to Film [and Moving Image](#)
Studies II (3)
FMST 220 Film Analysis (3)

Note: One of FMST 201
, FMST 202
and FMST 203
; and FMST 220 should be taken as part of the first 30
credits.

3 credits chosen from:

FMST 214 Canadian Cinema (3)
FMST 215 Le cinéma québécois (3)
FMST 217 First Peoples' Cinema (3)

3 credits chosen from:

FMST 222 Topics in Film Aesthetics (3)
FMST 223 Montage Aesthetic (3)
FMST 224 Moving Camera Aesthetic (3)

FMST 316 Film and Moving Image Cultures (3)
FMST 317 Transnational Approaches to Cinema (3)
FMST 319 The Moving Image and Society (3)
FMST 320 Digital Media and Animation (3)

15 credits of Film Studies electives, excluding FMST 200

6 credits of Cinema electives

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

3 credits chosen from:
FMST 315 Introduction to Film Theory (3)
FMST 316 Film and Moving Image Cultures (3)
FMST 317 Transnational Approaches to Cinema (3)
FMST 319 The Moving Image and Society (3)
FMST 320 Digital Media and Animation (3)

15 credits of Film and Moving Image Studies electives, excluding FMST 200

6 credits of Cinema electives

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

Rationale:

We would like to change the name of the BFA Program to Film and Moving Image Studies to better reflect our current course contents, and changes in the field which, over the past 20 years has increasingly included the study of other film-related moving image media. This includes television, video, online video (YouTube and TikTok) and the prominence of platforms like Netflix, which blur the boundaries between film and television content. Hollywood studios produce both film and television content, highlighting the importance of addressing the “moving image” more broadly than the term “film” allows. Film implies a specific format and length (generally the feature-length film), whereas film in the broader sense of the moving image include multiple formats (VHS video, digital video), lengths, audiences, and exhibition practices. This includes offering a study of television and online moving images from a perspective grounded in the formal analysis and cultural approaches to cinema pioneered in film studies. The program title change aligns with and names these transformations of the moving image and film studies as a discipline over the last several decades. This includes the rise of digital media in particular, which has markedly transformed the production, distribution and reception practices of film.

This proposed change hence aligns with disciplinary transformations, including the 2002 name change of the largest organization for the study of cinema, “Society for Cinema Studies” to the “Society for Cinema and Media Studies.” The Professional Canadian Association has likewise changed its name to “Film and Media Association of Canada.” “Media Studies” here refers not to all media (as in communication studies); in the film studies context the term “media” is used to mean moving image media or audiovisual media.

Whereas some film departments have chosen to respond to this change by adding “media studies” to their titles (i.e. “Film and Media Studies”), Film Studies at Concordia has chosen to emphasize the continuities with the longer history of film by using the term “moving image.” This follows the existing use of “Film and the Moving Image” in our “PhD Program in Film and the Moving Image” (established in 2008) and the recent cognate change to our MA program as well. Hence this change to the BFA program title will allow our program titles to be harmonized.

The term moving image acknowledges the longer history of film (which was called many things during its history, including “motion picture” and “moving image”), and second, signals to prospective students the unit’s commitment to use film studies methodologies to study the wide array of moving images in the contemporary digital landscape. The term “moving image” can capture the many different terms we use in the study and teaching of film and the moving image: video, video platform, animation, moving image media – to name a few issues we already teach in our BFA courses.

The change of our program title from BFA in Film Studies, to BFA in Film and Moving Image Studies is long overdue and will better align the program title with the course content taught therein, including a longstanding course on The History of Animated Film, as well as a recently added course on Digital Media and Animation.

The title change will also serve as a crucially important recruitment tool, as many students come to our program seeking to further study “film in the digital era” or “animation and digital distribution platforms” or “video streaming” – topics encompassed by the “Film and the Moving Image” rubric, but not normally designated by the rather more limited term, “film.”

Resource Implications:

None

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: Minor in Film and Moving Image Studies

Calendar Section Type: Program

Description of Change: Minor in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Program Name: Minor in Film Studies

Program Type: Minor

Degree: Non-degree program (certificate or minor)

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film and Moving Image Studies > Minor in Film and Moving Image Studies > Program Requirements

Type of Change: Program Change

Present Text calendar

24 Minor in Film Studies
credits

12 credits chosen from:

FMST 200 Introduction to Film Studies (6)

FMST 201 Film History I (3)

FMST 202 Film History II (3)

FMST 203 Film History III (3)

FMST 220 Film Analysis (3)

12 credits of Film Studies electives

~~Note:~~ Up to six credits chosen from the Communication Studies Film Courses list may be applied as Film Studies electives for degree purposes.

Proposed Text

24 Minor in Film [and Moving Image](#) Studies
credits

12 credits chosen from:

FMST 200 Introduction to Film [and Moving Image](#) Studies (6)

FMST 201 Film History I (3)

FMST 202 Film History II (3)

FMST 203 Film History III (3)

FMST 220 Film Analysis (3)

12 credits of Film [and Moving Image](#) Studies electives

Note: Up to six credits chosen from the Communication Studies Film Courses list may be applied as [a Film and Moving Image](#) Studies electives for degree purposes.

Rationale:

We would like to change the name of the BFA Program to Film and Moving Image Studies to better reflect our current course contents, and changes in the field which, over the past 20 years has increasingly included the study of other film-related moving image media. This includes

television, video, online video (YouTube and TikTok) and the prominence of platforms like Netflix, which blur the boundaries between film and television content. Hollywood studios produce both film and television content, highlighting the importance of addressing the “moving image” more broadly than the term “film” allows. Film implies a specific format and length (generally the feature-length film), whereas film in the broader sense of the moving image include multiple formats (VHS video, digital video), lengths, audiences, and exhibition practices. This includes offering a study of television and online moving images from a perspective grounded in the formal analysis and cultural approaches to cinema pioneered in film studies. The program title change aligns with and names these transformations of the moving image and film studies as a discipline over the last several decades. This includes the rise of digital media in particular, which has markedly transformed the production, distribution and reception practices of film.

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Whereas some film departments have chosen to respond to this change by adding “media studies” to their titles (i.e. “Film and Media Studies”), Film Studies at Concordia has chosen to emphasize the continuities with the longer history of film by using the term “moving image.” This follows the existing use of “Film and the Moving Image” in our “PhD Program in Film and the Moving Image” (established in 2008) and the recent cognate change to our MA program as well. Hence this change to the BFA program title will allow our program titles to be harmonized.

The term moving image acknowledges the longer history of film (which was called many things during its history, including “motion picture” and “moving image”), and second, signals to prospective students the unit’s commitment to use film studies methodologies to study the wide array of moving images in the contemporary digital landscape. The term “moving image” can capture the many different terms we use in the study and teaching of film and the moving image: video, video platform, animation, moving image media – to name a few issues we already teach in our BFA courses.

The change of our program title from BFA in Film Studies, to BFA in Film and Moving Image Studies is long overdue and will better align the program title with the course content taught therein, including a longstanding course on The History of Animated Film, as well as a recently added course on Digital Media and Animation.

The title change will also serve as a crucially important recruitment tool, as many students come to our program seeking to further study “film in the digital era” or “animation and digital distribution platforms” or “video streaming” – topics encompassed by the “Film and the Moving Image” rubric, but not normally designated by the rather more limited term, “film.”

Resource Implications:

None

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: Film and Moving Image Studies C.Edge
(Career Edge) Option

Calendar Section Type: Regulation

Description of Change: Film and Moving Image Studies C.Edge
(Career Edge) Option Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Programs > Film and Moving Image Studies

Present Text calendar

Film Studies C.Edge (Career Edge) Option Film and Moving Image Studies C.Edge (Career Edge) Option

The C.Edge option is available to selected students who are enrolled in the following BFA programs:

~~Major~~ in Film and Moving Image Studies

~~Specialization~~ in Film and Moving Image Studies

~~The~~ academic content of the C.Edge option is identical to that of the regular program with some specific recommendations for professional internships and extension courses to improve and enhance the student's quality of work performance. Please see Institute for Co-operative Education for specific details.

Proposed Text

Film Studies C.Edge (Career Edge) Option Film and Moving Image Studies C.Edge (Career Edge) Option

The C.Edge option is available to selected students who are enrolled in the following BFA programs:

-
Major in Film and Moving Image Studies

-
Specialization in Film and Moving Image Studies

The academic content of the C.Edge option is identical to that of the regular program with some specific recommendations for professional internships and extension courses to improve and enhance the student's quality of work performance. Please see Institute for Co-operative Education for specific details.

Rationale:

Node names and tags are updated for consistency. See publication preview for layout.

Resource Implications:

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 200

Calendar Section Type: Course

Description of Change: FMST 200 Introduction to Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 200 Introduction to Film Studies (6 credits)

Prerequisites:

Description :

A survey course acquainting the student with the art of the film and the basic methods of analysis. The technical and critical terminology of film studies is discussed. Popular literature on film, such as reviews, is analyzed and the more specialized film literature is introduced. Directors whose films are usually viewed include Bergman, Eisenstein, Fellini, Ford, Hitchcock, Kurosawa, Lubitsch, Keaton, and Welles.

Component(s):

Lecture

Notes :

Anti-requisite Programs : Students in the Major or Specialization in Film Studies may not take this course for credit.

Rationale:

This change will align the course with the new name of the program.

Resource Implications:

None

Proposed Text

FMST 200 Introduction to Film [and Moving Image](#) Studies (6 credits)

Prerequisites:

Description :

A survey course acquainting the student with the art of the film and the basic methods of analysis. The technical and critical terminology of film [and moving image](#) studies is discussed. Popular literature on film, such as reviews, is analyzed and the more specialized film literature is introduced. Directors whose films are usually viewed include Bergman, Eisenstein, Fellini, Ford, Hitchcock, Kurosawa, Lubitsch, Keaton, and Welles.

Component(s):

Lecture

Notes :

Anti-requisite Programs : Students in the Major or Specialization in Film [and Moving Image](#) Studies may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 201

Calendar Section Type: Course

Description of Change: FMST 201 Film History I Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 201 Film History I (3 credits)

Prerequisites:

Description :

An introduction to world cinema history up until 1945, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FMST 211 may not take this course for credit.

Other note : Students in Film Studies programs should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 30 credits. Students in Film Production programs and Major in Art History and Film Studies should complete FMST 201 , FMST 202 , and/or FMST 203 , and FMST 220 as part of their first 30 credits.

Rationale:

This change will align the course with the new name of the program.

The addition of the prerequisite is amending an oversight, and reflects current departmental policy.

Resource Implications:

None

Proposed Text

FMST 201 Film History I (3 credits)

Prerequisites:

[Enrolment in a major, minor or specialization program in the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, permission of the Mel Hoppenheim School of Cinema is required.](#)

Description :

An introduction to world cinema history up until 1945, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FMST 211 may not take this course for credit.

Other note : Students in Film [and Moving Image](#) Studies programs should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 30 credits. Students in Film Production programs and Major in Art History and Film Studies should complete FMST 201 , FMST 202 , and/or FMST 203 , and FMST 220 as part of their first 30 credits.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 202

Calendar Section Type: Course

Description of Change: FMST 202 Film History II Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 202 Film History II (3 credits)

Prerequisites:

Description :

An introduction to world cinema history from 1945 to 1980, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FMST 322 may not take this course for credit.

Other note : Students in Film Studies programs should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 60 credits. Students in Film Production programs and Major in Art History and Film Studies should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 30 credits.

Rationale:

This change will align the course with the new name of the program.

The addition of the prerequisite is amending an oversight, and reflects current departmental policy.

Resource Implications:

Proposed Text

FMST 202 Film History II (3 credits)

Prerequisites:

[Enrolment in a major, minor or specialization program in the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, permission of the Mel Hoppenheim School of Cinema is required.](#)

Description :

An introduction to world cinema history from 1945 to 1980, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FMST 322 may not take this course for credit.

Other note : Students in Film [and Moving Image](#) Studies programs should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 60 credits. Students in Film Production programs and Major in Art History and Film Studies should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 30 credits.

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 203

Calendar Section Type: Course

Description of Change: FMST 203 Film History III Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 203 Film History III (3 credits)

Prerequisites:

Description :

An introduction to world cinema history from 1980 to the present day, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FMST 322 may not take this course for credit.

Other note : Students in Film Studies programs should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 60 credits. Students in Film Production programs and Major in Art History and Film Studies should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 30 credits.

Rationale:

This change will align the course with the new name of the program.

The addition of the prerequisite is amending an oversight, and reflects current departmental policy.

Resource Implications:

Proposed Text

FMST 203 Film History III (3 credits)

Prerequisites:

[Enrolment in a major, minor or specialization program in the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, permission of the Mel Hoppenheim School of Cinema is required.](#)

Description :

An introduction to world cinema history from 1980 to the present day, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FMST 322 may not take this course for credit.

Other note : Students in Film [and Moving Image](#) Studies programs should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 60 credits. Students in Film Production programs and Major in Art History and Film Studies should complete FMST 201 , FMST 202 and/or FMST 203 , and FMST 220 as part of their first 30 credits.

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 204

Calendar Section Type: Course

Description of Change: FMST 204 Approaches to Film and Moving Image Studies I Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 204 Approaches to Film Studies I (3 credits)

Prerequisites:

Enrolment in the ~~Major in Film Studies, the Minor in Film Studies or the Specialization in Film Studies~~ is required.

Description :

This course focuses on developing discipline-specific skills for the study of cinema and the moving image. It supplements the formal and aesthetic approaches to film analysis with broader questions about seeing, interpreting and understanding cinema. By completing a broad range of assignments designed to test various academic approaches to film analysis, students become acquainted with different methodologies that are currently in use within the discipline.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FMST 216 may not take this course for credit.

Other note : Students in the Major in Film Studies program should complete this course as part of their first 30 credits.

Rationale:

This change will align the course with the new name of the program.

Resource Implications:

none

Proposed Text

FMST 204 Approaches to Film **and Moving Image** Studies I (3 credits)

Prerequisites:

Enrolment in the **Major**, Minor or Specialization in Film **and Moving Image** Studies is required.

Description :

This course focuses on developing discipline-specific skills for the study of cinema and the moving image. It supplements the formal and aesthetic approaches to film analysis with broader questions about seeing, interpreting and understanding cinema. By completing a broad range of assignments designed to test various academic approaches to film analysis, students become acquainted with different methodologies that are currently in use within the discipline.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FMST 216 may not take this course for credit.

Other note : Students in the Major in Film **and Moving Image** Studies program should complete this course as part of their first 30 credits.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 205

Calendar Section Type: Course

Description of Change: FMST 205 Approaches to Film and Moving Image Studies II Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 205 Approaches to Film Studies II (3 credits)

Prerequisites:

The following course must be completed previously: FMST 204.
Enrolment in the ~~Major in Film Studies, the Minor in Film Studies or the Specialization in Film Studies~~ is required.

Description :

This course focuses on developing discipline-specific skills for the study of cinema and the moving image. It builds on and extends the work undertaken in FMST 204. By completing a broad range of assignments designed to test various academic approaches to the study of film, students become acquainted with different methodologies that are currently in use within the discipline.

Component(s):

Lecture

Notes :

Other note : Students in the Major in Film Studies program should complete this course as part of their first 30 credits.

Rationale:

This change will align the course with the new name of the program.

Resource Implications:

None

Proposed Text

FMST 205 Approaches to Film **and Moving Image** Studies II (3 credits)

Prerequisites:

The following course must be completed previously: FMST 204.
Enrolment in the **Major, Minor or Specialization in Film Moving Image** Studies is required.

Description :

This course focuses on developing discipline-specific skills for the study of cinema and the moving image. It builds on and extends the work undertaken in FMST 204. By completing a broad range of assignments designed to test various academic approaches to the study of film, students become acquainted with different methodologies that are currently in use within the discipline.

Component(s):

Lecture

Notes :

Other note : Students in the Major in Film **and Moving Image** Studies program should complete this course as part of their first 30 credits.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 340

Calendar Section Type: Course

Description of Change: FMST 340 Industry Studies in Film and the Moving Image New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: New Course

Present Text calendar

Proposed Text

[FMST 340 Industry Studies in Film and the Moving Image \(3 credits\)](#)
none

Prerequisites:

Prerequisites:

[Students must be in second-year standing with at least 24 credits completed in their degree program.](#)

Description :

Description :

[This course introduces students to the study of the film and moving image industries. Production studies and film and media industry studies are burgeoning fields of study. These fields offer insights into how film and media are produced; what their working conditions are; how production practices affect what is seen on screen; and how distribution and reception impacts industry practices. These practices are often transnational in scope and funding; this course will explore these conditions. This course also pays attention to how changes in technologies have an impact on production conditions, distribution practices, as well as labour and financial structures.](#)

Component(s):

Component(s):

[Lecture](#)

Notes :

Notes :

Language of instruction :

Language of instruction : [English](#)

Rationale:

We need a course devoted exclusively to issues of film production, including issues of labour, financing, distribution, and exhibition, as there is an increased emphasis on these issues in the field of Film and Media Studies. It will help students understand the different professional roles in the industry, and the history of different film and media industries in North American and globally, and histories of labour. We have in the past offered courses such as FMST 398 “Special Topics: The Netflix Effect” and FMST337 “Topics in American Cinema: “From the Dream Factory to the Dream Factory 2.0. Aspects of industry studies are included in FMST 205 Approaches to Film and Media Studies, and it is time to dedicate a course specifically to this approach.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 392

Calendar Section Type: Course

Description of Change: FMST 392 Queer/Trans Film and Media History Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 392 ~~Queer Cinema I~~ (3 credits)

Prerequisites:

Description :

An interdisciplinary, ~~cross-cultural~~ survey of ~~queer~~ cinema and ~~video~~. ~~Selected phases in the historical trajectory of LGBTQ film are highlighted, both underground and mainstream, including studies of representative major artists from Jean Cocteau and Dorothy Arzner to Patricia Rozema and Derek Jarman. Problems in the depiction of sexual minorities are analyzed, and a selection of the principal aesthetic, theoretical and socio-political issues raised by queer theory and cultural production is introduced.~~

Component(s):

Lecture

Notes :

Rationale:

The previous description was outdated in its naming of directors and its limitation to feature filmmaking. The new description offers an expanded scope of media, and does not limit the designation to artists who have identified as queer or trans but focuses equally on the historical context of global filmmaking relevant to queer and trans people.

Second-year standing prerequisite is clarified to allow student from 90-120 credit programs to enrol in second year based on credits completed rather than credits left to complete.

FASS 393 is a course in LGBTQ+ studies, illustrating major concepts from that field through the lens of cultural production. The course explores how principles from queer theory and transgender studies are reflected in a wide range of LGBTQ cultural expressions, including dance, portraiture and painting, feature film, documentary video, manifestos, posters and pamphlets, independent presses, and artistic and activist collectives. FMST 392 and FMST 393 focus on the history of film and moving image media created by LGBTQ+ people and the interpretive frameworks queer and trans people have developed to make sense of the moving image media more specifically and narrowly than FASS 393.

Proposed Text

FMST 392 ~~Queer/Trans Film and Media History~~ (3 credits)

Prerequisites:

Students must be in second-year standing with at least 24 credits completed in their program.

Description :

An interdisciplinary, ~~cross-cultural~~ survey of cinema and ~~media made by and about queer and trans people~~. The course historically situates a global spectrum of moving image media within the context of sex and gender politics, featuring major artists and lesser-known makers from across the LGBTQ2S+ spectrum.

Component(s):

Lecture

Notes :

Resource Implications:

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 393

Calendar Section Type: Course

Description of Change: FMST 393 Queer/Trans Film and Media Analysis Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 393 ~~Queer Cinema II~~ (3 credits)

Prerequisites:

~~The following course~~ must be completed ~~previously: FMST 392.~~

Description :

~~An extension of FMST 392. An in-depth focus on selected historical, aesthetic, and theoretical issues, which vary from year to year according to the expertise of faculty.~~

Component(s):

Lecture

Notes :

Rationale:

Prerequisite Change: Previously FMST 392 had to be completed before students could take FMST 393. The new prerequisite will simply be second year standing, and students may take the two courses out of sequence, or they may choose to take one or the other.

Rationale: We offer 392 and 393 in alternate years, and both courses are electives for the new Major in Interdisciplinary Sexuality Studies. We have found in recent years that the majority of students taking FMST 393 need the prerequisite of FMST 392 waived. With the prerequisite of second year standing, students may take the courses in any order, or only one of the two, as each course is a stand-alone course. Most FMST courses are 3 credits, and the sequencing of FMST 392 and 393 was better aligned with our 6-credit based curriculum which was overhauled in 2020.

Second-year standing prerequisite is clarified to allow student from 90-120 credit programs to enroll in second year based on credits completed rather than credits left to complete.

FASS 393 is a course in LGBTQ+ studies, illustrating major concepts from that field through the lens of cultural production. The course explores how principles from queer theory and transgender studies are reflected in a wide range of LGBTQ cultural expressions, including dance, portraiture and painting, feature film, documentary video, manifestos, posters and pamphlets, independent presses, and artistic and activist collectives. FMST 392 and FMST 393 focus on the history of film and moving image media created by LGBTQ+ people and the interpretive frameworks queer and trans people have developed to make sense of the moving image media more specifically and narrowly than

Proposed Text

FMST 393 ~~Queer/Trans Film and Media Analysis~~ (3 credits)

Prerequisites:

Students must be in second-year standing with at least 24 credits completed in their program.

Description :

This course explores a wide range of methods and approaches to film and media from LGBTQ2S+ perspectives, including reception theory, queer theory, and identity studies. Students gain an understanding of how media and LGBTQ2S+ identities are interwoven as well as critical and analytical skills grounded in the cultures and experiences of queer and trans people.

Component(s):

Lecture

Notes :

FASS 393.

Resource Implications:

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 398

Calendar Section Type: Course

Description of Change: FMST 398 Topics in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 398 ~~Special~~ Topics in Film Studies (3 credits)

Prerequisites:

Students must be in ~~second-year~~ standing with ~~66 or fewer~~ credits ~~remaining~~ in their degree program.

Description :

A course which provides an opportunity for the study of limited and more specialized aspects of film studies.

Component(s):

Lecture

Notes :

Other note : Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.

