



SENATE

NOTICE OF MEETING

November 3, 2017

Please be advised that the next regular meeting of Senate will be held on Friday, November 10, 2017, at 2 p.m., in the Norman D. Hébert, LLD Meeting Room (Room EV 2.260) on the SGW Campus.

Please note that Closed Session documents and discussions are confidential.

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

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

Danielle Tessier
Secretary of Senate

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

Held on Friday, November 10, 2017, at 2 p.m.
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus

Item	Presenter/s	Action
1. Call to order	A. Shepard	
1.1 Adoption of the Agenda	A. Shepard	Approval
1.2 Adoption of October 13, 2017 Minutes	A. Shepard	Approval
2. Business arising from the Minutes not included on the Agenda	A. Shepard	
3. President's remarks	A. Shepard	Information
4. Academic update (<i>Document US-2017-7-D1</i>)	G. Carr	Information
CONSENT AGENDA	A. Shepard	
5. Committee appointments (<i>Document US-2017-7-D2</i>)		Approval
6. Academic Programs Committee: Report and recommendations (<i>Document US-2017-7-D3</i>)		Approval
6.1 Undergraduate curriculum changes – Faculty of Engineering and Computer Science – ENCS undergraduate programs (<i>Document US-2017-7-D4</i>)		
6.2 Changes to undergraduate procedures and regulations - Office of the Registrar (<i>Document US-2017-7-D5</i>)		
6.3 Undergraduate curriculum changes – Faculty of Arts and Science		
6.3.1 Department of Applied Human Science (<i>Document US-2017-7-D6</i>)		
6.3.2 Department of Classics, Modern Languages and Linguistics (<i>Document US-2017-7-D7</i>)		

- 6.3.3 Department of Communication Studies (Document US-2017-7-D8)
- 6.3.4 Department of Education (*Documents US-2017-7-D9 and D10*)
- 6.3.5 Département d'Études françaises (*Document US-2017-7-D11*)
- 6.3.6 Loyola College for Diversity and Sustainability (*Document US-2017-7-D13*)

- 6.4 Undergraduate curriculum changes - Faculty of Engineering and Computer Science – Department of Mechanical, Industrial and Aerospace Engineering (*Document US-2017-7-D15*)

- 6.5 Undergraduate curriculum changes – Faculty of Fine Arts – Department of Theatre (*Document US-2017-7-D16*)

- 6.6 Graduate curriculum changes – Faculty of Arts and Science
 - 6.6.1 Department of Applied Human Sciences (*Document US-2017-7-D17*)
 - 6.6.2 Department of Philosophy (*Document US-2017-7-D18*)
 - 6.6.3 Department of Sociology and Anthropology (*Documents US-2017-7-D19 and D20*)

- 6.7 Graduate curriculum changes – Faculty of Engineering and Computer Science – Centre for Engineering in Society (*Document US-2017-7-D21*)

- 6.8 Graduate curriculum changes – John Molson School of Business (*Document US-2017-7-D22*) – PhD program in Business Administration

REGULAR AGENDA

- 7. Academic Programs Committee: Report and recommendations (*Document US-2017-7-D3*)
 - 7.1 New undergraduate programs – Faculty of Arts and Science
 - 7.1.1 Department of Exercise Science – BSc Honours in Kinesiology and Clinical Exercise Physiology and BSc Honours in Athletic Therapy (*Document US-2017-7-D12*)

	A. Roy/ R. Courtemanche	Approval
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 - 7.1.2 School of Community and Public Affairs – Certificate in Immigration Studies and Minor in Immigration Studies (*Document US-2017-7-D14*)

	A. Roy/ C. Belkhodja	Approval
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| 8. | Recommendation regarding an amendment to the membership of Senate to add a non-voting member from among the ENCS part-time faculty members (<i>Document US-2017-7-23</i>) | A. Asif/
P. Blais | Approval |
| 9. | Update on Bill 62 (<i>Document US-2017-7-D24</i>) | A. Shepard | Discussion |
| 10. | Presentation on the state of graduate studies | P. Wood-Adams | Information |
| 11. | Annual report of the Office of Rights and Responsibilities (<i>Document US-2017-7-D25</i>) | L. White | Information |
| 12. | Annual report of the Ombuds Office (<i>Document US-2017-7-D26</i>) | A. Fish | Information |
| 13. | Question period (<i>maximum - 15 minutes</i>) | | |
| 14. | Other business | A. Shepard | |
| 15. | Adjournment | A. Shepard | |

MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, October 13, 2017,
following the meeting of the Closed Session
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus

PRESENT

Voting members: Alan Shepard (*Chair*); Mohamed Allalou; Paul Allen; Reena Atanasiadis; Guylaine Beaudry; Pascale Biron; Patrice Blais; Rory Blaisdell; Steven Brown; Philippe Caignon; Ana Cappelluto (*Acting on behalf of Rebecca Duclos*); Saul Carliner; Graham Carr; Mikaela Clark-Gardner; Frank Crooks; Ricardo Dal Farra; Christine DeWolf; Jill Didur; Marcie Frank; Vince Graziano; Christophe Guy; George Kanaan (*Acting on behalf of Anne-Marie Croteau*); Tevfik Karatop; Chiranjeevi Koduri; David Morris; Mahesh Natarajan; Lorraine Oades; Virginia Penhune; Harald Proppe; Martin Pugh; Omar Riaz; André Roy; Jonathan Roy; Francesca Scala; Yousef Shayan; Ali Sherra; Thufile Sirajudeen; Robert Soroka; Shaumia Suntharalingam; Julia Sutera Sardo; Leyla Sutherland; Sofiène Tahar; Christopher Trueman; Paula Wood-Adams; Sharon Yonan Renold

Non-voting members: Joanne Beaudoin; Philippe Beauregard; Roger Côté; Bram Freedman; Lisa Ostiguy; Melodie Sullivan (*Acting on behalf of Frederica Jacobs*); Daniel Therrien

ABSENT

Voting members: Amir Asif; Charles Draimin; Brigitte Jaumard; John Potvin; Daniel Salée; Marc Steinberg; Jean-Philippe Warren

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

1. **Call to order**

The President called the meeting to order at 2:15 p.m.

1.1 Approval of Agenda

R-2017-6-5 *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2 Approval of the Minutes of the Open Session meeting of September 15, 2017

Ms. Sutera Sardo asked that it be noted in the Minutes that she posed the question under item 10 (Question period).

R-2017-6-7 *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of September 15, 2017 be approved as amended.*

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

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

3. President's remarks

Prof. Shepard shared the results of the [Maclean's 2018 University rankings](#), noting that Concordia has held 10th place in the comprehensive university category for the third consecutive year while making gains in important areas such as student satisfaction, research, innovation, and reputation.

The President's remarks also included the following information:

- Fall enrolments are strong.
- The 2017 Loyola Medal was recently awarded to James Orbinski.
- The *Di-Octo* kinetic sculpture, created by Anthony Howe and donated by Chancellor Jonathan Wener and his wife Susan, was unveiled at the corner of MacKay and de Maisonneuve on September 28.
- The Centre for the Study of Learning and Performance and its partner associations received the *UNESCO King Sejong Literacy Prize* for their work in creating and implementing the [Learning Toolkit](#).
- Over 1,200 Concordia faculty, staff, students and alumni attended the first ever *Concordia Day @ the Montreal Museum of Fine Arts* on September 14.
- Hydro-Québec has funded three research chairs totaling \$3.9 million.
- The announcement of the public phase of the comprehensive campaign will be done on November 1.

He concluded his remarks by encouraging Senators to attend the Fall Convocation ceremonies which will be held on November 20.

4. Academic update (Document US-2017-6-D3)

There were no questions in relation to this report.

5. Report of Standing Committees

5.1 Academic Planning and Priorities (Document US-2017-6-D4)

5.2 Finance (Document US-2017-6-D5)

There were no questions in relation to these reports.

CONSENT

6. Committee appointments (Document US-2017-6-D6)

R-2017-6-8 *That the committee appointments, outlined in Document US-2017-6-D7, be approved.*

7. Academic Programs Committee: Report and recommendations (Document US-2017-6-D7)

7.1 Graduate curriculum changes – Faculty of Engineering and Computer Science

7.1.1 Department of Electrical and Computer Engineering (Document US-2017-6-D9)

7.1.2 Department of Mechanical and Industrial Engineering (Document US-2017-6-D10)

R-2017-6-9 *That the graduate curriculum changes in the Faculty of Engineering and Computer Science, outlined in Documents US-2017-6-D9 and D10, be approved, as recommended by the Academic Programs Committee in Document US-2017-6-D7.*

REGULAR

8. Academic Programs Committee: Report and recommendations (Document US-2017-6-D7)

8.1 New undergraduate program – Faculty of Arts and Science – Department of Physics – Minor in Biophysics (Document US-2017-6-D8)

Dean Roy introduced the Chair of the Department of Physics, Alexandre Champagne, who summarized the highlights of this new Minor, which is intended for non-physics BSc students and offers a more mathematical and quantitative approach to complement their life sciences education.