Rationale:

This change will align the course with the new name of the program.

Second-year standing prerequisite is clarified to allow student from 90-120 credit programs to enroll in second year based on credits completed rather than credits left to complete.

Resource Implications:

None

Proposed Text

FMST 398 Topics in Film ~~and Moving Image~~ Studies (3 credits)

Prerequisites:

Students must be in ~~second-year~~ standing with ~~at least 24~~ credits ~~completed~~ in their degree program.

Description :

A course which provides an opportunity for the study of limited and more specialized aspects of film ~~and moving image~~ studies.

Component(s):

Lecture

Notes :

Other note : Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 399

Calendar Section Type: Course

Description of Change: FMST 399 Topics in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 399 ~~Special~~ Topics in Film Studies (6 credits)

Prerequisites:

Students must be in ~~second-year~~ standing with ~~66 or fewer~~ credits ~~remaining~~ in their degree program.

Description :

A course which provides an opportunity for the study of specialized aspects of film studies outside the scope of existing courses.

Component(s):

Lecture

Notes :

Other note : Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.

Rationale:

This change will align the course with the new name of the program.

Second-year standing prerequisite is clarified to allow student from 90-120 credit programs to enroll in second year based on credits completed rather than credits left to complete.

Resource Implications:

None

Proposed Text

FMST 399 Topics in Film ~~and Moving Image~~ Studies (6 credits)

Prerequisites:

Students must be in ~~second-year~~ standing with ~~at least 24~~ credits ~~completed~~ in their degree program.

Description :

A course which provides an opportunity for the study of specialized aspects of film ~~and moving image~~ studies outside the scope of existing courses.

Component(s):

Lecture

Notes :

Other note : Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 426

Calendar Section Type: Course

Description of Change: FMST 426 Professional Internship I Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 426 Professional Internship I (3 credits)

Prerequisites:

Students must be in ~~Second-year~~ standing with ~~66 or fewer~~ credits in the Major ~~in Film Studies~~ or ~~the~~ Specialization in Film Studies. Written permission of the School of Cinema is required.

Description :

A Film Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.

Component(s):

Practicum/Internship/Work Term

Notes :

Rationale:

This change will align the course with the new name of the program.

Second-year standing prerequisite is clarified to allow student from 90-120 credit programs to enroll in second year based on credits completed rather than credits left to complete.

Resource Implications:

None

Proposed Text

FMST 426 Professional Internship I (3 credits)

Prerequisites:

Students must be in **second-year** standing with **at least 24** credits **completed** in the Major or Specialization in Film **and Moving Image** Studies. Written permission of the School of Cinema is required.

Description :

A Film **and Moving Image** Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film **and Moving Image** Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.

Component(s):

Practicum/Internship/Work Term

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 427

Calendar Section Type: Course

Description of Change: FMST 427 Professional Internship II Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Mar 2024

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 427 Professional Internship II (3 credits)

Prerequisites:

Students must be in ~~Second-year~~ standing with ~~66 or fewer~~ credits in the Major ~~in Film Studies~~ or ~~the~~ Specialization in Film Studies.

Written permission of the Mel Hoppenheim School of Cinema is required.

Description :

A student ~~repeating FMST 426 registers for credit~~ under ~~FMST 427.~~

Component(s):

Practicum/Internship/Work Term

Notes :

Other note :

Rationale:

This change will align the course with the new name of the program.

Second-year standing prerequisite is clarified to allow student from 90-120 credit programs to enroll in second year based on credits completed rather than credits left to complete.

Resource Implications:

None

Proposed Text

FMST 427 Professional Internship II (3 credits)

Prerequisites:

Students must be in **second-year** standing with **at least 24** credits **completed** in the Major or Specialization in Film **and Moving Image** Studies. Written permission of the Mel Hoppenheim School of Cinema is required.

Description :

A **Film Studies** student **who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.**

Component(s):

Practicum/Internship/Work Term

Notes :

Other note : **This course is for students wishing to enrol in a subsequent internship to FMST 426**

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 428

Calendar Section Type: Course

Description of Change: FMST 428 Independent Study I Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 428 Independent Study I (3 credits)

Prerequisites:

Students must have completed 24 credits in Film ~~Studies prior to enrolling~~—Written permission of the Department is required. A minimum cumulative GPA of 3.5 is required.

Description :

This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings.

Component(s):

Independent Study

Notes :

Rationale:

This change will align the course with the new name of the program.

Resource Implications:

None

Proposed Text

FMST 428 Independent Study I (3 credits)

Prerequisites:

Students must have completed **at least** 24 credits in Film **and Moving Image Studies**. Written permission of the Department is required. A minimum cumulative GPA of 3.5 is required.

Description :

This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings.

Component(s):

Independent Study

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 429

Calendar Section Type: Course

Description of Change: FMST 429 Independent Study II Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 429 Independent Study II (3 credits)

Prerequisites:

The following course must be completed previously: FMST 428 . Students must have completed 24 credits in Film ~~Studies prior to enrolling~~-Written permission of the Department is required. A minimum cumulative GPA of 3.5 is required.

Description :

This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings.

Component(s):

Independent Study

Notes :

Rationale:

This change will align the course with the new name of the program.

Resource Implications:

None

Proposed Text

FMST 429 Independent Study II (3 credits)

Prerequisites:

The following course must be completed previously: FMST 428 . Students must have completed **at least** 24 credits in Film **and Moving Image Studies**. Written permission of the Department is required. A minimum cumulative GPA of 3.5 is required.

Description :

This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings.

Component(s):

Independent Study

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 450

Calendar Section Type: Course

Description of Change: FMST 450 Film Studies Specialization Seminar Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 450 Film Studies Specialization Seminar (3 credits)

Prerequisites:

Students must be in second-year standing with ~~66 or fewer~~ credits ~~remaining~~ in the Specialization in Film Studies. Written permission of the School of Cinema is required.

Description :

This intensive seminar includes workshops in research methodology, in advanced study and career planning, and in the practice of criticism, publication, preservation, and programming. The relation of film studies to filmmaking practice, the role of changing technology, and the current cultural context of the discipline are discussed by visiting experts from both within the University and the community at large. The course brings together all students in the Specialization in Film Studies.

Component(s):

Seminar

Notes :

Rationale:

This change will align the course with the new name of the program.

Second-year standing prerequisite is clarified to allow student from 90-120 credit programs to enroll in second year based on credits completed rather than credits left to complete.

Resource Implications:

None

Proposed Text

FMST 450 Film [and Moving Image](#) Studies Specialization Seminar (3 credits)

Prerequisites:

Students must be in second-year standing with [at least 24](#) credits [completed](#) in the Specialization in Film [and Moving Image](#) Studies. Written permission of the School of Cinema is required.

Description :

This intensive seminar includes workshops in research methodology, in advanced study and career planning, and in the practice of criticism, publication, preservation, and programming. The relation of film [and moving image](#) studies to filmmaking practice, the role of changing technology, and the current cultural context of the discipline are discussed by visiting experts from both within the University and the community at large. The course brings together all students in the Specialization in Film [and Moving Image](#) Studies.

Component(s):

Seminar

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Name Curriculum Changes in Film Studies BFA Program

Calendar Section Name: FMST 498

Calendar Section Type: Course

Description of Change: FMST 498 Seminar in Film and Moving Image Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.60 Mel Hoppenheim School of Cinema > Cinema Courses > Film Studies Courses

Type of Change: Course Change

Present Text calendar

FMST 498 ~~Special Topics~~ in Film Studies (3 credits)

Prerequisites:

Written permission of the School of Cinema is required.

Description :

A ~~lecture or~~ seminar course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film studies.

Component(s):

Seminar

Notes :

Rationale:

This change will align the course with the new name of the program.

"Lecture or" removed since this is a seminar course.

Resource Implications:

None

Proposed Text

FMST 498 Seminar in Film and Moving Image Studies (3 credits)

Prerequisites:

Written permission of the School of Cinema is required.

Description :

A seminar course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film and moving image studies.

Component(s):

Seminar

Notes :

Impact Report

Programs

Major in Art History and Film Studies

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Art History and Film Studies -> BFA Major in Art History and Film Studies -> Program Requirements

Source of Impact

- FMST 201
- FMST 202
- FMST 203
- FMST 204
- FMST 205

Major in Art History and Film Studies

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Programs -> Art History and Film Studies -> BFA Major in Art History and Film Studies -> Program Requirements

Source of Impact

- FMST 201
- FMST 202
- FMST 203
- FMST 204
- FMST 205

Major in Film Production

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film Production -> BFA Major in Film Production -> Program Requirements

Source of Impact

- FMST 200
- FMST 201
- FMST 202
- FMST 203

Major in Film Studies

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> BFA Major in Film and Moving Image Studies -> Program Requirements

Source of Impact

- FMST 200
- FMST 201
- FMST 202
- FMST 203
- FMST 204
- FMST 205

Major in Interdisciplinary Studies in Sexuality

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.560 Simone de Beauvoir Institute and Women's Studies -> Women's

Studies and Interdisciplinary Studies in Sexuality Programs -> Interdisciplinary Studies in Sexuality -> BA Major in Interdisciplinary Studies in Sexuality -> Program Requirements

Source of Impact

- FMST 392
- FMST 393

Minor in Cinema

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Cinema -> Minor in Cinema -> Program Requirements

Source of Impact

- FMST 201
- FMST 202
- FMST 203

Minor in Film Studies

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> Minor in Film and Moving Image Studies -> Program Requirements

Source of Impact

- FMST 200
- FMST 201
- FMST 202
- FMST 203

Minor in Interdisciplinary Studies in Sexuality

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.560 Simone de Beauvoir Institute and Women's Studies -> Women's Studies and Interdisciplinary Studies in Sexuality Programs -> Interdisciplinary Studies in Sexuality -> Minor in Interdisciplinary Studies in Sexuality -> Program Requirements

Source of Impact

- FMST 392
- FMST 393

Specialization in Film Production

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film Production -> BFA Specialization in Film Production -> Program Requirements

Source of Impact

- FMST 200
- FMST 201
- FMST 202
- FMST 203

Specialization in Film Studies

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> BFA Specialization in Film and Moving Image Studies -> Program Requirements

Source of Impact

- FMST 200

- FMST 201
- FMST 202
- FMST 203
- FMST 204
- FMST 205
- FMST 450

Defined Groups

Communication Studies Film Courses

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Cinema Course Groups
Source of Impact

- Major in Film Studies
- Minor in Film Studies

Optional Courses for Women's Studies

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.560 Simone de Beauvoir Institute and Women's Studies -> Women's Studies and Interdisciplinary Studies in Sexuality Programs -> Women's Studies -> Optional Courses for Women's Studies

Source of Impact

- FMST 392
- FMST 393

Courses

ARTH 348

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMPR 239

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMPR 332

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202

FMPR 338

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMPR 340

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMPR 341

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMPR 343

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMPR 350

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMPR 361

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMPR 444

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Production Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 201

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses
Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 202

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses
Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 203

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses
Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 315

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses
Source of Impact

- FMST 201
- FMST 202
- FMST 203
- FMST 204

FMST 316

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses
Source of Impact

- FMST 201
- FMST 202
- FMST 203
- FMST 204

FMST 317

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses
Source of Impact

- FMST 201
- FMST 202
- FMST 203
- FMST 204

FMST 319

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203
- FMST 204

FMST 320

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203
- FMST 204
- FMST 398

FMST 325

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 329

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 330

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 331

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 332

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 348

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 350

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 201
- FMST 202
- FMST 203

FMST 391

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 498

FMST 393

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 392

FMST 427

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 426

FMST 429

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Courses -> Film Studies Courses

Source of Impact

- FMST 428

ITAL 351

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.060 Department of Classics, Modern Languages and Linguistics -> Classics, Modern Languages and Linguistics Courses -> Program Courses -> Modern Language Courses -> Italian Courses

Source of Impact

- FMST 398

Regulations

Film and Moving Image Studies C.Edge (Career Edge) Option

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.60 Mel Hoppenheim School of Cinema -> Cinema Programs -> Film and Moving Image Studies -> Film and Moving Image Studies C.Edge (Career Edge) Option

Source of Impact

- Major in Film Studies
- Specialization in Film Studies

From: [John Potvin](#)
To: [Ria Rombough](#); [Chiara Montpetit](#)
Cc: [Martin Lefebvre](#); [Film Studies Cinema](#); [Academic Facilitator Fine Arts](#); [Catherine Russell](#)
Subject: Re: Curriculum changes in Cinema impacting ARTH
Date: September 20, 2023 11:02:11 AM

Dear Ria et al
I acknowledge the dossier and changes.
John

SSRHC Funded Research Project: [*Primitivism and Interior Design: Art Deco, Hybridity and the Decolonization of the Modern Interior in France, 1909-39*](#)

Dr John Potvin
Chair & Professor
Dept. of Art History | Concordia University |
EV 3.820 | 1455 de Maisonneuve Blvd W. | Montreal, QC | H3G 1M8

From: Ria Rombough <ria.rombough@concordia.ca>
Sent: September 15, 2023 11:34 AM
To: John Potvin <john.potvin@concordia.ca>; Chiara Montpetit <chiara.montpetit@concordia.ca>
Cc: Martin Lefebvre <martin.lefebvre@concordia.ca>; Film Studies Cinema <filmstudies.cinema@concordia.ca>; Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>; Catherine Russell <katie.russell@concordia.ca>
Subject: Curriculum changes in Cinema impacting ARTH

Dear John and Chiara,

I am writing on behalf of Martin Lefebvre (Chair) and Katie Russell (UPD), to inform you of changes being made to courses in dossier CINE-5254. As these changes will affect our jointly offered program, I would ask you to acknowledge such changes by replying to this email by Thursday, September 21 and to make the necessary curriculum changes on your end pending APC approval of the CINE dossier.

The changes we are proposing involve changing the name of the undergraduate program from 'Film Studies' to 'Film and Moving Image Studies', along with related course titles, program names and details to reflect the change. We have decided to keep the name for our joint program in Art History and Film Studies the same, as 'Art History and Film and Moving Image Studies' seemed too cumbersome. However, some course titles implicated in the joint program will change, namely FMST 201, 202, 203, 204 and 205.

Christopher, in cc, here, will follow up to assist with the changes required on your end.

I've attached a draft of the curriculum dossier here for complete details. The Impact Report (starting page 41) lays things out very clearly.

Please let me know if you have any questions.

Ria Rombough (she/her)

Administrator

Mel Hoppenheim School of Cinema

Concordia University

(514) 848-2424 x4667

<http://www.concordia.ca/finearts/cinema.html>

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today.

L'Université Concordia est située en territoire autochtone, lequel n'a jamais été cédé. La nation Kanien'kehá: ka est reconnue comme gardienne des terres et des eaux sur lesquelles nous nous réunissons aujourd'hui. [Indigenous Directions Leadership Group, Concordia University, February 2017]

Film Studies Courses

Notes

- Courses may occasionally be offered in French.

FMST 200 Introduction to Film and Moving Image Studies (6 credits)

Description:

A survey course acquainting the student with the art of the film and the basic methods of analysis. The technical and critical terminology of film and moving image studies is discussed. Popular literature on film, such as reviews, is analyzed and the more specialized film literature is introduced. Directors whose films are usually viewed include Bergman, Eisenstein, Fellini, Ford, Hitchcock, Kurosawa, Lubitsch, Keaton, and Welles.

Component(s):

Lecture

Notes:

- Students in the Major or Specialization in Film and Moving Image Studies may not take this course for credit.

FMST 201 Film History I (3 credits)

Prerequisite/Corequisite:

Enrolment in a Major, Minor or Specialization program at the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, permission of the Mel Hoppenheim School of Cinema is required.

Description:

An introduction to world cinema history up until 1945, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes:

- Students in Film and Moving Image Studies programs should complete [FMST 201](#), [FMST 202](#) and/or [FMST 203](#), and [FMST 220](#) as part of their first 30 credits. Students in Film Production programs and Major in Art History and Film Studies should complete [FMST 201](#), [FMST 202](#), and/or [FMST 203](#), and [FMST 220](#) as part of their first 30 credits.
- Students who have received credit for FMST 211 may not take this course for credit.

FMST 202 Film History II (3 credits)

Prerequisite/Corequisite:

Enrolment in a Major, Minor or Specialization program at the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, permission of the Mel Hoppenheim School of Cinema is required.

Description:

An introduction to world cinema history from 1945 to 1980, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes:

- Students in Film and Moving Image Studies programs should complete [FMST 201](#), [FMST 202](#) and/or [FMST 203](#), and [FMST 220](#) as part of their first 60 credits. Students in Film Production programs and Major in Art History and Film Studies should complete [FMST 201](#), [FMST 202](#) and/or [FMST 203](#), and [FMST 220](#) as part of their first 30 credits.
- Students who have received credit for FMST 322 may not take this course for credit.

FMST 203 Film History III (3 credits)**Prerequisite/Corequisite:**

Enrolment in a Major, Minor or Specialization program at the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, permission of the Mel Hoppenheim School of Cinema is required.

Description:

An introduction to world cinema history from 1980 to the present day, studied in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings.

Component(s):

Lecture

Notes:

- Students in Film and Moving Image Studies programs should complete [FMST 201](#), [FMST 202](#) and/or [FMST 203](#), and [FMST 220](#) as part of their first 60 credits. Students in Film Production programs and Major in Art History and Film Studies should complete [FMST 201](#), [FMST 202](#) and/or [FMST 203](#), and [FMST 220](#) as part of their first 30 credits.
- Students who have received credit for FMST 322 may not take this course for credit.

FMST 204 Approaches to Film and Moving Image Studies I (3 credits)**Prerequisite/Corequisite:**

Enrolment in the Major, Minor or Specialization in Film and Moving Image Studies is required.

Description:

This course focuses on developing discipline-specific skills for the study of cinema and the moving image. It supplements the formal and aesthetic approaches to film analysis with broader questions about seeing, interpreting and understanding cinema. By completing a broad range of assignments designed to test various academic approaches to film analysis, students become acquainted with different methodologies that are currently in use within the discipline.

Component(s):

Lecture

Notes:

- Students in the Major in Film and Moving Image Studies program should complete this course as part of their first 30 credits.
- Students who have received credit for FMST 216 may not take this course for credit.

FMST 205 Approaches to Film and Moving Image Studies II (3 credits)

Prerequisite/Corequisite:

The following course must be completed previously: FMST 204. Enrolment in the Major, Minor or Specialization in Film Moving Image studies is required.

Description:

This course focuses on developing discipline-specific skills for the study of cinema and the moving image. It builds on and extends the work undertaken in FMST 204. By completing a broad range of assignments designed to test various academic approaches to the study of film, students become acquainted with different methodologies that are currently in use within the discipline.

Component(s):

Lecture

Notes:

- Students in the Major in Film and Moving Image Studies program should complete this course as part of their first 30 credits.

FMST 213 Introduction to Film Genres (3 credits)**Description:**

This course introduces students to the concept of genre through the case study of genre films. By exploring genre conventions and aesthetic features in historical context, the course addresses how genres are established, and how they develop, evolve, and travel. It also explores their relation to society, industry and art cinema.

Component(s):

Lecture

FMST 214 Canadian Cinema (3 credits)**Description:**

A survey of Canadian film from the earliest surviving works to the present. Topics include fiction, documentary, animation, and experimental film, as well as the role of the National Film Board. The course includes discussions of national and transnational cinema within the Canadian context. Weekly screenings.

Component(s):

Lecture

FMST 215 Le cinéma québécois (3 credits)**Description:**

Tour d'horizon du cinéma québécois mettant l'accent sur des œuvres contemporaines. Les films sont examinés en fonction de leur valeur culturelle et politique. On y traite également de la structure de l'industrie du cinéma au Québec et du rôle joué, entre autres, par l'Office national du film. Visionnements hebdomadaires.

Component(s):

Lecture

Notes:

- Ce cours peut, à l'occasion, être offert en anglais. / This course may occasionally be taught in English.

FMST 217 First Peoples' Cinema (3 credits)

Description:

An examination of representation by and of Indigenous peoples in film and video. The emphasis is on Turtle Island and other parts of the Americas, but important works from other continents may be included. Films and videos, both mainstream and experimental, are discussed in the context of post-colonial theory, socio-cultural history, and contemporary aesthetic issues.

Weekly screenings.

Component(s):

Lecture

FMST 218 History of Animation Film (3 credits)**Prerequisite/Corequisite:**

Enrolment in the Mel Hoppenheim School of Cinema is required. If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

A survey of animated film from the first decade of the 20th century to the present. Styles of animation viewed and discussed include abstract experimental film of the 1920s, Disney Studio films and computer animation. The contribution of the National Film Board of Canada and particularly that of Norman McLaren is considered. Weekly screenings.

Component(s):

Lecture

Notes:

- Students who have received credit for FMST 323 may not take this course for credit.

FMST 220 Film Analysis (3 credits)**Description:**

An introduction to the formal components of film. Close attention is paid to how to understand elements such as narrative, mise-en-scène, cinematography, editing and sound. Weekly screenings.

Component(s):

Lecture

Notes:

- Students in Cinema programs who require FMST 220 should complete the course as part of their first 30 credits.
- Students who have received credit for FMST 212 may not take this course for credit.

FMST 222 Topics in Film Aesthetics (3 credits)**Prerequisite/Corequisite:**

The following course must be completed previously: [FMST 220](#).

Description:

A focused study of a particular dimension of film aesthetics with attention to the social, cultural and historical questions of film art. Topics may include a digital or non-Western concentration, attention to a particular historical period, or the philosophical study of aesthetics. Weekly screenings.

Component(s):

Lecture

FMST 223 Montage Aesthetic (3 credits)**Prerequisite/Corequisite:**

The following course must be completed previously: [FMST 220](#).

Description:

An intensive study of montage as an element of film style. This course includes weekly screenings that cover a wide range of film and media practice, from early cinema to contemporary media practice.

Component(s):

Lecture

Notes:

- Students who have received credit for FMST 311 may not take this course for credit.

FMST 224 Moving Camera Aesthetic (3 credits)**Prerequisite/Corequisite:**

The following course must be completed previously: [FMST 220](#).

Description:

An intensive study of camera movement as an element of film and moving image style. Consideration is given to relations between various techniques (deep and shallow focus, long and short takes) and the dynamic movement of cameras by human, mechanical or other means. Classic films and works in video and digital media may be examined. Weekly screenings.

Component(s):

Lecture

Notes:

- Students who have received credit for FMST 312 may not take this course for credit.

FMST 313 Film Comedy I (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with 66 or fewer credits remaining in their degree program.

Description:

An introduction to film comedy in the silent and sound eras. The visual and verbal sources of comedy are analyzed through the study of films ranging from Mack Sennett and Buster Keaton to Woody Allen and Jacques Tati. Weekly screenings.

Component(s):

Lecture

FMST 315 Introduction to Film Theory (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); and [FMST 204](#), [FMST 220](#). If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course familiarizes students with some of the major developments in film theory and further develops their critical skills in approaching complex theoretical texts and concepts. Students examine a variety of theoretical writings concerned with aesthetic,

social and psychological aspects of the cinema, including questions of spectatorship, ideology, gender, technology, and authorship.

Component(s):

Lecture

FMST 316 Film and Moving Image Cultures (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); and [FMST 204](#), [FMST 220](#). If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course studies extra-textual elements of cinema, such as production histories, stardom, film education, and, more generally, issues in the dissemination of film cultures around the world including screens, apparatuses, cinephilia, fandom and festivals.

Component(s):

Lecture

FMST 317 Transnational Approaches to Cinema (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); and [FMST 204](#), [FMST 220](#). If prerequisites are not satisfied, written permission of the School of Cinema is required.

Description:

This course introduces students to geo-political approaches to cinema, which question the primacy of the national as a determining category of analysis. This course emphasizes the transnational flow of global media production and circulation, and offers comparative perspectives on film movements and practices.

Component(s):

Lecture

FMST 318 Experimental Film (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with 66 or fewer credits remaining in their degree program.

Description:

An examination of experimental film emphasizing developments from the late 1940s to the present. The New American Cinema is considered in relation to other North American and European experimental cinemas, and examples of the historical antecedents of recent experimental films are viewed and discussed. Weekly screenings.

Component(s):

Lecture

FMST 319 The Moving Image and Society (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); [FMST 204](#), [FMST 220](#). If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course explores the ways in which cinema and moving images shape ideologies of class, gender and race. Through a selection of key theoretical texts from cultural studies and related scholarly traditions, this course investigates the centrality of visual experience to everyday life. Through a selection of screenings and readings, students learn how the production and consumption of visual cultures intersect with issues of identity and historical consciousness. The aim of this course is to enable students to analyze different ideological aspects of film and the moving image.

Component(s):

Lecture

FMST 320 Digital Media and Animation (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#) ; and [FMST 204](#), [FMST 220](#). If prerequisites are not satisfied, written permission of the School of Cinema is required.

Description:

This course introduces students to the proliferating forms of contemporary animation, and to the critical debates around digital media in which animation plays a central role. The course examines new forms of animation, including anime, web-based animation and animated documentary along with big-budget special-effects films. Students are introduced to recent developments within film studies, animation studies, new media theory, game studies, gender studies, software studies, and theories of consumer culture.

Component(s):

Lecture

Notes:

- Students who have received credit for this topic under a [FMST 398](#) number may not take this course for credit.

FMST 325 Studies in Film Acting and Performance (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); and [FMST 220](#). If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course offers an introduction to the critical study and analysis of film acting and performance. It includes a survey of acting styles and practices. Performance styles are studied in relation to authorship, the film industry, stardom, scriptwriting, film technique, film genre, documentary and the other performing arts. The course helps students learn the multidimensional subject of acting for the screen.

Component(s):

Lecture

FMST 326 Approaches to World Cinema (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with 66 or fewer credits remaining in their degree program.

Description:

The course investigates films, film movements, filmmakers and film industries worldwide focusing on transnationalism as well as specific geopolitical cultural contexts. Among the possible topics: contemporary global art cinema and festivals, global and regional economies of film and media, film movements and genres, transcultural and diasporic cinemas, Third Cinema, postcoloniality and eurocentrism, international co-productions, practices of dubbing and subtitling.

Component(s):

Lecture

FMST 328 Non-fiction Film Since 1956 (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with 66 or fewer credits remaining in their degree program.

Description:

A cross-cultural survey of contemporary developments in the documentary film. The course begins with the precursors of cinéma-direct in North America and Europe during the 1950s, and extends through the most recent applications of cinéma-direct in the emerging cinemas of the Third World. Emphasis is placed on both the artistic achievement and the theoretical, cultural, and political context of the non-fiction film during this period of technological and aesthetic transition. Weekly screenings.

Component(s):

Lecture

FMST 329 Women and Film (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); and [FMST 220](#). If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course examines films made by women, film criticism written by women, and the portrayal of women in films. These topics are considered within the context of film history and with an emphasis on their relation to ideas in contemporary feminist theory. Weekly screenings.

Component(s):

Lecture

FMST 330 Film Sound (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); and [FMST 220](#). If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course provides an introduction to the concepts and language necessary to think and write cogently about the importance of sound in the cinema. It covers issues of technology, aesthetics and sound design in relation to the history of cinema as an audiovisual medium. Weekly readings and screenings offer students key analytical tools to better understand the soundscapes and soundtracks of a variety of film practices.

Component(s):

Lecture

FMST 331 Film Directors (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); and [FMST 220](#). If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course provides a concentrated study of the work of selected major directors of narrative, documentary and experimental cinema. Concepts and theories of authorship are incorporated into close analysis of selected bodies of work. The films are considered in terms of thematic and stylistic consistency and variation as well as biographical, social, and political factors.

Component(s):

Lecture

Notes:

- Students who have received credit for FMST 321 may not take this course for credit.

FMST 332 Issues in Independent Cinema (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); and [FMST 220](#). If prerequisites are not satisfied, written permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course involves intensive study of selected tendencies in cinema produced outside the mainstream of the film industry. Topics may include documentary, video art, experimental or narrative film, or particular convergences of these modes of film practice. Topics will vary according to the instructor's specialization.

Component(s):

Lecture

FMST 335 Aspects of National Cinemas (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with 66 or fewer credits remaining in their degree program.

Description:

An examination of films as reflections of national cultures. Films by a range of directors representing one or several national groupings such as Japan, Brazil, Eastern Europe, Great Britain, or contemporary West Germany are discussed in the context of their aesthetic, cultural, and political aspirations. Weekly screenings.

Component(s):

Lecture

FMST 336 Documentary Film of the Classical Period (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with 66 or fewer credits remaining in their degree program.

Description:

This course is a cross-cultural survey of the history of the documentary film from its origins in early cinema to the emergence of direct cinema in the postwar period. Emphasis is placed on both the artistic achievement and the theoretical, cultural, and political context of nonfiction film during the first half of the 20th century. Directors studied may include Flaherty, Grierson, Lorentz, Ivens, Riefenstahl, Shub, Vertov, and Vigo.

Component(s):

Lecture

FMST 337 Topics in American Cinema (3 credits)

Prerequisite/Corequisite:

Students must be in second-year standing with 66 or fewer credits remaining in their degree program.

Description:

A lecture or seminar course which provides an opportunity for the study of limited and more specialized aspects of U.S. cinema. Topics may include individual genres, directors, production studios, historical periods, or aspects of independent cinema. Topics vary from year to year according to the instructor's field of specialization.

Component(s):

Lecture

FMST 340 Industry Studies in Film and the Moving Image (3 credits)

none

Prerequisite/Corequisite:

Students must be in second-year standing with at least 24 credits completed in their degree program.

Description:

This course introduces students to the study of the film and moving image industries. Production studies and film and media industry studies are burgeoning fields of study. These fields offer insights into how film and media are produced; what their working conditions are; how production practices affect what is seen on screen; and how distribution and reception impacts industry practices. These practices are often transnational in scope and funding; this course will explore these conditions. This course also pays attention to how changes in technologies have an impact on production conditions, distribution practices, as well as labour and financial structures.

Component(s):

Lecture; In Person (P)

Notes:

- Reading and writing are essential parts of this class; weekly Moodle forum posts will be required
- Midterm and final writing assignments will be required to check on the understanding of the readings (midterm) and allow for the development of specific research project based on the student's interests (final)
- Participation in class discussions
- Group oral presentations on particular production cultures and industry practices
- English

FMST 348 Special Topics in Art and Film (3 credits)**Prerequisite/Corequisite:**

The following courses must be completed previously: [ARTH 201](#), [ARTH 202](#) and [FMST 220](#); and one of [FMST 201](#), [FMST 202](#) or [FMST 203](#). Enrolment in the [Major in Art History and Film Studies](#) is required. If prerequisites are not satisfied, written permission of the School of Cinema is required.

Description:

This course offers a comparative examination of some aspects of film studies and art history.

Component(s):

Lecture

Notes:

- Students who have received credit for [ARTH 348](#) may not take this course for credit.

FMST 350 Studies in Film Genres (3 credits)

Prerequisite/Corequisite:

The following courses must be completed previously: two of [FMST 201](#), [FMST 202](#) or [FMST 203](#); [FMST 220](#). If prerequisites are not satisfied, permission of the Mel Hoppenheim School of Cinema is required.

Description:

This course offers an intensive analysis of one or two film genres, which assumes previous experience in film-genre studies. The genre is discussed in terms of its structural characteristics and the ways in which it is a product of specific social situations.

Weekly screenings.

Component(s):

Lecture

FMST 391 Sexual Representation in Cinema (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with 66 or fewer credits remaining in degree program or must have completed six credits in the Major or Minor in Interdisciplinary Studies in Sexuality.

Description:

An investigation of cinematic sexual imagery as art, communication and socio-cultural phenomenon. Weekly screenings of films and videos, representing fiction, experimental and documentary genres, as well as different historical and cultural contexts, are related to theoretical readings, both classical and contemporary, by authors from Freud and the Surrealists to Foucault and recent feminist and queer theorists. Contemporary issues such as pornography, autobiography, and the HIV epidemic are confronted. Learning is interdisciplinary, interactive and group-oriented.

Component(s):

Lecture

Notes:

- Students who have received credit for this topic under a [FMST 498](#) number may not take this course for credit.

FMST 392 Queer/Trans Film and Media History (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with at least 24 credits completed in their program.

Description:

An interdisciplinary, cross-cultural survey of cinema and media made by and about queer and trans people. The course historically situates a global spectrum of moving image media within the context of sex and gender politics, featuring major artists and lesser-known makers from across the LGBTQ2S+ spectrum.

Component(s):

Lecture

FMST 393 Queer/Trans Film and Media Analysis (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with at least 24 credits completed in their program.

Description:

This course explores a wide range of methods and approaches to film and media from LGBTQ2S+ perspectives, including reception theory, queer theory, and identity studies. Students will gain an understanding of how media and LGBTQ2S+ identities are interwoven as well as critical and analytical skills grounded in the cultures and experiences of queer and trans people.

Component(s):

Lecture

FMST 398 Topics in Film and Moving Image Studies (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with at least 24 credits completed in their degree program.

Description:

A course which provides an opportunity for the study of limited and more specialized aspects of film and moving image studies.

Component(s):

Lecture

Notes:

- Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.

FMST 399 Topics in Film and Moving Image Studies (6 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with at least 24 credits completed in their degree program.

Description:

A course which provides an opportunity for the study of specialized aspects of film and moving image studies outside the scope of existing courses.

Component(s):

Lecture

Notes:

- Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.

FMST 409 Seminar in Women and Film (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

An advanced course in the study of films made by women, as well as of the representation of women in films. The topics selected for study may vary from year to year and are considered within the context of film history, contemporary feminist philosophy, and feminist film theory. Students are expected to conduct independent research for class presentation.

Component(s):

Seminar

FMST 410 Seminar in Gender, Sexuality and Media (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

An advanced interdisciplinary course in gender, identity and politics in cinema and media. Topics may vary from year to year, drawing on approaches from feminist, masculinity, queer, sexuality and gender/transgender studies. Sexuality is approached as an art, a form of communication and socio-cultural phenomenon, focusing on cinema and other moving image and sound-based media. Regular screenings accompany theoretical, historical and critical readings.

Component(s):

Seminar

FMST 411 Seminar in Screen Cultures (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

An advanced, interdisciplinary approach to the study of cinema and media cultures which draws on historical and theoretical approaches to old and new screen-based forms. Topics include issues of exhibition, distribution, industry, art institutions and other socio-cultural and historical issues related to moving image cultures. Regular screenings accompany theoretical, historical and critical readings.

Component(s):

Seminar

FMST 412 Seminar in Geographies of Cinema (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

An advanced study of cinema and the ways in which space, place and geopolitical borders shape aesthetic, industrial, cultural and political dynamics of moving images and sound. This course may include national, regional, local, urban, rural and international and transnational approaches. Regular screenings accompany theoretical, historical and critical readings.

Component(s):

Seminar

FMST 414 Seminar in Film Directors (3 credits)**Prerequisite/Corequisite:**

Students must have completed 18 credits in Film Studies prior to enrolling. Written permission of the School of Cinema is required.

Description:

A seminar for advanced students which provides for more concentrated study of the work of specific film directors. The director or directors whose films are chosen for study varies from year to year according to the instructor's field of specialization.

Component(s):

Seminar

FMST 416 Seminar in Film History (3 credits)**Prerequisite/Corequisite:**

Students must have completed 18 credits in Film Studies prior to enrolling. Written permission of the School of Cinema is required.

Description:

A seminar for advanced students which provides for the study of limited and more specialized areas of film history. The areas chosen for study vary from year to year according to the instructor's field of specialization.

Component(s):

Seminar

FMST 418 Seminar in Canadian Cinema (3 credits)**Prerequisite/Corequisite:**

The following course must be completed previously: [FMST 214](#) or COMS 316. Written permission of the School of Cinema is required.

Description:

A seminar in which selected aspects of Canadian film are examined and discussed. The areas chosen for study vary from year to year according to the instructor's field of specialization.

Component(s):

Seminar

FMST 419 Séminaire sur le cinéma québécois (3 credits)**Prerequisite/Corequisite:**

[FMST 215](#), ainsi qu'une permission écrite de l'École de cinéma.

Description:

Un séminaire dans lequel des aspects sélectifs du cinéma québécois sont analysés et discutés. Les sujets d'étude choisis varient d'année en année selon la spécialisation de l'instructeur.

Component(s):

Seminar

Notes:

- Ce cours peut, à l'occasion, être offert en anglais. / This course may be occasionally offered in English.

FMST 420 Seminar in Critical Media Practices (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

This course brings together critical readings and practices across media forms with an emphasis on blending theory and creative work. Topics may include curating practices, video essays, collaborative media practices and web journalism.

Component(s):

Seminar

FMST 422 Seminar in Film Theory and Criticism (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

This seminar provides an in-depth and focused engagement with discourses on cinema from different cultural traditions and theoretical perspectives. Specific topics may vary from year to year and will be placed in dialogue with a range of film and media materials.

Component(s):

Seminar

FMST 423 Seminar in Stylistic and Formal Analysis (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

An intensive course in the analysis of film style. Films are examined using an analytical projector in order to discover their formal and thematic structures. The contribution of cinematographers, editors, scriptwriters, directors, and performers to the development of a style are discussed. Weekly screenings.

Component(s):

Seminar

FMST 424 Seminar in Film Narrative (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

An examination of conventions of film narrative from a theoretical and historical point of view. Innovations in narrative structure are discussed and consideration is given to the origin, development, and transformation of narrative traditions in their cultural and aesthetic context.

Component(s):

Seminar

FMST 426 Professional Internship I (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with at least 24 credits completed in the Major or Specialization in Film and Moving Image Studies. Written permission of the School of Cinema is required.

Description:

A Film and Moving Image Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film and Moving Image Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.

Component(s):

Practicum/Internship/Work Term

FMST 427 Professional Internship II (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with at least 24 credits completed in the Major or Specialization in Film and Moving Image Studies. Written permission of the Mel Hoppenheim School of Cinema is required.

Description:

A Film Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.

Component(s):

Practicum/Internship/Work Term

Notes:

- This course is for students wishing to enroll in a subsequent internship to [FMST 426](#)

FMST 428 Independent Study I (3 credits)

Prerequisite/Corequisite:

Students must have completed at least 24 credits in Film and Moving Image Studies. Written permission of the Department is required. A minimum cumulative GPA of 3.5 is required.

Description:

This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings.

Component(s):

Independent Study

FMST 429 Independent Study II (3 credits)

Prerequisite/Corequisite:

The following course must be completed previously: [FMST 428](#). Students must have completed at least 24 credits in Film and Moving Image Studies. Written permission of the Department is required. A minimum cumulative GPA of 3.5 is required.

Description:

This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings.

Component(s):

Independent Study

FMST 448 Advanced Seminar in Art and Film (3 credits)

Prerequisite/Corequisite:

The following course must be completed previously: [ARTH 348](#) or [FMST 348](#). Enrolment in the Major in Art History and Film Studies is required. If prerequisites are not satisfied, permission of the program director is required.

Description:

A seminar designed to permit an in-depth course of study on some aspects of art and film history.

Component(s):

Seminar

Notes:

- Students who have received credit for [ARTH 448](#) may not take this course for credit.

FMST 450 Film and Moving Image Studies Specialization Seminar (3 credits)**Prerequisite/Corequisite:**

Students must be in second-year standing with at least 24 credits completed in the Specialization in Film and Moving Image Studies. Written permission of the School of Cinema is required.

Description:

This intensive seminar includes workshops in research methodology, in advanced study and career planning, and in the practice of criticism, publication, preservation, and programming. The relation of film and moving image studies to filmmaking practice, the role of changing technology, and the current cultural context of the discipline are discussed by visiting experts from both within the University and the community at large. The course brings together all students in the Specialization in Film and Moving Image Studies.

Component(s):

Seminar

FMST 498 Seminar in Film and Moving Image Studies (3 credits)**Prerequisite/Corequisite:**

Written permission of the School of Cinema is required.

Description:

A seminar course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film and moving image studies.

Component(s):

Seminar

FMST 340: Industry Studies in Film and the Moving Image

Prerequisite:
2nd year standing

Description:

This course introduces students to the study of the film and moving image industries. Production studies and film and media industry studies are burgeoning fields of study. These fields offer insights into how film and media are produced; what their working conditions are; how production practices affect what is seen on screen; and how distribution and reception impacts industry practices. These practices are often transnational in scope and funding; this course will explore these conditions. This course also pays attention to how changes in technologies have an impact on production conditions, distribution practices, as well as labour and financial structures.

Learning Outcomes:

Students will:

- Gain an understanding of the key texts within film and moving image industry studies and production studies
- Gain an understanding of the transnational organization of film and moving image production
- Gain an understanding of the specificities of particular film industries (ex: Hollywood, Bollywood, East Asian screen industries, etc.) and their associated production cultures (the particular industry practices and labour conditions within each of these industries)
- Gain a historical perspective on the shifts in circuits of distribution, particularly with the rise of online streaming via global streaming giants such as Netflix, and national streaming platforms such as China's Tencent Video or Canada's CRAVE
- Be prepared to incorporate this knowledge into work in the cultural industries or in writing about them in future courses or in the workforce

Assessments:

- Reading and writing are essential parts of this class; weekly Moodle forum posts will be required
- Midterm and final writing assignments will be required to check on the understanding of the readings (midterm) and allow for the development of specific research project based on the student's interests (final)
- Participation in class discussions
- Group oral presentations on particular production cultures and industry practices

Subject: Re: Curriculum changes in Cinema impacting MISS
Date: Wednesday, September 27, 2023 at 10:23:59 AM GMT-04:00
From: Kimberley Manning
To: Natalie Kouri-Towe, Ria Rombough, Belinda Bowes
CC: Film Studies Cinema, Academic Facilitator Fine Arts, Elaine Cheasley Paterson

Dear Ria,

I also approve the changes that will impact the Women's Studies program.

My apologies for the delay.

With best regards,

Kimberley

--

Kimberley Ens Manning (elle/she/her)
Institut Simone de Beauvoir/Simone de Beauvoir Institute
Directrice/Principal
Université Concordia/Concordia University
The Party Family : Revolutionary Attachments and the Gendered Origins of State Power in China
<https://www.cornellpress.cornell.edu/book/9781501771415/the-party-family/#bookTabs=1>

Situé sur les terres et les eaux traditionnelles non cédées de la Nation Kanien'kehá:ka
Located on the Un-Ceded Traditional Lands and Waters of the Kanien'kehá:ka Nation

From: Natalie Kouri-Towe <natalie.kouri-towe@concordia.ca>
Date: Wednesday, September 27, 2023 at 7:15 AM
To: Ria Rombough <ria.rombough@concordia.ca>, Belinda Bowes <Linda.Bowes@concordia.ca>, Kimberley Manning <kimberley.manning@concordia.ca>
Cc: Film Studies Cinema <filmstudies.cinema@concordia.ca>, Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>, Elaine Cheasley Paterson <Elaine.Paterson@concordia.ca>
Subject: Re: Curriculum changes in Cinema impacting MISS

Dear Ria,

My apologies about the delay in responding. I am confirming that the proposed changes are accepted for the Interdisciplinary Studies in Sexuality major and minor.

Best,
Natalie

From: Ria Rombough <ria.rombough@concordia.ca>
Date: Wednesday, September 27, 2023 at 9:26 AM
To: Belinda Bowes <Linda.Bowes@concordia.ca>, Kimberley Manning

<kimberley.manning@concordia.ca>

Cc: Film Studies Cinema <filmstudies.cinema@concordia.ca>, Natalie Kouri-Towe <natalie.kouri-towe@concordia.ca>, Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>, Elaine Cheasley Paterson <Elaine.Paterson@concordia.ca>

Subject: Re: Curriculum changes in Cinema impacting MISS

Dear Kim and Belinda,

Apologies for piling on, but this request is time-sensitive. Our Faculty Council's Steering Committee meets Tuesday, October 3. Your acknowledgement of our changes is the only outstanding element of the dossier.

Thank you so much for your attention to this,
Ria

From: Belinda Bowes <Linda.Bowes@concordia.ca>

Date: Monday, September 25, 2023 at 2:43 PM

To: Kimberley Manning <kimberley.manning@concordia.ca>

Cc: Film Studies Cinema <filmstudies.cinema@concordia.ca>, Ria Rombough <ria.rombough@concordia.ca>, Natalie Kouri-Towe <natalie.kouri-towe@concordia.ca>

Subject: RE: Curriculum changes in Cinema impacting MISS

Hi Kim,

Please see the message from Film Studies below.

Stay safe and well.

Best,

Belinda Bowes

Assistant to the Principal/Academic Advisor | Simone de Beauvoir Institute | ER 619 | 2155 Guy St

Tel: 514-848-2424 x 2370

<http://www.concordia.ca/artsci/sdbi>

****Please include your student I.D. number in all correspondence.****

We are all in the same storm, but not in the same boat.

~ Emery D. Haley

From: Ria Rombough <ria.rombough@concordia.ca>

Sent: Monday, September 25, 2023 2:28 PM

To: Natalie Kouri-Towe <natalie.kouri-towe@concordia.ca>; Belinda Bowes <Linda.Bowes@concordia.ca>

Cc: Film Studies Cinema <filmstudies.cinema@concordia.ca>

Subject: Re: Curriculum changes in Cinema impacting MISS

Dear Natalie and Belinda,

A gentle reminder that we are waiting for your acknowledgement to add our dossier.

Thanks,
Ria

From: Ria Rombough <ria.rombough@concordia.ca>

Date: Monday, September 18, 2023 at 2:22 PM

To: Natalie Kouri-Towe <natalie.kouri-towe@concordia.ca>, Belinda Bowes <Linda.Bowes@concordia.ca>

Cc: MARTIN LEFEBVRE <martin.lefebvre@concordia.ca>, CATHERINE RUSSELL <katie.russell@concordia.ca>, Film Studies Cinema <filmstudies.cinema@concordia.ca>, Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>

Subject: Curriculum changes in Cinema impacting MISS

Dear Natalie and Belinda,

I am writing on behalf of Martin Lefebvre (Chair) and Katie Russell (UPD), to inform you of changes being made to courses in dossier CINE-5254. As these changes will affect 'defined groups' in your calendar listing, I would ask you to acknowledge such changes by replying to this email by Friday, September 22 and to make the necessary curriculum changes on your end pending APC approval of the CINE dossier.

The changes we are proposing that touch your area are titles and descriptions of 2 courses, FMST 392 and 393. These changes will impact your listed Program Requirements for the Major and Minor in Interdisciplinary Sexuality Studies and the Optional Courses for Women's Studies. We also plan to remove 392 as a prerequisite for 393.

Our Faculty-level Curriculum Committee has asked that we provide a rationale outlining how these two courses will be different from FASS 393. Please see attached for your information.

Christopher, in cc here, will follow up to assist with the changes required on your end.

I've attached a draft of the curriculum dossier here for complete details. The Impact Report (starting page 41) lays things out very clearly.

Please let me know if you have any questions.

Ria Rombough (she/her)

Administrator

Mel Hoppenheim School of Cinema

Concordia University

(514) 848-2424 x4667

<http://www.concordia.ca/finearts/cinema.html>

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today.

L'Université Concordia est située en territoire autochtone, lequel n'a jamais été cédé. La nation Kanien'kehá: ka est reconnue comme gardienne des terres et des eaux sur lesquelles nous nous réunissons aujourd'hui. [Indigenous Directions Leadership Group, Concordia University, February 2017]

BFA Film and Moving Image Studies

Program Requirements

Major in Film and Moving Image Studies (48 credits)

18.0 credits:

- FMST 201 Film History I (3.00)
- FMST 202 Film History II (3.00)
- FMST 203 Film History III (3.00)
- FMST 204 Approaches to Film and Moving Image Studies I (3.00)
- FMST 205 Approaches to Film and Moving Image Studies II (3.00)
- FMST 220 Film Analysis (3.00)

Note: One of FMST 201 , FMST 202 and FMST 203 ;and FMST 220 should be taken as part of the first 30 credits.

3.0 credits chosen from:

- FMST 214 Canadian Cinema (3.00)
- FMST 215 Le cinéma québécois (3.00)
- FMST 217 First Peoples' Cinema (3.00)

3.0 credits chosen from:

- FMST 222 Topics in Film Aesthetics (3.00)
- FMST 223 Montage Aesthetic (3.00)
- FMST 224 Moving Camera Aesthetic (3.00)

3.0 credits chosen from:

- FMST 315 Introduction to Film Theory (3.00)

- FMST 316 Film and Moving Image Cultures (3.00)
- FMST 317 Transnational Approaches to Cinema (3.00)
- FMST 319 The Moving Image and Society (3.00)
- FMST 320 Digital Media and Animation (3.00)

15.0 credits of Film and Moving Image Studies electives, excluding FMST 200

6.0 credits of Cinema electives

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes. VDEO 350 may also be applied as a Cinema elective for degree purposes.

Notes

- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements.

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Minor in Film and Moving Image Studies

Program Requirements

Minor in Film and Moving Image Studies (24 credits)

12.0 credits chosen from:

- FMST 200 Introduction to Film and Moving Image Studies (6.00)
- FMST 201 Film History I (3.00)
- FMST 202 Film History II (3.00)
- FMST 203 Film History III (3.00)
- FMST 220 Film Analysis (3.00)

12.0 credits of Film and Moving Image Studies electives

Note: Up to six credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies electives for degree purposes.

Notes

- Students in Communication Studies Department degree programs must have written permission of their Department to enter this program.
- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements.

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BFA Specialization in Film and Moving Image Studies

Program Requirements

Specialization in Film and Moving Image Studies (66 credits)

3.0 credits:

- FMST 220 Film Analysis (3.00)

Note: FMST 220 should be taken as part of the first 30 credits.

3.0 credits chosen from:

- FMST 222 Topics in Film Aesthetics (3.00)
 - FMST 223 Montage Aesthetic (3.00)
 - FMST 224 Moving Camera Aesthetic (3.00)
-

9.0 credits:

- FMST 201 Film History I (3.00)
- FMST 202 Film History II (3.00)
- FMST 203 Film History III (3.00)

Note: One of FMST 201 , FMST 202 or FMST 203 should be taken as part of the first 30 credits.

6.0 credits:

- FMST 204 Approaches to Film and Moving Image Studies I (3.00)
 - FMST 205 Approaches to Film and Moving Image Studies II (3.00)
-

3.0 credits chosen from:

- FMST 214 Canadian Cinema (3.00)
- FMST 215 Le cinéma québécois (3.00)
- FMST 217 First Peoples' Cinema (3.00)

6.0 credits chosen from:

- FMST 315 Introduction to Film Theory (3.00)
- FMST 316 Film and Moving Image Cultures (3.00)
- FMST 317 Transnational Approaches to Cinema (3.00)
- FMST 319 The Moving Image and Society (3.00)
- FMST 320 Digital Media and Animation (3.00)

3.0 credits chosen from:

- FMST 418 Seminar in Canadian Cinema (3.00)
- FMST 419 Séminaire sur le cinéma québécois (3.00)

Note: COMS 301 may be substituted for three credits in Film and Moving Image Studies and must be considered as Film and Moving Image Studies credits for degree purposes.

6.0 credits chosen from Cinema electives approved by the head of Film and Moving Image Studies or from the following courses:

- FMPR 231 Filmmaking I (6.00)
- VDEO 350 Video History and Theory (6.00)

3.0 credits:

- FMST 450 Film and Moving Image Studies Specialization Seminar (3.00)

21.0 credits credits of electives chosen from Film Studies Courses excluding FMST 200 or from the following courses:

- FMPR 341 Writing for Film I (3.00)

- FMPR 441 Writing for Film II (3.00)

3.0 credits of Film and Moving Image Studies seminar courses.

Note: Up to 12 credits chosen from the Communication Studies Film Courses list may be applied as Film and Moving Image Studies or Cinema electives for degree purposes.

Notes

- It is strongly recommended that students in the Specialization in Film and Moving Image Studies have, or acquire, a knowledge of French.
- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements.

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Summary and Rationale for Changes

30 credits chosen from Studio Arts electives

Changed to:

- **18** credits
chosen from Studio Art electives
 - **12** credits
200⁶ & 300⁶ level Studio Art courses chosen from one of the following areas: ARTX, Ceramics, Drawing, Fibres, Intermedia, Painting, Print Media, Sculpture
1. By adding a 200 and 300-level requirement, we want to motivate students to explore mediums at a more intermediate level. This follows the same model as used in the Studio Arts Major, (only at a higher level) where 12 credits must be completed from 300- and 400-level courses in one stream.
 2. Currently students with many studio transfer credits are able to bypass taking any Concordia studio classes and still graduate with this major. The change also encourages students to take courses at the intermediate level in one discipline to deepen their understanding.
 3. The residency requirement forces these specific students to take Concordia classes in both disciplines despite the number of transfer credits they bring from either Art History or Studio Arts.

Resource Implications

There are no resource implications.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 21 Nov 2023

Approved by:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 20 Oct 2023

The Faculty of Fine Arts Council reviewed and approved the STUDART-5373 curriculum dossier at their meeting of October 20, 2023.

We hereby submit this dossier for review by the Academic Programs Committee at their meeting of November 21, 2023.

There are no resource implications.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 20 Oct 2023

Approved by:

Dr. Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy, Office of the Dean, Faculty
of Fine Arts,
Faculty Curriculum Committee, 13 Sep 2023

The Faculty of Fine Arts Curriculum Committee reviewed and approved the STUDART-5373 curriculum dossier at their meeting of September 13, 2023.

We hereby submit this dossier for review by the Faculty Council on October 20, 2023.

There are no resource implications.

Summary of Committee Discussion: Department approval

For Submission to:

Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy, Office of the Dean, Faculty of Fine Arts,
Faculty Curriculum Committee, Faculty of Fine Arts, 13 Sep 2023

Approved by:

Mitch Mitchell, Chair, Studio Arts Department,
Studio Arts Department Council, 19 Nov 2021

The proposed changes were evaluated by the Studio Arts Department Curriculum Committee on October 15th, 2021 and were approved by the Studio Arts Department Council on November 19th, 2021. The Department Curriculum Committee Chair was Professor Marisa Portolese. The proposed changes were also approved by the new Studio Arts Department Chair Professor Surabhi Ghosh, who started her mandate on August 1st 2023.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Major in Art History and Studio Art Change				X			

Regulation Changes:

- Residence Requirements Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Studio Arts Department changes: Art History and Studio Arts Major

Calendar Section Name: Residence Requirements

Calendar Section Type: Regulation

Description of Change: Residence Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Calendar publication date: 2024/2025/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.20 Degree Requirements > Section 81.20.2 Residence Requirements

Present Text calendar

Residence Requirements

Students are subject to the university residence requirement (see Section 16.2.2 Residence Requirements) which states that of the 90 credits required for the BFA degree, a minimum of 45 credits must be taken at Concordia University. Combining both residence requirements implies that the full-time student must enrol for a minimum of two years of study at Concordia University.

To fulfill the residence requirements for a BFA degree with a concentration in:

- Ceramics, Fibres and Material Practices, Painting and Drawing, Print Media, Sculpture, or Studio Art: a minimum of 30 credits in Studio Art and six credits in Art History must be completed at Concordia.

- Art Education – Visual Arts, Art History, Art History and ~~Studio Art, Art History and~~ Film Studies, Computation Arts, Design, Film Animation, Film Production, Film Studies, Photography, Contemporary Dance, or Intermedia (Video, Performance and Electronic Arts): at least half of the concentration requirements must be completed at Concordia.

- Performance Creation, Acting for the Theatre, or Scenography: a minimum of 30 credits from the Section 81.120 Department of Theatre must be completed at Concordia.

- Music, Electroacoustic Studies, Jazz Studies, Music Performance, or Music Composition: a minimum of 30 credits required from the Section 81.100 Department of Music must be completed at Concordia.

- Minor programs: at least half of the required credits must be completed at Concordia.

Proposed Text

Residence Requirements

Students are subject to the university residence requirement (see Section 16.2.2 Residence Requirements) which states that of the 90 credits required for the BFA degree, a minimum of 45 credits must be taken at Concordia University. Combining both residence requirements implies that the full-time student must enrol for a minimum of two years of study at Concordia University.

To fulfill the residence requirements for a BFA degree with a concentration in:

- Ceramics, Fibres and Material Practices, Painting and Drawing, Print Media, Sculpture, or Studio Art: a minimum of 30 credits in Studio Art and six credits in Art History must be completed at Concordia.

- Art Education – Visual Arts, Art History, Art History and Film Studies, Computation Arts, Design, Film Animation, Film Production, Film Studies, Photography, Contemporary Dance, or Intermedia (Video, Performance and Electronic Arts): at least half of the concentration requirements must be completed at Concordia.

- **Art History and Studio Art: at least half of the concentration requirements must be completed at Concordia, including a minimum of 15 credits in Art History and 15 credits in Studio Arts.**

- Performance Creation, Acting for the Theatre, or Scenography: a minimum of 30 credits from the Section 81.120 Department of Theatre must be completed at Concordia.

- Music, Electroacoustic Studies, Jazz Studies, Music Performance, or Music Composition: a minimum of 30 credits required from the Section 81.100 Department of Music must be completed at Concordia.

- Minor programs: at least half of the required credits must be completed at Concordia.

Rationale:

Currently students with many studio transfer credits are able to bypass taking any Concordia studio classes and still graduate with this major. The residency requirement forces these specific students to take Concordia classes in both disciplines despite the number of transfer credits they bring from either Art History or Studio Arts.

Resource Implications:

There are no resource implications.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Studio Arts Department changes: Art History and Studio Arts Major

Calendar Section Name: Major in Art History and Studio Art

Calendar Section Type: Program

Description of Change: Major in Art History and Studio Art Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Studio Arts

Program Name: Major in Art History and Studio Art

Program Type: Major

Degree: Bachelor/Baccalaureate of Fine Arts (BFA)

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.110 Department of Studio Arts > Section 81.110.1 Studio Art Programs > BFA Major in Art History and Studio Art > Program Requirements

Type of Change: Program Change

Present Text calendar

60 credits Major in Art History and Studio Art

6 credits:

ARTH 201 Perspectives of Art History I (3)

ARTH 202 Perspectives of Art History II (3)

Note: ARTH 201

and ARTH 202

should be taken as part of the first 30 credits.

3 credits:

ARTH 300 Art Historical Methods (3)

Note: ARTH 300

should be taken as part of the first 60 credits.

21 credits of Art History electives

~~30~~ credits of Studio ~~Art~~ electives

Note: The Major in Art History and Studio Art is offered jointly with the Department of Art History .

Proposed Text

60 credits Major in Art History and Studio Art

6 credits:

ARTH 201 Perspectives of Art History I (3)

ARTH 202 Perspectives of Art History II (3)

Note: ARTH 201

and ARTH 202

should be taken as part of the first 30 credits.

3 credits:

ARTH 300 Art Historical Methods (3)

Note: ARTH 300

should be taken as part of the first 60 credits.

21 credits of Art History electives

18 credits of Studio [Arts](#) electives

12 credits of [Studio Arts](#) courses at the 200 and 300 level, chosen from one of the following areas:
[Art Studio Courses](#)

[Ceramics Courses](#)

[Drawing Courses](#)

[Fibres and Material Practices Courses](#)

Intermedia (Video, Performance and Electronic Arts)
Courses

Painting Courses

Print Media Courses

Sculpture Courses

Note: The Major in Art History and Studio Art
is offered jointly with the Department of Art History .

Rationale:

Currently students with many studio transfer credits are able to bypass taking any Concordia studio classes and still graduate with this major. The change also encourages students to take courses at the intermediate and higher level in one discipline to deepen their understanding.

Resource Implications:

There are no resource implications.

Impact Report

Programs

Major in Art History and Studio Art

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.50 Department of Art History -> Art History Programs -> Art History and Studio Art -> BFA Major in Art History and Studio Art -> Program Requirements
Source of Impact

- Major in Art History and Studio Art

Regulations

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.40 Department of Art Education -> Art Education Programs -> Minor in Art Education – Visual Arts
Source of Impact

- Major in Art History and Studio Art

Faculty of Fine Arts
Concordia University

17 February 2023

Re: Planned Studio Curriculum Changes

Dear Committee

The Department of Art History approves and supports the following Studio Arts Department's curriculum changes:

The proposal that, on their part of the joint **Art History and Studio Arts Major**, a 200/300-level stream to reflect the Art History side:

- **12 credits** 200⁶ & 300⁶ level Studio Art courses in a single medium chosen from: ARTX, Ceramics, Drawing, Fibres, Intermedia/Cyberarts, Painting, Print Media, Sculpture
- **18 credits** chosen from Studio Art electives

Sincerely,



Dr John Potvin
Professor Chair
Art History
John.potvin@concordia.ca

29 August 2023

Re: Proposed Studio Curriculum Changes

Dear Committee,

I approve and support the following curricular change proposed by Studio Arts which alters the residency requirements of our joint major program in Art History and Studio Arts:

At least half of the concentration requirements must be completed at Concordia University, including a minimum of 15 credits in Art history and 15 credits in Studio Arts.

Sincerely,



Dr John Potvin
Professor and Chair
Art History
John.potvin@concordia.ca

Section 81.20 Degree Requirements

Students preparing for the BFA degree require a minimum of 90 credits. Each credit represents, for the average student, a minimum of 45 hours of work spread across lectures, conferences, tutorials, studios, rehearsals or practice periods, tests, examinations, and personal work.

Section 81.20.1 BFA Degree Requirements

BFA

1. A candidate for the BFA degree must have qualified for admission to, and successfully completed a program of concentration in the form of a specialization (see Section 16.2.4 Concentration Requirements under [Section 16.2 Curriculum Regulations](#)) or major (see Section 16.2.4) program in the [Faculty of Fine Arts](#). A selection is made upon entry, prior to registration. The requirement of selecting a program upon entry should not be thought of as being necessarily a final commitment. Students wishing to transfer out of one degree program must satisfy the admission requirements of the program they seek to enter. Program changes are, however, subject to limitations where certain programs are in great demand. Students should be aware that to effect certain transfers they may be required to complete more than the 90 credits normally required for the degree.
2. A candidate for graduation must satisfy the Fine Arts General Education requirement by successfully completing a minimum of six credits from course offerings outside the Fine Arts academic sectors (Visual Arts and Performing Arts). The non-Fine Arts academic sectors are defined as: Humanities, Social Sciences, Sciences, Business, Engineering and Computer Science. BFA students graduating with the Joint Major in Computation Arts and Computer Science program or the Specialization in Art Education – Visual Arts will be considered as having satisfied the General Education requirement. The courses [FLIT 382](#); [COMS 301](#), [COMS 304](#), [COMS 416](#), [COMS 434](#) can only be applied within a student's degree as electives from the Visual Arts sector and therefore do not fulfill the General Education requirement. This list is subject to modification.
3. A candidate for graduation must have successfully completed the courses [FFAR 248](#) and [FFAR 249](#).
4. A candidate for graduation normally may apply no more than 54 credits in studio work towards the 90 credits required for the BFA degree.
5. The credits obtained for any course may not be used to satisfy the requirements of more than one program.
6. Students may take a maximum of six ESL credits towards a 90- or 108-credit degree, and a maximum of 12 credits towards the 120-credit degree.

Section 81.20.2 Residence Requirements

Residence Requirements

Students are subject to the university residence requirement (see Section 16.2.2 Residence Requirements under [Section 16.2 Curriculum Regulations](#)) which states that of the 90 credits required for the BFA degree, a minimum of 45 credits must be taken at Concordia University. Combining both residence requirements implies that the full-time student must enrol for a minimum of two years of study at Concordia University.

To fulfill the residence requirements for a BFA degree with a concentration in:

1. Ceramics, Fibres and Material Practices, Painting and Drawing, Print Media, Sculpture, or Studio Art: a minimum of 30 credits in Studio Art and six credits in Art History must be completed at Concordia.
2. Art Education – Visual Arts, Art History, Art History and Film Studies, Computation Arts, Design, Film Animation, Film Production, Film Studies, Photography, Contemporary Dance, or Intermedia (Video, Performance and Electronic Arts): at least half of the concentration requirements must be completed at Concordia.
3. Art History and Studio Art: at least half of the concentration requirements must be completed at Concordia, including a minimum of 15 credits from Art History and 15 credits in Studio Arts.
4. Performance Creation, Acting for the Theatre, or Scenography: a minimum of 30 credits from the [Section 81.120 Department of Theatre](#) must be completed at Concordia.
5. Music, Electroacoustic Studies, Jazz Studies, Music Performance, or Music Composition: a minimum of 30 credits required from the [Section 81.100 Department of Music](#) must be completed at Concordia.
6. Minor programs: at least half of the required credits must be completed at Concordia.

Section 81.20.3 Course Load

BFA Major in Art History and Studio Art

Program Requirements

Major in Art History and Studio Art (60 credits)

6.0 credits:

- ARTH 201 Perspectives of Art History I (3.00)
- ARTH 202 Perspectives of Art History II (3.00)

Note: ARTH 201 and ARTH 202 should be taken as part of the first 30 credits.

3.0 credits:

- ARTH 300 Art Historical Methods (3.00)

Note: ARTH 300 should be taken as part of the first 60 credits.

21.0 credits of Art History electives

18.0 credits of Studio Art electives

12.0 credits of 200 & 300 level Studio Art courses chosen from one of the following media: ARTX, Ceramics, Drawing, Fibres, Intermedia, Painting, Print Media, Sculpture

Note: The Major in Art History and Studio Art is offered jointly with the Department of Art History.

Notes

- Students are responsible for fulfilling their particular degree requirements; hence, the sequences above must be read in conjunction with Section 81.20 Degree Requirements.

Admission to the Major in Art History and Studio Art

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Art History and Studio Art. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website:

Summary and Rationale for Changes

Many Indigenous students face educational barriers that hinder access to post-secondary education, including inequitable educational opportunities and a lack of resources. Concordia University's Indigenous Directions Action Plan responds to this need through Recommended Action 4.3, which seeks to “develop and implement Indigenouscentered bridging programs designed to support Indigenous students’ transition into university life and academic programs.” Members across the university have been committed to developing the Kaié:ri Nikawerà:ke Indigenous Bridging Program, designed for Indigenous students missing the normal admissions requirements for the undergraduate program of their choice. With the pilot year bridging into the BEng, this program is now being expanded to include access to more undergraduate programs, including the BComm. Kaié:ri Nikawerà:ke Indigenous Bridging Program is an important program as it allows Indigenous students access to post-secondary education and provides opportunities with ongoing support to develop the foundational skills and build a supportive network that will help students achieve long-term success throughout their university studies.

Resource Implications

none

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,
Academic Programs Committee, 31 Oct 2023

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 29 Sep 2023

The JMSB Faculty Council Committee reviewed and approved the Kaié:ri Nikawerà:ke Indigenous Bridging Program option to the BComm on September 29, 2023. The proposed changes will be presented for consideration at the October 31, 2023 meeting of the Academic Programs Committee.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 29 Sep 2023

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee (FAPC), 08 Sep 2023

The JMSB Faculty Academic Programs Committee reviewed and approved the Kaié:ri Nikawerà:ke Indigenous Bridging Program option to the BComm on September 8, 2023.

The proposed changes will be presented for consideration at the September 29, 2023 meeting of the Faculty Council of the John Molson School of Business.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Mature Entry — the 108-credit program Change		X	
Extended Credit Program — the 120-credit program Change		X	
Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm New	X	X	X

Regulation Changes:

- Quick Links New
- Alternative Entry Programs New
- Kaié:ri Nikawerà:ke Indigenous Bridging Program

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Indigenous Bridging Program

Calendar Section Name: Quick Links

Calendar Section Type: Regulation

Description of Change: Quick Links New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements

Present Text calendar

Proposed Text

[Quick Links](#)

- [Cegep Entrance — the 90-credit program](#)

- [Mature Entry — the 108-credit program](#)

- [Extended Credit Program — the 120-credit program](#)

- [Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm](#)

Rationale:

Quick Links have been added to improve page navigation.

See publication preview in the supporting documents for page layout.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Indigenous Bridging Program

Calendar Section Name: Alternative Entry Programs

Calendar Section Type: Regulation

Description of Change: Alternative Entry Programs New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements

Present Text calendar

Proposed Text

[Alternative Entry Programs](#)

Rationale:

A new header regulation node is created for page layout purposes. See publication preview in the supporting documents for page layout.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Indigenous Bridging Program

Calendar Section Name: Mature Entry — the 108-credit program

Calendar Section Type: Defined group

Description of Change: Mature Entry — the 108-credit program
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements > Alternative Entry Programs

Type of Change: Defined Group Change

Present Text calendar

Mature Entry — the 108-credit program

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits:

6 credits:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

6 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

6 credits chosen from elective courses outside the offerings of the John Molson School of Business .

Proposed Text

credits Mature Entry — the 108-credit program

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits:

6 credits:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

6 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

6 credits chosen from elective courses outside the offerings of the John Molson School of Business .

Rationale:

This change represents a change in the location of the text for page layout clarity but no changes have been made to the content of the Mature Entry Program. See publication preview in the supporting documents for page layout.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Indigenous Bridging Program

Calendar Section Name: Extended Credit Program — the 120-credit program

Calendar Section Type: Defined group

Description of Change: Extended Credit Program — the 120-credit program Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements > Alternative Entry Programs

Type of Change: Defined Group Change

Present Text calendar

30 credits Extended Credit Program — the 120-credit program

In addition to the 90-credit program, students in the Extended Credit Program will be required to complete the following 30 credits:

6 credits:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

6 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

3 credits chosen from:

ENGL 210 Introduction to Essay Writing (3)

ENGL 212 English Composition — Stage I (3)

15 credits chosen from elective courses outside the offerings of the John Molson School of Business .

Proposed Text

30 credits Extended Credit Program — the 120-credit program

In addition to the 90-credit program, students in the Extended Credit Program will be required to complete the following 30 credits:

6 credits:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

6 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

3 credits chosen from:

ENGL 210 Introduction to Essay Writing (3)

ENGL 212 English Composition — Stage I (3)

15 credits chosen from elective courses outside the offerings of the John Molson School of Business .

Rationale:

This change represents a change in the location of the text for page layout clarity but no changes have been made to the content of the Extended Credit Program. See publication preview in the supporting documents for page layout.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Indigenous Bridging Program

Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program

Calendar Section Type: Regulation

Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2024/2025/Summer

Type of change: New Regulation

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements > Alternative Entry Programs

Present Text calendar

Proposed Text

Kaié:ri Nikawerà:ke Indigenous Bridging Program

The Kaié:ri Nikawerà:ke Indigenous Bridging Program is offered to eligible Indigenous students, specifically First Nations, Métis and Inuit peoples whose communities are located in Canada, who do not meet the normal admission requirements. Students will acquire the prerequisite courses and skills in order to access and transition into the undergraduate program of their choice at Concordia University. For the admissions criteria, please see Section 14.5 Admission as a Kaié:ri Nikawerà:ke Indigenous Bridging Program Student .

Please see the Kaié:ri Nikawerà:ke Indigenous Bridging Program website for more information:
concordia.ca/academics/undergraduate/indigenous-bridging-bcomm

Bridging Program Requirements

Students should follow the course sequence outlined below. Failure to do so may result in difficulty transitioning into the undergraduate program of choice (BComm). Upon successfully completing the bridging program, students will transition into the Extended Credit BComm program (120 credits) and must fulfill its requirements to graduate.

Rationale:

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Indigenous Bridging Program

Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm

Calendar Section Type: Defined group

Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2024/2025/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program

Type of Change: New Defined Group

Present Text calendar

Proposed Text

0

24 Kaié:ri Nikawerà:ke Indigenous Bridging Program for
credits BComm

⊖ 6 credits:
KNBP 200 Kaié:ri Nikawerà:ke Indigenous
Bridging Seminar I (1.5)
KNBP 201 Kaié:ri Nikawerà:ke Indigenous
Bridging Seminar II (1.5)
UNSS 200 Self-Management Strategies (1.5)
UNSS 201 Successful Study Strategies (1.5)

6 credits as determined by the student's last level
of mathematics:
MATH 206 Algebra and Functions (3)
MATH 208 Fundamental Mathematics I (3)

Note: Students who are exempt from MATH 206
must take MATH 208
and MATH 209 .

6 credits from the following courses, depending on
the English placement test:

Option 1 (6 credits)

ENGL 206 Fundamentals of Written English –
Stage I (3)
ENGL 207 Fundamentals of Written English –
Stage II (3)

Option 2 (6 credits)

Present Text calendar**Proposed Text**

3 credits chosen from:

ENGL 210 Introduction to Essay Writing (3)
ENGL 212 English Composition — Stage I (3)

3 credits recommended by the students academic advisor

3 credits:

ECON 203 Introduction to Macroeconomics (3)

Note: Students who are exempt from ECON 203 must take ECON 201

3 credits chosen from elective courses outside the offerings of the John Molson School of Business

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

KNBP 200 Kaié:ri Nikawerà:ke Indigenous

Bridging Seminar I (1.5)

KNBP 201 Kaié:ri Nikawerà:ke Indigenous

Bridging Seminar II (1.5)

UNSS 200 Self-Management Strategies (1.5)

UNSS 201 Successful Study Strategies (1.5)

Rationale:

Many Indigenous students face educational barriers that hinder access to post-secondary education, including inequitable educational opportunities and a lack of resources. Concordia University's Indigenous Directions Action Plan responds to this need through Recommended Action 4.3, which seeks to "develop and implement Indigenouscentered bridging programs designed to support Indigenous students' transition into university life and academic programs." Members across the university have been committed to developing the Kaié:ri Nikawerà:ke Indigenous Bridging Program, designed for Indigenous students missing the normal admissions requirements for the undergraduate program of their choice. With the pilot year bridging into the BEng, this program is now being expanded to include access to more undergraduate programs, including the BComm. Kaié:ri Nikawerà:ke Indigenous Bridging Program is an important program as it allows Indigenous students access to post-secondary education and provides opportunities with ongoing support to develop the foundational skills and build a supportive network that will help students achieve long-term success throughout their university studies.

See publication preview in the supporting documents for page layout.

Resource Implications:

none

Impact Report

Defined Groups

Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.20 Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program
Source of Impact

Regulations

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.21 Undergraduate Degree Programs -> Undergraduate Degree Programs -> Section 61.21.2 The Bachelor of/Baccalaureate in Commerce -> Degree Requirements -> BComm
Source of Impact

- Extended Credit Program — the 120-credit program
- Mature Entry — the 108-credit program

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.21 Undergraduate Degree Programs -> Undergraduate Degree Programs -> Section 61.21.2 The Bachelor of/Baccalaureate in Commerce -> Degree Requirements -> BComm
Double Major
Source of Impact

- Extended Credit Program — the 120-credit program

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.21 Undergraduate Degree Programs -> Undergraduate Degree Programs -> Section 61.21.3 The Bachelor of/Baccalaureate in Administration -> Degree Requirements -> BAdmin
Source of Impact

- Extended Credit Program — the 120-credit program

Other Units

Addition of Section 14.5 Admission as a Kaié:ri Nikawerà:ke Indigenous Bridging Program Student to Kaié:ri Nikawerà:ke Indigenous Bridging Program requirement

Source of other unit Impact

- Heading is housed in Kaié:ri Nikawerà:ke Indigenous Bridging Program

Addition of MATH 206 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement

Source of other unit Impact

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

Addition of MATH 206 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement

Source of other unit Impact

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

Addition of MATH 208 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement

Source of other unit Impact

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

Addition of MATH 208 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

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

Addition of MATH 209 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

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

Addition of ECON 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of ECON 203 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of ECON 203 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of ENGL 206 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 207 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 210 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 212 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of UNSS 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm requirement

Source of other unit Impact

- Course is housed in University Skills

RE: Department of Economics - Support to Indigenous Bridging Program

Jorgen Hansen <Jorgen.Hansen@concordia.ca>

Fri 10/13/2023 1:02 PM

To: Saba Din <saba.din@concordia.ca>; Ivan Tchinkov <ivan.tchinkov@concordia.ca>

Dear Saba,

Thank you for your email – I hereby confirm that the Department of Economics supports the bridging program described below.

Best, Jorgen

From: Saba Din <saba.din@concordia.ca>

Sent: Friday, October 13, 2023 12:10 PM

To: Ivan Tchinkov <ivan.tchinkov@concordia.ca>; Jorgen Hansen <Jorgen.Hansen@concordia.ca>

Subject: Department of Economics - Support to Indigenous Bridging Program

Dear Dr. Tchinkov and Dr. Hansen,

I hope you're both doing well and the school year has been going well so far!

My name is Saba Din and I am the program coordinator for the Kaié:ri Nikawerà:ke Indigenous Bridging Program. I met with Dr. Tchinkov in August to discuss the Indigenous Bridging Program and learn more about the Economics courses that the students would be taking while in the bridging program towards the BComm, including the profile courses (ECON 201 and ECON 203).

We are now putting together the final dossier to get the Kaié:ri Nikawerà:ke Indigenous Bridging Program approved in the John Molson School of Business, and we require documentation from the Chair of each department to indicate their support of the bridging program. This would include reserving seats in the profile courses for bridging program students if necessary.

Dr. Hansen, if you would like to meet and learn more about the program, I would be happy to meet with you. Today, I am writing to ask if you can kindly confirm that the Department of Economics supports this bridging program, and your written response to this email will be added to the supporting documents for the approval process.

I appreciate your response and please do not hesitate to contact me with any questions or concerns. I thank you so much for your time and support!

With gratitude,
Saba

RE: Department of English - Support for Indigenous Bridging Program

Stephen Yeager <stephen.yeager@concordia.ca>

Fri 7/21/2023 10:47 AM

To: Saba Din <saba.din@concordia.ca>

Cc: Olivia Ward <olivia.ward@concordia.ca>; Julia Clark-Comboto <julia.clarkcomboto@concordia.ca>; Kelsey Blair <kelsey.blair@concordia.ca>

Hi Saba,

So glad to hear that the dossier has come together! I have CCed the folks from the department who manage the composition program to see if they have any questions about implementation, but yes, we are prepared in principle to participate in the bridging program by reserving seats in the relevant English courses you've listed.

Take care,

Stephen Yeager

From: Saba Din <saba.din@concordia.ca>

Sent: Thursday, July 20, 2023 12:08 PM

To: Stephen Yeager <stephen.yeager@concordia.ca>

Subject: Department of English - Support for Indigenous Bridging Program

Dear Stephen,

I hope you're doing well and you are enjoying the summer months!

We are putting together the final dossier to get the Kaié:ri Nikawerà:ke Indigenous Bridging Program approved in the Faculty of Arts and Sciences, specifically the bridging programs to the BA and BSc Psychology degrees for now. With the dossier, we will be adding supporting documents from each department that indicates their support of the program and reserving seats for the bridging program students in the profile courses needed, despite which bridging pathway they may be taking (ex: students in the bridging program for BComm will need to take the ENGL courses).

I am writing to ask you, as the Chair of the Department of English, if you can confirm that your department supports this program and will reserve seats for the bridging program students in the relevant English courses (based on their results on the placement test). This includes the following courses: ENGL 206, ENGL 207, ENGL 210, ENGL 212, and ENGL 213. I know we spoke about this when we met. That said, your written response will be added to the supporting documents for the approval process.

If you have any questions or concerns, please don't hesitate to email me. Thank you so much for your time and ongoing support! I am truly grateful!

Kind regards,
Saba

Saba Din (she/her)

Kaié:ri Nikawerà:ke Indigenous Bridging Program Coordinator

Concordia University, Tiohtià:ke/Montréal

www.concordia.ca/indigenousbridging



Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which the University is located. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Tiohtià:ke/Montréal community.

From: [Sandra Betton](#)
To: [Yazmet Madariaga-Sanchez](#)
Subject: FW: Steering Questions and Comments re Curriculum changes
Date: September 21, 2023 2:46:43 PM
Attachments: [image001.png](#)
[Outlook-pqzpk11j.png](#)

Saba's responses

Sandra

Sandra Betton PhD CFA
Associate Dean, Graduate Professional Programs

From: Saba Din <saba.din@concordia.ca>
Sent: Thursday, September 21, 2023 1:30 PM
To: Jooseop Lim <jooseop.lim@concordia.ca>
Cc: Barbara Henchey <Barbara.Henchey@concordia.ca>; Sandra Betton <sandra.betton@concordia.ca>
Subject: Re: Steering Questions and Comments re Curriculum changes

Dear Jooseop,

Thank you for sharing this with me.

For question 1: You are absolutely correct. Students who have completed CEGEP are not eligible for the bridging program, as they can apply to the BComm through regular entry and do not require the "bridge". Students who completed some CEGEP courses (but did not earn a DEC) that are equivalent to the profile courses in the bridging program may receive an exemption - we took this into account when developing the bridging program course sequence, and we have proposed alternate course options should this occur (but we recognize that these cases will be rare).

For question 2: Again, you are absolutely correct. The bridging program is 24 credits in total. Once students successfully complete the bridging program, 18 credits will transfer towards their 120-credit program, thus leaving them with 102 credits to complete.

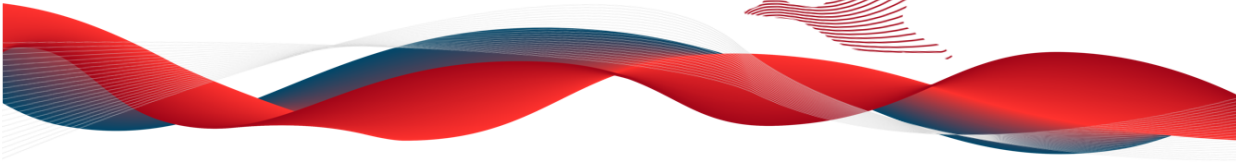
Thank you for checking in and bringing these questions to my attention. It helps me in communicating with other faculties and departments who may be wondering about the same thing. Please don't hesitate to be in touch if more questions arise.

I must express my gratitude to you for really advocating for this program, Jooseop! Thank you so much!

Wishing you a great day,
Saba

Saba Din (she/her)

Kaié:ri Nikawerà:ke Indigenous Bridging Program Coordinator
Concordia University, Tiohtià:ke/Montréal
www.concordia.ca/indigenousbridging



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From: Jooseop Lim <jooseop.lim@concordia.ca>

Sent: Thursday, September 21, 2023 12:51 PM

To: Saba Din <saba.din@concordia.ca>

Cc: Barbara Henchey <Barbara.Henchey@concordia.ca>; Sandra Betton <sandra.betton@concordia.ca>

Subject: FW: Steering Questions and Comments re Curriculum changes

Dear Saba,

Could you please see the questions from the Faculty Council Steering Committee?

Regarding the following question,

1. Do they all have to have the extended 120 credit program? What if they do not need all courses? **our target is students who completed a high school, but did not enroll in CEGEP, right? Students who finished CEGEP (therefore, eligible to apply for universities) are not our potential applicants. Do we have many students who finished CEGEP, but interested in B.COMM among Indigenous? In my opinion, I don't think they need the "bridge" between HS and University. Correct me if I am wrong.**
2. There seems to be some inconsistency regarding the credit allocations. It mentions both that it is a 120-credit program but also that there are only 24 credits + 6 credits that are not applicable for credit (KNBP 200+201, UNSS 200+201) so does this mean that it is only 24 credits and therefore a 114 credit program or that you count the KNBP and UNSS as part of the credit total? If the latter is true, we may need to change the wording a bit to make this clearer.

It is 24 credits (18 credits of foundational courses + 6 credits of KNBP and UNSS courses). KNBP and UNSS credits do not transfer to B.COMM. Therefore, students can complete 102 credits once they are transferred to B.COMM. Correct me if I am wrong, Saba.

Regards,

Jooseop Lim, MBA, PhD

Associate Dean, Undergraduate Programs

John Molson School of Business

Concordia University

Tel. 514.848.2424 extension 2772

Email jooseop.lim@concordia.ca

Mailing address 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8

RE: Seeking Support for KNIBP from SSC (UNSS Courses)

Julie Foisy <julie.foisy@concordia.ca>

Mon 8/21/2023 5:07 PM

To:Saba Din <saba.din@concordia.ca>

Cc:Juliet Dunphy <juliet.dunphy@concordia.ca>

Dear Saba,

I'm writing to confirm that the SSC will hold seats for the Kaié:ri Nikawerà:ke Indigenous Bridging Program students in UNSS 200 and 201. Additionally, we understand the importance of the cohort nature of the IBP and will ensure, as much as is possible, that the KNIBP students are in the same section.

All the best with the approvals process,

Julie

Julie Foisy

Director, Student Success Centre, Concordia University

First Year Experience | Student Learning Services | FutureBound Skills Development Program | Career Advising and Professional Success | Kaié:ri Nikawerà:ke Indigenous Bridging Program

T: 514-848-2424 x3921 (front desk) | E: julie.foisy@concordia.ca | H-745, 1455 de Maisonneuve Blvd. W, Tiohtià:ke/Montréal, H3G 1M8

My work day may look different than your work day. Please do not feel obligated to respond out of your typical working hours.

From: Saba Din <saba.din@concordia.ca>

Sent: Tuesday, August 15, 2023 11:44 AM

To: Juliet Dunphy <juliet.dunphy@concordia.ca>; Julie Foisy <julie.foisy@concordia.ca>

Subject: Seeking Support for KNIBP from SSC (UNSS Courses)

Dear Juliet and Julie,

The Faculty of Arts and Science are putting together the final dossier to get the Kaié:ri Nikawerà:ke Indigenous Bridging Program approved, specifically the bridging programs to the BA and BSc Psychology degrees for now. With the dossier, they will be adding supporting documents from each department/unit to indicate support of the program and reserving seats for the bridging program students in the required program courses. Although the Kaié:ri Nikawerà:ke Indigenous Bridging Program is housed within the Student Success Centre, the reservation of seats in the University Skills courses in writing will be important to add to the dossier for program approval.

I am writing to ask if you can kindly confirm that the Student Success Centre will reserve seats for the bridging program students in the UNSS 200 and UNSS 201 courses. Your support through the written response to this email will be added to the supporting documents for the approval process.

If you have any questions or concerns, please don't hesitate to email me. Thank you so much for your time and ongoing support! I am truly grateful!

Many thanks,
Saba

Department of Math & Stats - Support to Indigenous Bridging Program

Chair MathStat <Chair.MathStat@concordia.ca>

Wed 8/23/2023 12:40 PM

To:Nicole Freeman <nicole.freeman@concordia.ca>

Cc:Da Math & Stats <da.mathstat@concordia.ca>;Associate Chair Math & Stats <associatechair.mathstat@concordia.ca>;Saba Din <saba.din@concordia.ca>

Dear Nicole,

I am writing this email to communicate that the Department of Mathematics and Statistics enthusiastically supports the initiative of the Kaié:ri Nikawerà:ke Indigenous Bridging Program. Within this framework, we will set aside an appropriate number of reserved seats in selected courses as previously discussed with Saba Din.

With best regards,

Marco.

Dr. Marco Bertola, Interim Chair

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

INTERNAL MEMORANDUM

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

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

Date: September 13, 2023

Subject: Addition of the Kaié:ri Nikawerà:ke Indigenous Bridging Program to the B. Comm

Please find attached the proposed addition of the Kaié:ri Nikawerà:ke Indigenous Bridging Program option to the B. Comm.


The JMSB Faculty Academic Programs Committee approved these changes on September 8, 2023.

I kindly request that the proposed changes be presented for consideration at the September 29, 2023 meeting of the Faculty Council of the John Molson School of Business.

Thank you.

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

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

FROM: Dr. Jooseop Lim, Associate Dean, Undergraduate Programs 

DATE: August 30, 2023

SUBJECT: Addition of Kaié:ri Nikawerà:ke Indigenous Bridging Program to the Undergraduate Calendar

The Undergraduate Curriculum Committee (UCC) has evaluated and approved adding the Kaié:ri Nikawerà:ke Indigenous Bridging Program to the Undergraduate Calendar.

The UCC held a meeting on August 30th to discuss this item. The Kaié:ri Nikawerà:ke Indigenous Bridging for B.Comm option enables eligible Indigenous students to acquire the prerequisite courses and skills in order to access the B.COMM program after completion. Within the program, students mainly take MATH, ENGL, and ECON courses in addition to general elective courses, Bridging program seminars, and UNSS courses to improve their study skills.

Following a discussion with the UCC members, the outcome of the vote to approve the addition of the Indigenous Bridging program was six (6) in favor, zero (0) opposed, and zero (0) abstention. As a result, it was unanimously approved.

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

Thank you.

Section 6I.20 Admission Requirements

The general requirements for admission to Concordia University are listed in [Section 13 Admission Regulations](#).

Note: Because of the extensive use of computers in various programs, students are advised to have access to a personal computer.

Quick Links

- [Cegep Entrance — the 90-credit program](#)
- [Mature Entry — the 108-credit program](#)
- [Extended Credit Program — the 120-credit program](#)
- [Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm](#)

Cegep Entrance — the 90-credit program

The prerequisites for the 90-credit program are as follows:

Subject	Concordia Courses
Calculus I	MATH 209
Linear Algebra	MATH 208
Micro, Macro Economics	ECON 201 , ECON 203

Note: Equivalencies will be determined at the time of acceptance.

Students with a DEC will complete the 90-credit program. Students who have a complete DEC but are lacking one or more of the prerequisite courses may take them within the 90-credit program as elective credits during the first year of the program.

Alternative Entry Programs

Mature Entry — the 108-credit program

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits:

6.0 credits:

- [MATH 208](#) Fundamental Mathematics I (3.00)
- [MATH 209](#) Fundamental Mathematics II (3.00)

6.0 credits:

- [ECON 201](#) Introduction to Microeconomics (3.00)
- [ECON 203](#) Introduction to Macroeconomics (3.00)

6.0 credits chosen from elective courses outside the offerings of the [John Molson School of Business](#) .

Extended Credit Program — the 120-credit program (30 credits)

In addition to the 90-credit program, students in the Extended Credit Program will be required to complete the following 30 credits:

6.0 credits:

- [MATH 208](#) Fundamental Mathematics I (3.00)
- [MATH 209](#) Fundamental Mathematics II (3.00)

6.0 credits:

- [ECON 201](#) Introduction to Microeconomics (3.00)
- [ECON 203](#) Introduction to Macroeconomics (3.00)

3.0 credits chosen from:

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

15.0 credits chosen from elective courses outside the offerings of the [John Molson School of Business](#) .

Kaié:ri Nikawerà:ke Indigenous Bridging Program

The Kaié:ri Nikawerà:ke Indigenous Bridging Program is offered to eligible Indigenous students, specifically First Nations, Métis and Inuit peoples whose communities are located in Canada, who do not meet the normal admission requirements. Students will acquire the prerequisite courses and skills in order to access and transition into the undergraduate program of their choice at Concordia University. For the admissions criteria, please see [Section 14.5 Admission as a Kaié:ri Nikawerà:ke Indigenous Bridging Program Student](#).

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

concordia.ca/academics/undergraduate/indigenous-bridging-bcomm

Bridging Program Requirements

Students should follow the course sequence outlined below. Failure to do so may result in difficulty transitioning into the undergraduate program of choice (BComm). Upon successfully completing the bridging program, students will transition into the Extended Credit BComm program (120 credits) and must fulfill its requirements to graduate.

Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm (24 credits)

6.0 credits:

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

6.0 credits as determined by the student's last level of mathematics:

- [MATH 206](#) Algebra and Functions (3.00)
- [MATH 208](#) Fundamental Mathematics I (3.00)

Note: Students who are exempt from [MATH 206](#) must take [MATH 208](#) and [MATH 209](#).

6.0 credits from the following courses, depending on the English placement test:

Option 1 (6 credits)

- [ENGL 206](#) Fundamentals of Written English – Stage I (3.00)
- [ENGL 207](#) Fundamentals of Written English – Stage II (3.00)

Option 2 (6 credits)

3 credits chosen from:

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

3 credits recommended by the students academic advisor

3.0 credits:

- [ECON 203](#) Introduction to Macroeconomics (3.00)

Note: Students who are exempt from [ECON 203](#) must take [ECON 201](#).

3.0 credits chosen from elective courses outside the offerings of the John Molson School of Business

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

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

Summary and Rationale for Changes

This proposal consists of changing the name of the Minor Program. This change intends to provide students with a better recognition of their acquired knowledge that will be useful for employers when they apply for jobs, such as financial analysts. In addition, the intention is to increase the attractiveness of the minor by clearly capturing the job relevance of this in the title. Lastly, with the earlier addition of the required course ACCO 355 (Analysis of Financial Statements), the minor no longer focuses solely on reporting of financial information, but also on their analysis for decision-making.

Resource Implications

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,
Academic Programs Committee, 31 Oct 2023

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 29 Sep 2023

The Faculty Council Committee reviewed and approved the Minor in Financial Reporting - Program name change on September 29, 2023.

The proposed changes will be presented for consideration at the October 31, 2023 meeting of the Academic Programs Committee.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 29 Sep 2023

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee (FAPC), 08 Sep 2023

The JMSB Faculty Academic Programs Committee reviewed and approved the Minor in Financial Reporting - Program name change on September 8, 2023.

The proposed changes will be presented for consideration at the September 29, 2023 meeting of the Faculty Council of the John Molson School of Business.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Minor in Accounting for Financial Analysts Change			X	X			

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Minor in Financial Reporting - Program name change

Calendar Section Name: Minor in Accounting for Financial Analysts

Calendar Section Type: Program

Description of Change: Minor in Accounting for Financial Analysts Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2024/2025/Summer

Program Name: Minor in Financial Reporting

Planning and Promotion: 01 Jan 0001

Program Type: Minor

Effective/Push to SIS date: 01 Jan 0001

Degree: Non-degree program (certificate or minor)

Implementation/Start date: 01 May 2024

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Programs > Financial Reporting > Minor in Financial Reporting > Program Requirements

Type of Change: Program Change

Present Text calendar

12 Minor in Financial ~~Reporting~~
credits

9 credits:

ACCO 310 Financial Reporting I (3)

ACCO 320 Financial Reporting II (3)

ACCO 355 Analysis of Financial Statements (3)

3 credits chosen from additional courses offered by the Department

Proposed Text

12 Minor in ~~Accounting for Financial Analysts~~
credits

9 credits:

ACCO 310 Financial Reporting I (3)

ACCO 320 Financial Reporting II (3)

ACCO 355 Analysis of Financial Statements (3)

3 credits chosen from additional courses offered by the Department

Rationale:

The change in title of this minor intends to provide students, taking this minor, a better recognition of their acquired knowledge that will be a useful signal for employers when they apply for jobs, such as financial analysts. In addition, the intention is to increase the attractiveness of the minor by clearly capturing the job relevance of this in the title. Lastly, with the earlier addition of the required course ACCO 355 (Analysis of Financial Statements), the minor no longer focuses solely on reporting of financial information, but also on their analysis for decision-making.

Resource Implications:

None

Impact Report

Regulations

John Molson School of Business Programs

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -


> John Molson School of Business -> Section 61.22 The JMSB Core

Source of Impact

- Minor in Financial Reporting

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

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

FROM: Dr. Jooseop Lim, Associate Dean,
Undergraduate Programs 

DATE: June 26, 2023

SUBJECT: Changes to the Name of Minor in Financial Reporting

The Undergraduate Curriculum Committee (UCC) evaluated and unanimously approved changing the name of the **Minor in Financial Reporting** to the **Minor in Accounting for Financial Analysts**.

The UCC held a meeting on June 15th to discuss this item. The UCC acknowledged that the revised name would better reflect the acquired knowledge within this program and increase the attractiveness of the Minor program.

Following a discussion among the UCC members, the outcome of the vote to approve the name change was six (6) in favor, zero (0) opposed, and zero (0) abstentions. As a result, it was unanimously approved.

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

Thank you.

INTERNAL MEMORANDUM

To: Dr. Jooseop Lim, Associate Dean Academic & Student Affairs, Undergraduate Programs

From: Dr. Matthäus Tekathen, Chair, Department of Accountancy

Date: May 25, 2023

Subject: Change of Name of Minor in Financial Reporting

Members of the Department of Accountancy approved the recommendations of the Department Curriculum Committee (DCC) regarding the change of name of the **Minor in Financial Reporting** to **Minor in Accounting for Financial Analysts** at the department meeting on April 26, 2023.

The DCC in the Department of Accountancy approved this change to the name of the Minor in Financial Reporting in their meeting on February 13, 2023.

The change in title of this Minor intends to provide students, taking this Minor, a better recognition of their acquired knowledge that will be a useful signal for employers when they apply for jobs, such as financial analysts. In addition, the intention is to increase the attractiveness of the minor by clearly capturing the job relevance of this minor in the title. Lastly, with the earlier addition of the required course ACCO 355 (Analysis of Financial Statements), the minor no longer focuses solely on reporting of financial information, but also on their analysis for decision-making.

To obtain feedback on the name change, the department surveyed the students, taking this minor. 26 students out of the contacted 50 students responded to the questionnaire, yielding a response rate of 52%. The survey results show that the sample preferred incrementally the new name over the current name for the Minor. As part of the survey, the department also received some qualitative feedback that the new name helps to clarify for potential employees what the Minor covers.

Please find the relevant documents attached.

I ask that you kindly move the changes to the next committee for processing.

Best regards,

A handwritten signature in black ink, appearing to read "M. Tekathen". The signature is written in a cursive style with a large initial "M" and a long, sweeping underline.

Matthäus Tekathen
Department Chair, Accountancy



SENATE
OPEN SESSION
Meeting of December 15, 2023

AGENDA ITEM: Revisions to the *Policy on the Conferral of the Title of Distinguished Professor Emeriti or Distinguished Librarian Emeriti* (US-3)(the "Policy")

ACTION REQUIRED: For approval

SUMMARY: Upon recommendation of Senate Steering, Senate is being asked to approve revisions to the Policy, which are specifically aimed to align certain provisions to the Distinguished Research Professor award ("DRP") guidelines, which guidelines were recently revised and approved by Senate on November 3, 2023.

BACKGROUND:

As per the process for the review of University policies as mandated under the *Policy on University Policies* (SG-6), there are some modifications that are being recommended, including those to align the Policy provisions to the recently reviewed and Senate approved DRP guidelines.

Senate Steering approved the revision to the Policy at its meeting of December 5, 2023.

The compare document with annotated modifications is attached herewith for ease of reference.

DRAFT MOTION:

That, upon recommendation of Senate Steering, Senate approve the revisions to the *Policy on the Conferral of the Title of Distinguished Professor Emeriti or Distinguished Librarian Emeriti* (US-3), as outlined in the attached documents.

PREPARED BY:

Name: Secretary of Senate
Date: December 5, 2023

**POLICY ON THE CONFERRAL OF THE TITLE OF DISTINGUISHED PROFESSOR
EMERITI OR DISTINGUISHED LIBRARIAN EMERITI**

Effective Date: [insert date]

Approval Authority: Senate

Supersedes /Amends: December 16, 2021

Policy Number: US-3

PREAMBLE

The designation of Distinguished Professor Emeriti or Distinguished Librarian Emeriti (the “Title”) indicates that a faculty member or librarian has retired from Concordia University (the “University”) and has been recognized for their exceptional accomplishments over the course of their career at the University.

SCOPE

This Policy applies to all individuals having occupied the position of full-time faculty member or librarian. The conferral of the title of Professor Emeriti or Librarian Emeriti, which is awarded to all faculty members and librarians retiring from the University in good standing, is not subject to this Policy.

PURPOSE

The purpose of this Policy is to establish the criteria and mechanism for conferring the Title.

POLICY

1. The Senate does not confer the Title to all retired or retiring full-time faculty members or librarians. It is limited to those who, in the judgment of Senate, have exceptional accomplishments over the course of their career at the University.
2. Recommendations for conferral of the Title are submitted to Senate by the Distinguished Professor Emeriti and Distinguished Librarian Emeriti Committee, as set out in the Membership and Functions of Senate Standing Committees.
3. Senate may confer the Title to recognize faculty members and librarians who meet all of the following criteria:

**POLICY ON THE CONFERRAL OF THE TITLE OF DISTINGUISHED PROFESSOR
EMERITI OR DISTINGUISHED LIBRARIAN EMERITI**

Page 2 de 3

- a. They have retired within the last 3 years or have formally declared their intention to retire from the University at or before the end of the current academic year;
 - b. They normally have held the rank of Professor or Senior Librarian and normally have been a member of a Faculty or the Library at the University for at least 10 years;
 - c. Over the course of their career, up to retirement, they have had demonstrable exceptional impact in their field and/or to the University, in one of the following categories, while maintaining good performance in the other two categories:
 - i. research or research creation;
 - ii. teaching or librarianship; or
 - iii. service.
4. The above criteria are circulated to all academic unit heads by their respective office of the Dean, and to all Associate University Librarians by the University Librarian on an annual basis.
 5. Nominations for the Title must originate within the University, and are made and received in accordance with the internal nomination process of each Faculty or the Library. Self-nominations are not accepted.
 6. The nomination review process is confidential, and, as such, committees involved in the process will not communicate with the nominees at any stage of the process, nor advise them that they have been nominated for conferral of the Title.
 7. Nomination letters must include sufficient information about the nominee's achievements to warrant serious consideration.
 8. Nominees are approved in accordance with the internal award process of each Faculty or the Library, and the relevant Dean or University Librarian submits approved recommendations supported by a statement of rationale and nominees' curriculum vitae

**POLICY ON THE CONFERRAL OF THE TITLE OF DISTINGUISHED PROFESSOR
EMERITI OR DISTINGUISHED LIBRARIAN EMERITI**

Page 3 de 3

to the Distinguished Professor Emeriti and Distinguished Librarian Emeriti Committee, who present positive recommendations to Senate for final approval.

9. Senate shall confer the Title on members of faculty who, at the time of retirement, hold the title of Distinguished Research Professor, without requiring a nomination as provided for in this Policy.
10. The Provost and Vice-President, Academic notifies the recipients of the Title once approved by Senate.
11. The Title is purely honorific and does not carry with it any entitlement to authority, rights, resources or privileges at the University.
12. The Title is not normally awarded posthumously, although the President, in consultation with the Provost and Vice-President, Academic, is at liberty to consider making an exception to this rule.
13. The term for a Title under this Policy is for the life of the individual, unless otherwise specified in the resolution of Senate conferring the Title.
14. In rare and exceptional circumstances, if the behavior of a recipient or maintaining their Title may harm or undermine the University's reputation, or may be found to be inconsistent with the mission and values of the University, the Title may be revoked or removed in accordance with the *Policy on Revocation of Awards and Other Types of Recognition* ([SG-15](#)).
15. A list of all individuals holding the Title granted pursuant to this Policy is maintained by the University Secretariat.
16. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Provost and Vice-President, Academic.

Approved by Senate on September 17, 2021 and [insert date].



POLICY ON THE CONFERRAL OF THE TITLE OF DISTINGUISHED PROFESSOR EMERITI OR DISTINGUISHED LIBRARIAN EMERITI

Effective Date: ~~December 16, 2021~~[insert date]

Approval Authority: Senate

Supersedes /Amends: ~~N/A~~December 16, 2021

Policy Number: US-3

PREAMBLE

The designation of Distinguished Professor Emeriti or Distinguished Librarian Emeriti (the "Title") indicates that a faculty member or librarian has retired from Concordia University (the "University") and has been recognized for their exceptional accomplishments over the course of their career at the University.

SCOPE

This Policy applies to all individuals having occupied the position of full-time faculty member or librarian. The conferral of the title of Professor Emeriti or Librarian Emeriti, which is awarded to all faculty members and librarians retiring from the University in good standing, is not subject to this Policy.

PURPOSE

The purpose of this Policy is to establish the criteria and mechanism for conferring the Title.

POLICY

1. The Senate does not confer the Title to all retired or retiring full-time faculty members or librarians. It is limited to those who, in the judgment of Senate, have exceptional accomplishments over the course of their career at the University.
2. Recommendations for conferral of the Title are submitted to Senate by the Distinguished Professor Emeriti and Distinguished Librarian Emeriti Committee, as set out in the Membership and Functions of Senate Standing Committees.
3. Senate may confer the Title to recognize faculty members and librarians who meet all of the following criteria:

**POLICY ON THE CONFERRAL OF THE TITLE OF DISTINGUISHED PROFESSOR
EMERITI OR DISTINGUISHED LIBRARIAN EMERITI**

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- a. They have retired within the last 3 years or have formally declared their intention to retire from the University at or before the end of the current academic year;
 - b. They normally have held the rank of Professor or Senior Librarian and normally have been a member of a Faculty or the Library at the University for at least 10 years;
 - c. Over the course of their career, up to retirement, they have had demonstrable exceptional impact in their field and/or to the University, in one of the following categories, while maintaining good performance in the other two categories:
 - i. research or research creation;
 - ii. teaching or librarianship; or
 - iii. service.
4. The above criteria are circulated to all academic unit heads by their respective Faculty office of the Dean, Council and to all Associate University Librarians by the University Librarian on an annual basis.
 5. Nominations for the Title must originate within the University, and are made and received in accordance with the internal nomination process of each Faculty or the Library. Self-nominations are not accepted.
 6. The nomination review process is confidential, and, as such, ~~nominators and~~ committees involved in the process will not ~~inform-communicate with~~ the nominees at any stage of the process, nor advise them that they have been nominated for conferral of the Title.
 7. Nomination letters must include sufficient information about the nominee's achievements to warrant serious consideration.
 8. Nominees are approved in accordance with the internal award process of each Faculty or the Library, and the relevant Dean or University Librarian submits approved recommendations supported by a statement of rationale and nominees' curriculum vitae

**POLICY ON THE CONFERRAL OF THE TITLE OF DISTINGUISHED PROFESSOR
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to the Distinguished Professor Emeriti and Distinguished Librarian Emeriti Committee, who present positive recommendations to Senate for final approval.

9. Senate shall confer the Title on members of faculty who, at the time of retirement, hold the title of Distinguished Research Professor, without requiring a nomination as provided for in this Policy.

9.10. The Provost and Vice-President, Academic notifies the recipients of the Title once approved by Senate.

11. The Title is purely honorific and does not carry with it any entitlement to authority, rights, resources or privileges at the University.

10.12. The Title is not normally awarded posthumously, although the President, in consultation with the Provost and Vice-President, Academic, is at liberty to consider making an exception to this rule.

11.13. The term for a Title under this Policy is for the life of the individual, unless otherwise specified in the resolution of Senate conferring the Title.

12.14. In rare and exceptional circumstances, if the behavior of a recipient or maintaining their Title may harm or undermine the University's reputation, or may be found to be inconsistent with the mission and values of the University, the Title may be revoked or removed in accordance with the *Policy on Revocation of Awards and Other Types of Recognition* ([SG-15](#)).

13.15. A list of all individuals holding the Title granted pursuant to this Policy is maintained by the University Secretariat.

14.16. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Provost and Vice-President, Academic.

Approved by Senate on September 17, 2021 and [insert date].



Internal Memorandum

To: Members of Senate
From: Anne Whitelaw, Provost and Vice-President, Academic
Date: December 7, 2023
Re: Academic Update

I would like to take this opportunity to applaud all the graduates at [Concordia's fall convocation ceremonies](#). Graduating students joined their family and friends, university faculty and staff and others at Montreal's Place des Arts on November 28, 2023. The ceremonies honoured the graduating classes of the university's [Faculty of Arts and Science](#), [Gina Cody School of Engineering and Computer Science](#), and [John Molson School of Business](#). The newly minted grads are now part of Concordia's 253,000-plus alumni worldwide.

Three distinguished individuals crossed the convocation stage to receive their [honorary Concordia doctorate degrees](#). Edward Rosenthal, Anita Marangoly George and Farah Alibay were recognized for their distinct contributions in each of their fields. Rosenthal and George are both leaders in sustainability — the former in agriculture, and the latter in investments. Alibay was recognized as a champion of inclusivity in aerospace engineering.

Canadian Olympian Tammara Thibeault also crossed the stage at Fall convocation. The 26-year-old boxer has earned a [BA in urban studies and urban planning](#). The Shawinigan, Quebec, native has dedicated most of her waking hours over the last several years to balancing school and sport. Thibeault has made a name for herself internationally in the world of women's boxing. [As a member of the Canadian national team](#), Thibeault competed in her first Olympics at the Tokyo 2020 games. She made it to the quarterfinals of the women's 75 kg event and matched the best all-time Canadian women's boxing result by finishing fifth. She is now preparing for her second games — the 2024 Summer Olympics in Paris, France — for which she recently qualified.

The Concordia Global Affairs Association, which includes the Model UN, proudly finished the year as Canada's top-ranked delegation, an achievement replicated for the second consecutive year, propelling us into the global top ten.

[The Princeton Review](#) ranks [John Molson](#) among the top schools worldwide for entrepreneurship studies. The publication puts the Concordia business school at #40 of Top 50 graduate programs in the field. The John Molson School was tapped for its graduate entrepreneurship studies offerings. The ranking indicates a steady climb for the School since it was first listed at number 50 on the 2021 list.

In a recent contribution to UNESCO's mission of educational enhancement, ARTE professor, Chair of Art Education, UNESCO Co-Chair in Prevention of Radicalization and Violent Extremism, [Vivek Venkatesh](#), in collaboration with PhD student Marie-Pierre Labrie, co-authored the paper, "Arts Education: An investment in quality learning." This paper reviews key research on the impact and outcomes of Arts Education to demonstrate how closely aligned its concepts and approaches are with the idea of quality education outlined in UNESCO Sustainable Development Goals.

Venkatesh also secured a \$400,000 grant from the Ministère de l'Enseignement supérieur. This funding aims to facilitate the development of a web interface intended for media campaigns and training materials, to support their mandate on the prevention of sexual violence within higher education institutions.

Each year, the Royal Society of Canada (RSC) welcomes more than 90 new members. Science, social sciences, arts and humanities researchers who have broken new ground in their respective fields are invited to join. After 25 years of membership, [Michel Laroche](#), a professor in Concordia's [Department of Marketing](#), has reached a career milestone earning a lifetime membership to the society. Laroche was recognized alongside fellow inductees at the RSC's [Celebration of Excellence and Engagement](#) event in Waterloo, Ontario, from November 15 to 18. The first professor at the [John Molson School of Business](#) to be appointed to the RSC, Laroche has dedicated much of his life to research. Laroche's main research interests are in advertising management, consumer behaviour modelling, social media/digital marketing, retailing, services marketing, marketing strategy, marketing communications, culture, multidisciplinary research and research methodology.

[Ayhan Ince](#), professor in the Department of [Mechanical, Industrial and Aerospace Engineering](#), has been named Fellow of the [American Society of Mechanical Engineers](#) (ASME). The fellowship is awarded to elected members of the society to recognize their outstanding achievements in the field of mechanical engineering, and contributions to the engineering profession and to ASME. The Fellow grade is a distinction among ASME members. Ince has been a faculty member at the Gina Cody School of Engineering and Computer Science since 2017. His research focuses on computational modeling in fatigue and fracture, machine learning-based deformation and damage modeling and peridynamics-based damage approaches.

John Molson's Executive-in-Residence and former Affiliate Scholar in the [Department of Supply Chain and Business Technology Management](#), Jacques Duchesneau, was named Commander of the Order of Merit of the Police Forces, the highest distinction awarded in Canada to a member of the police force.

Patrick Kelley is retiring in December. Six years ago, he became John Molson's Executive Director, Corporate Relations, a brand-new position. Over his tenure, he has overseen the John Molson Executive Centre, Career Management Services, the John Molson Executive MBA program, as well as the Goodman MBA in Investment Management program. He also brought his expertise to business development both nationally and internationally. Kelley was the Chief Financial Officer at Concordia from 2010 to 2015 and served as the university's Executive Director, Strategic Plans, and as Special Advisor to the VP Services on IT.

[Heather Igloliorte](#), a Concordia faculty member from 2012 to 2023, has been named a [Canada Excellence Research Chair](#) (CERC). She recently left the university to join the University of Victoria's Department of Visual Arts in September to lead the eight-year CERC program in Decolonial and Transformational Indigenous Art Practices. The program seeks to advance decolonization and Indigenization efforts dramatically through the arts. Thanks to Heather for her contributions to Concordia and congratulations on this prestigious and well-deserved appointment.

The [Theatre department](#) recently closely collaborated with Montreal's National Circus School and Shana Carroll, co-founding Artistic Director of The 7 Fingers (Les 7 Doigts de la main), the renowned Montreal-based company, on the show Till Human Voices Wake Us. Drawing inspiration from T.S. Eliot's poem "The Love Song of J. Alfred Prufrock," the production premiered on November 22 at Concordia. As Concordia's

artist-in-residence, Carroll served as the director, adaptor, and choreographer for the play, closely collaborating with theatre students. She brought her extensive circus experience and artistic perspective to shape this innovative theatrical presentation.

Commemorating the centennial of Jean-Paul Riopelle's birth, the collaborative project "Raconte-moi Riopelle" spearheaded by Concordia's [Centre for Oral History and Digital Storytelling](#) in partnership with the Jean-Paul Riopelle Foundation, was launched on November 23rd. "Raconte-moi Riopelle" is a collaborative effort of three distinguished academics. Among them, former Concordia Public Scholar Lea Kabiljo, BFA '04, MA '09, PhD '23 in Art Education, conducted interviews with 23 individuals across Quebec and France. These interviews offer a treasure trove of memories, anecdotes, and personal encounters, providing insight into the man whose visionary contributions shaped the Automatiste movement in the visual arts. This project, fusing oral history, mapping techniques, and research creation, will serve as a remarkable resource for students, researchers, institutions, and artists alike.

This past summer marked the launch of the Faculty of Arts and Science new [Accessibility Summer Research Internships](#). This internship provides an opportunity for undergraduate students from underrepresented groups to gain direct research experience in science, technology, engineering, and mathematics (STEM) disciplines. Spearheaded by the unwavering support of Don and Bonnie Poole, these internships reflect Concordia's commitment to fostering diversity in STEM research. The 16-week internship provided students with an opportunity to experience what pursuing graduate studies could be like. Six remarkable students from diverse backgrounds and paths participated in the initiative.

A ground-breaking new course from Concordia's [Innovation Lab](#) is now open to undergraduate students from across disciplines. [INTE 298 Innovation Models and Concepts](#) will offer students the opportunity to focus their ideas, hone their skills and gain the necessary confidence to realize a variety of forward-looking projects. The course is led by [Ann-Louise Davidson](#), director of the Innovation Lab. Davidson is also strategic advisor, innovation, for the [Faculty of Arts and Science](#), professor of education and associate director of the [Milieux Institute for Arts Culture and Technology](#). She says the innovation industry tends to be all about entrepreneurship — in other words, about making money. But this course removes that risk encouraging students to experiment and make mistakes. Davidson wants prospective students to be prepared to *move* as the experience will be hands-on and out of the classroom as much as possible. Instead, students can count on acquiring a set of refined tools and the necessary supports to guide them on their way. They can propose almost any project, but there is no expectation that they arrive with one in mind. The course is open to all undergraduate students, regardless of their program or major. For now, there are only 25 spots available.

The Library is highly involved in working with the community to explore the impact of generative artificial intelligence on teaching, learning, research and library operations. They developed an [introductory online learning module on Generative AI](#). In addition, they have been delivering introductory student-facing workshops to guide students in exploring and critically assessing Generative AI tools such as ChatGPT, and have facilitated sessions for faculty and instructors in various departments. In collaborating with the Centre for Teaching & Learning and the Student Success Centre, the Library is co-leading the University's participation in an Ithaka S&R research project with 18 other universities entitled "Making AI Generative". This two-year project aims to collectively explore needs and supports for teaching and research in higher education broadly and as contextualized in the Concordia environment.

[Campus Wellness and Support Services](#) implemented a new, centralized intake process for mental health appointments. Students can request an intake with a member of the mental health entry team. A mental

health professional will assess their needs at an in-person appointment and refer them to appropriate services and resources. Appointment requests open Monday through Friday, with a limited number of intakes available. More information is available at concordia.ca/mhappt

Career Counselling and Educational Transitions (Student Success Centre) has continued to support students in defining their career and academic paths, offering one-on-one appointments and workshops. Partnerships include supporting international students' career development with Career Advising and Professional Success, and working with UNSS courses to help students develop new skills. The team works closely with academic advisors to help them refer students to our career counselling and first-year support services. In the winter term, we will continue existing partnerships with Humanities+ and collaborate with Beat the Odds, GradProSkills, and the Access Centre for Students with Disabilities.

[Homeroom](#) is developing a Women in Engineering and Computer Science pod for winter 2024, for students to connect with each other, learn new skills and navigate the university together. Homeroom is also working with students from the Department of Applied Human Science to lead an EDI event series with stakeholders across the university. As part of this initiative, a capstone project within the AHSC will evaluate Homeroom's internal processes, goal setting, and support provided to student facilitators.

Concordia's [District 3 Innovation Hub](#) is undergoing a transformative redesign, carving the path for the future of workspaces to change the way we learn, work and collaborate. Spaces for innovation and collaboration are necessary to offer cross-disciplinary training and mentor the decision-makers of tomorrow. [Current studies](#) indicate that workspaces play a crucial role in shaping work culture. The way a space is laid out can define organizational mindsets and allow for transformation. District 3 is a space where multidisciplinary teams can innovate for impact. Through entrepreneurship, the hub helps people solve local and global challenges to build a more just and sustainable world. The hub has partnered with Concordia's [Next-Generation Cities Institute](#) (NGCI) to create a prototype and test different office layouts that prioritize collaboration and flexibility. District 3's spaces, located on the sixth floor of the Faubourg Building, now stand as a dynamic site for innovative spatial solutions tailored to the needs of the office's users.

This fall, the Experiential Learning Office placed 47 equity-seeking students from the [Beat the Odds program](#) with 43 employer hosts. The EL team also hosted wrap-around workshops in November that attracted 52 student participants.

At the Institute of Cooperative Education this fall, there has been an increase in the number of international work-term opportunities, with placements in France, Vietnam and the United Arab Emirates.

Momentum is building to deepen employer engagement and increase the number of work terms for our students. The actions taken recently include an invitation to Concordia Institute alumni to offer positions to Concordia students; on-site visits to current employers by Institute staff; and meetings with business networks, including at the 2023 Hub350 Annual Partner Summit in Kanata and with the Manufacturiers et Exportateurs du Québec (MEQ), which represents over 1,100 companies in Quebec and is a member of a national network.

The Fall season of 4TH SPACE programming kept things moving in multiple directions. The space was at capacity for a [powerful discussion](#) organized with Harambec that revisited the legacy of Black women's organising in Montreal and Concordia's history of black women's studies. [Thinking Allowed](#) was a three-day series of events and workshops with special attention given to the history of IMAX film making and

theatre technology in Canada. For Open House weekend, 4TH SPACE partnered with the School of Graduate Studies to invite four of Concordia's [Public Scholars](#) together to discuss their experiences and approach to diverse research practices. [Gamerella](#) is a long-running project focusing on supporting marginalized game creators and aspiring game makers. 4TH SPACE hosted a series of workshops leading up to their annual game jam. [Rock Those Mocs](#) happened again at 4TH SPACE with an intimate conversation exploring the ways in which wearing moccasins can empower culture and identity. The [Applied AI Institute Annual General Meeting](#) began as the co-directors looked back on the year's incredible rate of change for fields impacted by artificial intelligence before breaking out into an active workshop planning for the coming months. 4TH SPACE works to support researchers responding to the changing demands for creating and measuring scholarly impact. An event co-hosted by OVRGS and the Provost's Office invited Dr. Giovanna Lima to present the [Researcher Impact Framework](#) tool and engaged attendees in a practical hands-on workshop.

Student Learning Services is offering exam prep review sessions for select MATH, ACCO, COMM and ESL courses. These sessions provide students with an in-depth and interactive group setting to review key concepts, practice solving past exam questions, and learn effective strategies to succeed in their finals.

Open Access Week 2023 took place in the Library from October 23 to October 29. With the theme of Community over Commercialization, the Library and 4th SPACE hosted various Open Access Week events and workshops. Sessions included: Catalyzing Open Science, which was led by the Concordia Open Science Working Group, and Open for Community, which showcased Concordia-led innovation and works-in-progress on community-driven open initiatives. In addition to events, the Library also had a call for open-textbook grant applications, which closed on November 3.

On November 7, SHIFT hosted a special edition of its Lunch and Learn series under the theme "[Successful community-university partnerships to amplify voices and influence policymakers](#)". The event showcased partnerships between the JIA Foundation (a SHIFT-funded project) and Concordia's Next Generation Cities Institute, aimed at influencing policies to preserve Montreal's Chinatown. Additionally, it highlighted collaborations between Concordia's ACT Lab and RECAA, a community organization led by and for aging adults, working together to influence the Canadian Radio-Telecommunications Commission in adopting new telecommunication regulations to protect elders from abusive practices.

On November 7, the Office of Community Engagement (OCE) hosted the first Steering Committee meeting for the Quebec regional [Black Entrepreneurship Knowledge Hub](#) (Q-BEKH). A partnership between Concordia and UQAM, Q-BEKH is part of a national effort led by Carleton University to develop insights, information and policy knowledge that will break down systemic and institutional barriers faced by Black entrepreneurs.

On November 8, the Barry F. Lorenzetti Centre for Women Entrepreneurship & Leadership presented the event "Future Women Leaders in Finance." Panelists included Lisa Giannone & Barry F. Lorenzetti of BFL CANADA and Elyse Leger of Fiera Capital. The evening was moderated by JMSB's Associate Dean, Professional Graduate Programs Sandra Betton. Panelists shared their experiences and key insights with invited finance students. The pilot event was intended as a space to share inspiring stories about women's leadership careers in the finance industry, to offer concrete advice on how to find and work with a mentor, and to help increase the networks of participants.

Student Learning Services (Student Success Centre) and Counselling and Psychological Services (Campus Wellness and Support Services) presented the first [Thriving and Learning in Action](#) four-part in-person

workshop series bringing together mental health, wellbeing, equity and learning strategies to help students build hope and resilience. Over 60 students attended the November 8 event.

On November 11, Professor [Hilary Rose](#), recently retired from the Department of Applied Human Sciences, [was a distinguished speaker](#) at the United Nations Regional Expert Meeting group in Florida. She shared her expertise in a session titled "Demographic Change in North America," where she discussed and described Canadian demographics and family policy. This prestigious invitation reflects her exceptional contributions to the field. Her insights and knowledge were particularly significant in anticipation of the 30th anniversary of the UN Year of the Family in 2024, marking a pivotal moment in global discussions on demographic trends.

On November 13, the OCE hosted a special public conversation to celebrate the [20th anniversary of University of the Streets Café](#). The event, which took place at 4TH SPACE, featured three former program coordinators and considered the ongoing value that public conversations bring to the community and to learning institutions like Concordia.

On November 15, the OCE hosted a second workshop to support the launch of the [Dewemaagannag/My Relations](#) guide. The workshop was led by Natasha Blanchet-Cohen (Applied Human Sciences) and her team, who shared their experiences of engaging with Indigenous communities through the [Chaire-réseau de recherche sur la jeunesse du Québec](#). They focused on the importance of being accountable, relating in reciprocity and being aware of one's own positionality, as well as the general principles and values that guide their work.

Concordia University Press and the [Canadian Centre for Architecture](#) launched the first two titles of their co-published series, [Building Arguments](#), to an enthusiastic crowd at the CCA bookstore on November 16, 2023. The event included a discussion with Melanie O'Brian, acting director of the Morris and Helen Belkin Art Gallery, who introduced *Arthur Erickson on Learning Systems* and Jane Mah Hutton, associate professor of architecture at the University of Waterloo, who introduced *Cornelia Hahn Oberlander on Pedagogical Playgrounds*. CCA founder Phyllis Lambert was in attendance and remarked that she hoped these books will help to stimulate a more critical discussion of the works and writings of Canadian architects. The series' first two titles were also very favourably reviewed in the November issue of [Canadian Architect](#) magazine.

Concordia's [Leonard and Bina Ellen Art Gallery](#) is putting the spotlight on radical theatre with a new exhibition featuring the works of contemporary artists. [A Stage for Rebellion](#) is curated by the gallery's Max Stern Curator of Research, [Julia Eilers Smith](#). Running from November 18 through January 27, the show revisits grassroots plays that have faded from memory and examines them in the face of contemporary struggles for justice. The artists examine theatre practices that emerged in contexts of repression and political strife — many of which are related to anticolonial resistance in the mid-20th century.

On November 21, the Jurist-in-Residence welcomed [Luc Sirois, Quebec Chief Innovator](#), who discussed "The Innovation Revolution and the Future of Quebec".

On November 22, SHIFT hosted the first event of the new [SHIFT Kinship & Counsel Speaker Series](#). Two inspiring seed savers, farmers and community leaders, who are learning from the land, their communities, and traditional stories, shared their personal experience working together in collaboration to build strong, sovereign and healthy communities grounded in relationship and mutual responsibility. The event brought together more than 70 attendees, including several community members from Kahnawà:ke and Ahkwesáhsne.

[NouLa](#), Concordia's Black Student Centre, in collaboration with the Visual Collections Repository (VCR), launched the Black Art Series with the FOFA gallery on November 3. This series showcases the artistic talents of Black Concordia students and alumni across various disciplines, bringing Black traditions in art to the wider Concordia community. The FOFA gallery's Black Box held a screening of six filmmakers and hosted two artists-in-residence for the month of November, with the finissage scheduled for December 14.

On December 18, 2023, [the Women in Engineering Career Launch Experience](#) (WIE-CLE) mentorship program will focus on 2SLGBTQ+ engineers at their fall term event, featuring queer engineers Allie Kennington from SNC Lavalin and Michelle Liu, MASC, JD, P.Eng.

[Concordia University Press](#) and the Concordia University Library are pleased to host the travelling exhibition of the [2023 AUPresses Book, Jacket, and Journal Show](#), representing the best book design by university press publishers. The 83 selected works, including three published by Concordia University Press, will be on display in the Webster Library's vitrines from 11 to 30 January 2024. They will also be on view out of their display cases so they can be fully appreciated. The public can flip through the books on 31 January from 3 to 5 pm at 4TH SPACE. At the same time, participants can join a discussion about excellence in book design with award-winning designers and publishing colleagues from [McGill-Queen's University Press](#).

This year, the Library has taken over the responsibility for the University's annual Digital Skill-Share Days event. With a cross-university planning team chaired by Jasia Stuart, the Library's digital capabilities lead, planning is well underway for another highly engaging event on February 22nd and 23rd, 2024. We've received over 30 session proposals from faculty and staff willing to share their knowledge and skills with the rest of us.

The Experiential Learning (EL) Office is excited to be co-hosting this year's [2024 Winterfest](#) with the Centre for Teaching and Learning under the theme "Learning by Doing: Engaging your students with experiential learning". The goal is to support Concordia faculty as they integrate experiential learning into their courses to deepen student engagement and learning.



SENATE
OPEN SESSION
Meeting of December 15, 2023

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

ACTION REQUIRED: For information

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

PREPARED BY:

Name: Secretary of Senate

Date: December 7, 2023

OFFICE OF RIGHTS AND RESPONSIBILITIES
Promoting Respect on Campus



ANNUAL REPORT 2022-2023

NOVEMBER 2023

CONCORDIA

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Office of Rights and Responsibilities: Annual Report 2022-2023

Introduction

The present report refers to the activities of the Office of Rights and Responsibilities (“**ORR**” or the “**Office**”) from **May 1, 2022 to April 30, 2023**. Submitted to the Secretary-General each year, the ORR’s annual report aims to do the following:

- Offer an overview of the mandate of the Office;
- Present statistics on cases and consultations during the previous academic year;
- Make recommendations with respect to policies or operations of the Office.

The report is made available to the University community via www.concordia.ca/rights. It is also submitted, for information purposes, to Concordia’s Senate and Board of Governors.

ORR’s Mandate

The Office administers the Code of Rights and Responsibilities (the “**Code**”), which sets out the behavioral expectations that apply to all members of the University, including students, faculty, and staff. It explicitly prohibits a range of behaviours, such as threatening or violent conduct, sexual violence, sexual assault, harassment, and discrimination. The Code governs behavior that takes place on campus or on other premises during University activities or events.

When any University member has a behavioural concern, they may approach the Office to obtain impartial, confidential, and independent advice and support in resolving the situation. The Office helps members by reviewing all available options and assisting in selecting the most appropriate approach. Options include:

- Helping informally resolve disputes by providing shuttle diplomacy, mediation, crafting settlement agreements, and/or providing strategies for resolution;
- Initiating the appropriate formal complaint process, such as forwarding cases to the Office of Student Tribunals or to the appropriate human resources authority;
- Directing complainants to another, more appropriate mechanism for addressing their complaints, for example: union grievance, police complaints, etc.

In addition to resolving conflicts, the Office coordinates the University’s response in handling urgent cases and managing behaviours that may pose a danger or threat to our community. Members may approach the Office to flag any such behaviour. The Office then takes immediate steps to direct an appropriate and time-sensitive response, in consultation with colleagues from across the University.

The ORR frequently participates in committees and other University bodies mandated to address behavioural issues, such as the Standing Committee on Sexual Misconduct and Sexual Violence.

Policies that Guide ORR's Work

In addition to administering the Code, the Office is guided in its work by several related University policies, including:

- *Policy Regarding Sexual Violence*
- *Protocol on the Coordination of Urgent Cases of Threatening or Violent Conduct*
- *Policy on Student Involuntary Leave of Absence ("POSILA")*
- *Policy on Harassment, Sexual Harassment and Psychological Harassment*

Each policy sets out timelines, decision-making structures, and a selection of appropriate responses to potential situations. The policies aim to guide difficult decisions so that they can be made in a timely manner with input from experts from across the University.

The ORR Team

During the 2022-2023 year, the ORR team was composed of the following staff members:

- Director and Senior Advisor: Aisha Topsakal, the undersigned;
- Associate Advisor: Sarvi Ezzatpour;
- Department Assistant, shared with the Ombuds office: Andreea Constantinescu.

Unfortunately, our department assistant role was vacant from February 2023 until September 2023. Since the frontline role is key to the smooth functioning of our office, the vacancy was a difficult one to manage. However, we were able to maintain service due to the collaboration and assistance of various colleagues.

While we have a small team at ORR, we coordinate efforts with a vast number of colleagues to effectively address every dossier. On a daily basis, we collaborate with: Campus Safety and Prevention Services, Office of the Provost, Campus Wellness and Support Services, Sexual Assault Resource Centre, Equity Office, Legal Services, Employee and Labour Relations, Dean's Offices and Department Chairs. By coordinating actions and relying on the expertise of our colleagues, we were able to address the 400+ concerns and complaints brought to our office throughout the year.

Return to In-Person Activities

The ORR team has been working on-site since August 2021 on a full-time basis. We share office space on the 10th floor of the GM building with our colleagues from the Ombuds Office, who also returned to campus at the same time.

The 2022-2023 year was marked by a return to in-person delivery of large presentations and workshops. Starting with the New Faculty Orientation at Loyola Campus on August 23, 2022, it was a pleasure to once again participate in a range of in-person activities for our community, after favouring remote presentations during the previous year.

When meeting with ORR advisors, our clients have continued to favour the convenience of remote meetings, despite our availability to meet on campus. We had roughly one or two in-person meetings per week throughout the academic year.

As we noted in last year's report, the ability to collaborate remotely has been beneficial in our most urgent files. Our Student of Concern ("SOC") files require us to pull together senior administrators from across the university for emergency meetings.

We will continue to offer whichever service is preferable for our clients. In rare but critical situations, we do mandate in-person meetings. For example, when working with Campus Safety to assess concerning behaviour, we typically ask the individual to meet us on campus.

Data Analysis and Statistical Review

Activity Summary and Breakdown of Requests for Assistance

The Office categorizes its assistance to members in the following ways:

- **Consultations:** ORR provides information and guidance but usually does not play an active role in the conflict or concern.
- **Formal and informal cases:** ORR provides advice and may also directly intervene, review evidence or play an ongoing role in the situation. This can include forwarding a complaint to the appropriate authority. In informal cases, ORR typically assists in reaching a voluntary agreement to resolve a dispute.
- **Student of Concern ("SOC")/POSILA:** A SOC file is opened when a student is identified as presenting a potential threat or danger to themselves or others. ORR typically assembles a Case Team to review these files and recommend appropriate actions. Measures can include various interventions, such as connecting students with appropriate resources, restricting campus access, or placing a student on a leave of absence.

An ORR dossier typically begins as a consultation. If it ultimately evolves into a case, it is only counted once when reporting the data. Cases are generally categorized as behavioural issues under the Code or as SOC files under POSILA.

In the 2022-2023 reporting period, ORR received **372 new requests for assistance**, compared to 357 new requests recorded in the previous reporting period. In addition to new files, we managed 32 ongoing files carried over from the previous year, for a **total of 404 active files**, compared to a total of 394 active files in the previous reporting period.

Below, you will find a 3-year comparison of total active files processed by ORR in the relevant reporting periods. Our file numbers have remained fairly consistent.

TABLE 1: 3 YEAR ANNUAL COMPARISON OF TOTAL FILES PROCESSED IN REPORTING YEAR (NEW AND CONTINUING)

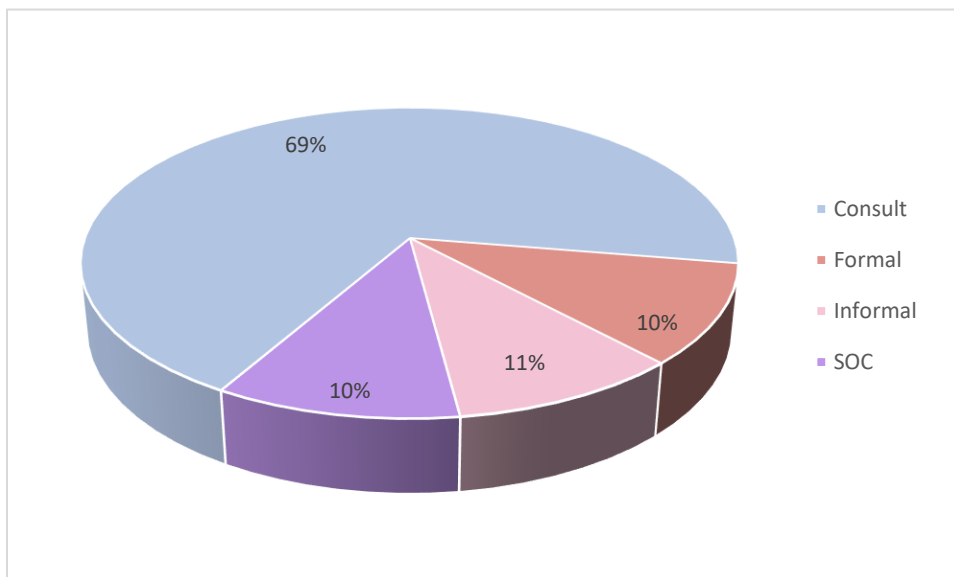
Year	Informal	Formal	SOC	Consults	Total
2022-2023	44	40	40	280	404
2021-2022	68	31	44	251	394
2020-2021	94	44	43	249	430

SOC files represent some of the most challenging cases at ORR, often involving complex problems of mental health and requiring threat assessments in collaboration with colleagues from across the university. This year, ORR had 40 active SOC files, similar to numbers in previous years.

The relative distribution of services remained consistent with previous years. As illustrated in the chart below, consultations accounted for a vast majority of services provided in 2022-2023. This year, a greater number of complainants opted to file formal complaints, while fewer pursued informal resolution.

When advising members on whether to pursue informal or formal mechanisms, we weigh a multitude of factors, including the seriousness of the behaviour reported and whether there appear to be conditions favorable to reaching a voluntary agreement. Ultimately, however, it is the right of the complainant to decide whether to file an informal or formal complaint.

CHART A: DISTRIBUTION OF SERVICES (2022-2023)



Complainant and Respondent Demographics

In the charts that follow, we take a closer look at our Complainant and Respondent demographics in both our complaint and consultation files.

The following definitions apply when we consider demographics:

- **Student** - Members registered in any academic program on a full-time or part-time basis, independent students, members registered in non-credit courses, auditors, exchange students and visiting students.
- **Staff** - Full-time and part-time employees who are not faculty members and/or do not perform administrative and/or supervisory functions as specified in the 'Administration' category.
- **Faculty** - Full-time and part-time professors including extended and/or limited term appointments, visiting lecturers, etc.
- **Administration** - Employees and/or units who fulfill specific administrative and/or supervisory functions including Deans, Associate Deans, Department Chairs, Campus Security, Residence Life, Directors, etc.
- **Other** - Non-members including alumni, contractors, non-academic visitors, volunteers, etc.
- **Joint** - Two or more Complainants and/or Respondents from different demographic categories
- **N/A** - Complainants and/or Respondents who are unknown, unidentified, or anonymous. Complainants in the 'N/A' category are typically anonymous and seeking consultation services from the Office, while Respondents in this category are generally either unknown to the Complainant or not identified by the Complainant.

Who is seeking assistance?

The term "Complainant" is used to refer to any member of the University community who is directly affected by someone's behaviour and/or as part of their administrative role, raises a concern with the Office. The conduct in question should be within the scope of the Code. If warranted, a case file is opened regardless of whether informal resolution was sought or a formal complaint was launched. In 2022-2023, students most often requested assistance from the Office in both case and consultation categories, as can be seen in the following charts.

CHART B: COMPLAINANT DEMOGRAPHICS 2022-2023 (CASES)

In cases, requests for assistance/complaints were generated by:

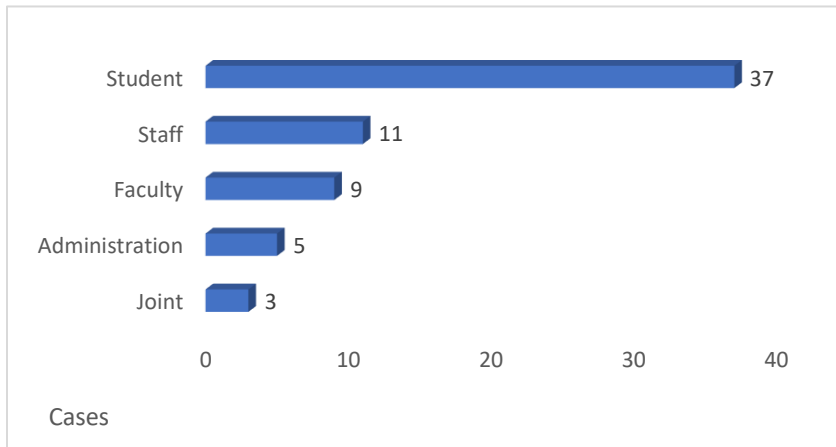
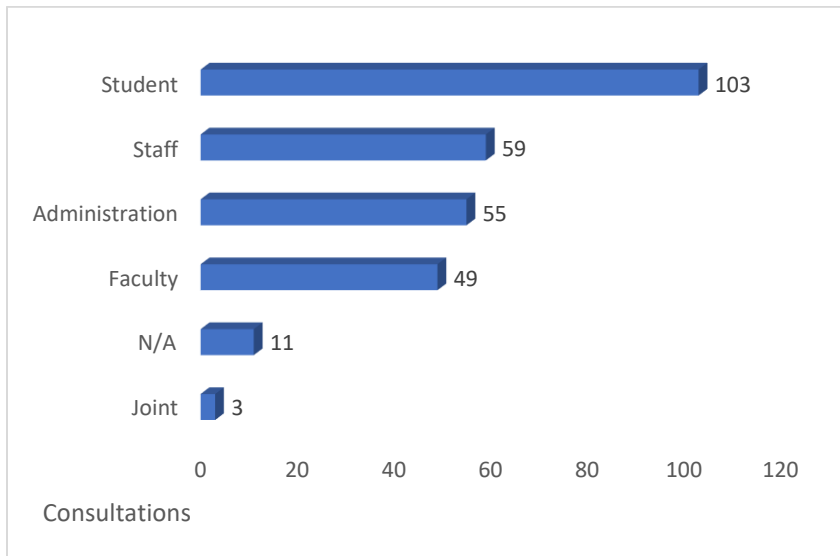


CHART C : COMPLAINANT DEMOGRAPHICS 2022-2023 (CONSULTATIONS)

In consultations, requests for assistance/complaints were generated by:



Who are complaints being made against?

The term “Respondent” refers to the person against whom a complaint is made. A “Respondent” is any member who is alleged to be responsible for undesirable behaviour described as an offense/infraction under the Code. Students were predominantly the respondents in both complaints and consultation dossiers.

CHART D: RESPONDENT DEMOGRAPHICS 2022-2023 (CASES)

In cases, complaints were generated against:

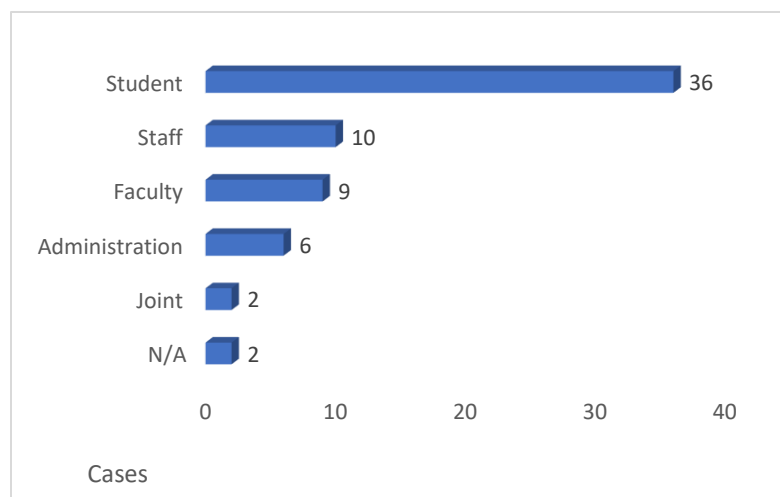
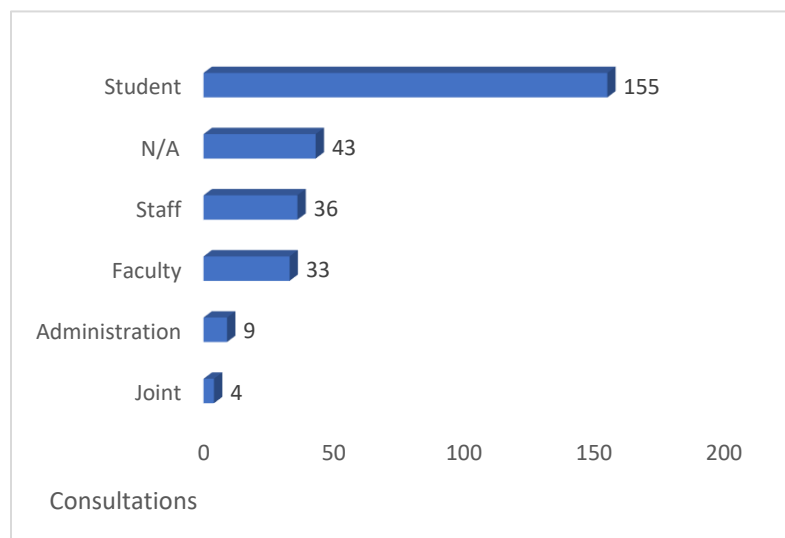


CHART E: RESPONDENT DEMOGRAPHICS 2022-2023 (CONSULTATIONS)

In consultations, complaints were generated against:



What infractions are reported to ORR?

Some complaints allege multiple Code infractions. These complaints are counted as a single file, regardless of the number of offences cited. In consultations, complainants will not necessarily allege a complaint or issue that falls neatly under a specific Code article, accounting for the high number in the “Miscellaneous Consultations” category.

Below, you will see a breakdown of all infractions reported. Consistent with previous years, harassment and SOC reports accounted for the vast majority of concerns brought to ORR. Reports of discrimination and sexual violence were fairly consistent with last year’s numbers, while psychological harassment citations increased. The Office will continue to monitor if any trends emerge through future reporting periods.

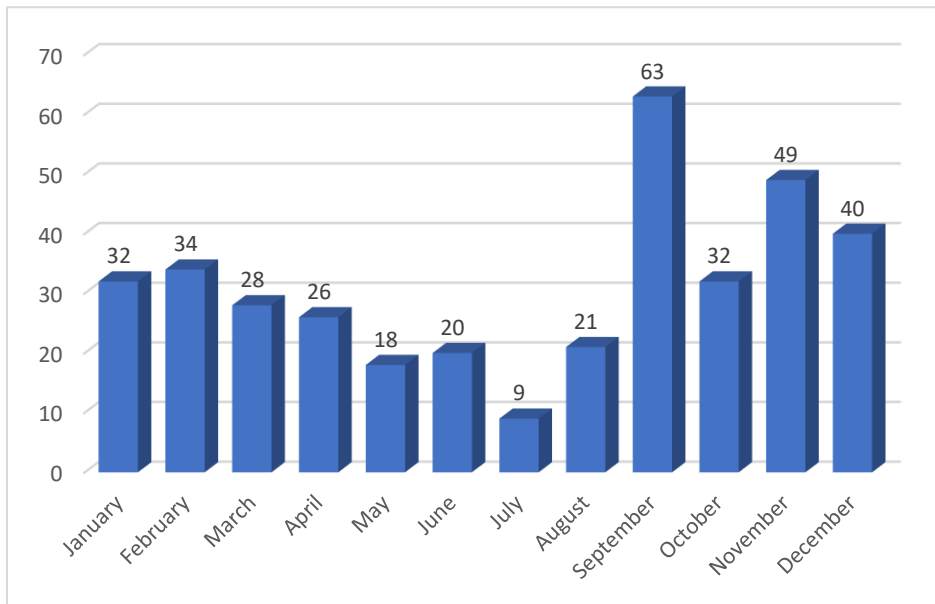
TABLE 2: BREAKDOWN OF INFRACTIONS ALLEGED IN CASES AND CONSULTATIONS (2022-2023)

Offences reported	Cases	Consults	Totals 2022-2023	Totals reported in previous year 2021-2022
Harassment	30	95	125	107
*Miscellaneous Consultations	7	86	93	98
Student of Concern	28	34	62	98
Discrimination	25	30	55	50
Threatening or Violent Conduct	9	14	23	13
Psychological Harassment	9	14	23	7
Sexual Harassment	6	12	18	28
Communication of Discriminatory Matter	11	3	14	26
Sexual Violence and Sexual Assault	4	4	8	10
Obstruction or disruption of teaching, research, administration	1	2	3	0
Offences against property	1	0	1	0
Unlawful use, sale, etc. of controlled substances	0	0	0	1
Total	131	294	425	438

When do members reach out to ORR?

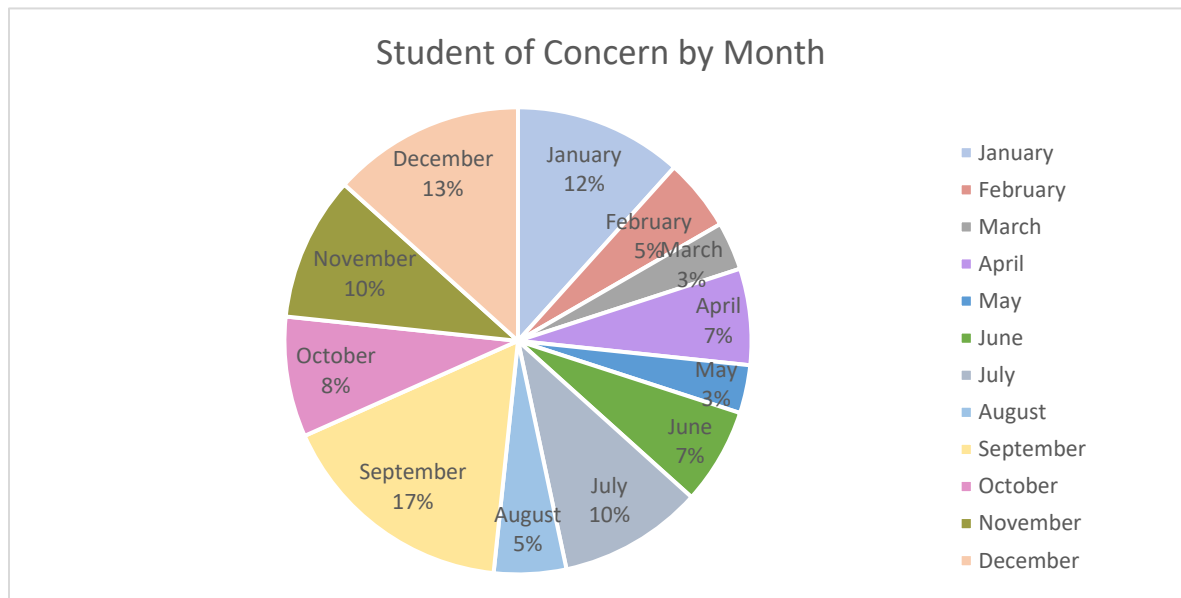
In analyzing new requests for assistance throughout the years, we noted that the Office typically receives more requests in the months of September to November. As illustrated in the chart below, this year was consistent with previously noted trends, with most requests coming to us in the Fall semester.

CHART F: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (372)



Note: Thirty-two ongoing requests for assistance were carried over from 2021-2022.

CHART G: NEW STUDENT OF CONCERN DISTRIBUTION BY MONTH



Note: Twelve ongoing SOC files were carried over from 2021-2022.

Of the 28 new SOC cases received in 2022-2023, the most were reported in the months of September, December, and January.

One student was placed on an involuntary leave of absence in 2022-2023, while three students opted for a voluntary leave from their studies. As always, the SOC dossiers received by the Office required varying levels of intervention, coordination and/or implementation of restrictions, where appropriate.

Education, Outreach, Promotion and Collaboration

ORR education and outreach takes place throughout the year and takes many forms. The staff participates in student, faculty, and employee orientations, offers workshops and training, and provides information regarding harassment, discrimination, threats and violent conduct.

Throughout 2022-2023, ORR participated in and presented at various University events and activities, primarily in person. We delivered a number of presentations along with the Ombuds office, Equity office, SARC, Campus Safety and other units. Examples include an “Inclusive Leadership” series for academic unit heads, graduate program orientations and class visits, a training on how to manage difficult conversations for Chairs in the Faculty of Arts and Science, a workshop for graduate supervisors with the School of Graduate Studies, New Faculty Orientation, and outreach meetings with departments and student groups.

General Recommendations

The Office may make recommendations regarding situations within a unit, department, faculty, or the University as a whole, when such situations have the general effect of violating the rights protected by the Code. Often, these recommendations arise from specific issues or situations that are brought to the Office's attention. The Office also makes recommendations as needed regarding the Code, related policies, and its own operations. University members are welcome to submit recommendations for consideration.

Our main recommendation is that we must, as a community, continue to explore ways to encourage respectful dialogue, healthy debate, empathy and collegiality, before situations have erupted into conflict. To this end, ORR will continue to collaborate with the Equity Office, the Centre for Teaching and Learning and other units to ensure we are delivering workshops and seminars to help colleagues navigate difficult situations.

We also recommend that we continue to explore innovative ways of addressing the complex challenges we come across in many of our Student of Concern files, including mental health, financial and housing difficulties, to name a few. The University's partnership with Bartimaeus has been particularly fruitful, allowing us to pair our students with social workers in order to design a support plan. We recommend that we continue to explore innovative delivery models to support our most vulnerable students.

Closing Remarks

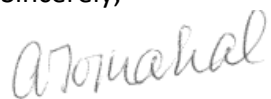
It is an absolute privilege to support the wider Concordia community as Director of ORR. In my role, I have a rare "behind the scenes" glimpse into how daily life unfolds at our university across many departments and units. Here is just a small sample of what we come across on a regular basis:

- Students who drop everything at a moment's notice to support a classmate who is in distress;
- Professors who actively seek out support to ensure they are providing a safe and respectful classroom environment;
- Staff members on the frontline who manage difficult interactions with grace and patience;
- Union representatives who go above and beyond to support faculty and staff;
- Department Chairs who are committed to de-escalating and resolving complex conflicts in order to support their colleagues and students;
- Student advocates who handle challenging behaviours with empathy and skill.

While our work at ORR is challenging, it is a joy to come to the office every day to work alongside my colleagues. I would like to thank our ORR Associate Advisor, Sarvi Ezzatpour, and our new Department Assistant, Michelle Sarrazin, for their support. Their boundless positive energy, optimism and enthusiasm is essential in allowing our office to effectively serve the Concordia community.

In closing, I would like to extend my gratitude to the Secretary-General and my colleagues in the Secretariat for their invaluable guidance. As we look ahead, I am confident that our Office will continue to play a key role in maintaining the collegiality and safety of our campus.

Sincerely,

A handwritten signature in cursive script that reads "Aisha Topsakal".

Aisha Topsakal
Director and Senior Advisor, Office of Rights and Responsibilities

DISRUPTIVE
BEHAVIOUR
EQUITY
DISCRIMINATION
COOPERATION
COLLEGIALITY
DIVERSITY
TRESPASSING
CIVILITY
HARASSMENT
THEFT
THREATS
CONNECTION
RESPECT
HARMONY



**SENATE
OPEN SESSION
Meeting of December 15, 2023**

AGENDA ITEM: Credit/no credit for non-program courses

ACTION REQUIRED: For approval

SUMMARY: Senate is being asked to approve the implementation of the credit/no credit notation for non-program courses as an alternate grading policy.

BACKGROUND:

At the Senate meeting on May 21, 2021, a presentation was made on the alternate grading policy which purpose is to allow students to incur less risk to experiment with classes outside of their disciplinary field.

A number of universities across North America have similar policies embedded in their calendars. At Concordia, the suggested option would be to use the credit/no credit (CR/NC) designation. This designation would apply in lieu of a letter grade and would not impact the GPA. This option would be available to undergraduate students in every year of their program, for general education courses only and could not constitute more than 12 credits of their program. Students availing themselves of this option would be required to do so by the Add/Drop date.

DRAFT MOTION:

That, on recommendation of the Academic Programs Committee, Senate approve the implementation of the credit/no credit notation for non-program courses, to be effective for the 2024-25 Academic year.

PREPARED BY:

Name: Secretary of Senate
Date: December 7, 2023