R-2017-6-10 *That the new undergraduate program in the Faculty of Arts and Science, outlined in Document US-2017-6-D8, be approved, as recommended by the Academic Programs Committee in Document US-2017-6-D7.*

9. Annual report of the academic hearing panel (Document US-2017-6-D11)

Me Sullivan presented the highlights of the report, which is provided annually for information purposes in accordance with Article 94 of the [Academic Code of Conduct](#), and responded to questions of clarification. A suggestion was made that the report could track charges upheld in relation to online courses.

10. Overview of the results of the National Survey of Student Engagement (NSSE) and academic advising initiatives

Dr. Ostiguy prefaced her presentation by apprising Senate that the NSSE data has become available a few weeks ago. The Office of Institutional Planning will be working on a breakdown of the results by Faculty and will also make them available to departments. The Executive Director, Institutional Planning and Analysis, Jonathan Levinson, and Dr. Ostiguy will be discussing the results in more detail at Faculty Councils and have already been invited to do so with other groups, such as the Library.

During the course her presentation, Dr. Ostiguy provided an overview of some of the results of NSSE, who participates as well as some results and some actions flowing from what we have learned from NSSE.

She explained that NSSE is comprised of about 100 questions in five categories: how students spend their time inside and outside the classroom; institutional actions and requirements; student perceptions about the quality of their own experiences; self-reported gains in skills that students feel they have developed as a result of attending university; and background and demographic information.

For 2017, Concordia's response rate was 24%, which is lower than other universities. Dr. Ostiguy noted that this could be attributable to the fact that our students surveyed a lot and that many of them have other responsibilities, such as work.

The University receives the results for each question with three benchmarks: Concordia and other Canadian comprehensive universities; Quebec and Canada; and its own statistics.

Overall, Concordia is on par with its comparator groups for most questions. Results show that the diversity of the Concordia's population is a strength. Students also reported that instructors provide prompt and detailed feedback on exams and assignments, and students come to class prepared.

Opportunities for improvement include offering more collaborative learning activities, and participation in internships, co-op, field experiences, student teaching or clinical placements as well co-curricular activities and senior experiences such as capstone projects.

In response to the question regarding their evaluation of their entire educational experience at Concordia, 80% of students rated their experience as good and excellent, slightly higher than other Canadian comprehensive universities.

Since the 2013 survey, institutions have been able to access additional modules, which are short sets of questions on designated topics such as academic advising, civic engagement, development of transferable skills, experiences with diverse perspectives, learning with

technology, and experiences with writing. In 2017, Concordia selected the academic advising model, along with nine other Canadian universities.

Results for first year students were generally weaker than final year, which implies that a student's experience with advising improves during the course of their studies. Those results were about the same or slightly lower than 2014.

To address this situation, Dr. Ostiguy apprised Senators of a number of initiatives which are already under way to improve student support, such as the establishment of an Advising and Retention Working Group, the launch of a Navigator Program that assigns volunteers to students and provides one-on-one support, information sessions for academic advisors, the addition of advising features on the Student Information System and the creation of an academic advising toolkit for academic advisors.

11. Strategic directions update

The Provost's presentation was divided into two parts, the first focusing on a review of the first moves accomplished during 2016/2017 following the implementation of the strategic directions, the second looking ahead as to how the strategic directions can contribute to the attainment of the University's vision and ultimate objective of becoming a next-generation university.

Dr. Carr recalled the nine strategic directions and, while the list of accomplishments is very impressive, he highlighted only a few of them in relation to each of the strategic directions. He noted that the key takeaways from last year are the remarkable level of engagement and that we have much to be proud of while identifying a need for alignment around shared objectives.

Dr. Carr made the point that the nine directions are leading to one big goal and that the challenge is to define what is a next-generation university in order to become a next-generation university, noting that getting this right will constitute an incredible advantage in positioning Concordia as a standout among its peers.

Following the many successful first moves, the academic leadership team determined which principles will guide its decision-making and prioritization going forward, to give shape to a narrative about that one big goal of becoming a next-generation university. This led into identifying the five following guiding principles:

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

He apprised Senate of five transformational projects that the academic leadership team is prioritizing which cut across the University as a whole and are of a scale to be truly transformative. At Dr. Carr's invitation, Dr. Roy commented on *Montréal 2050*, Dr. Guy

on the *Health Institute*, Dr. Beaudry on the *Digital Strategy*, Dr. Wood-Adams and Mr. Côté on *Summer@Concordia*, and Drs. Ostiguy and Gabriele on the *Next-Generation Learning*.

Dr. Carr concluded his representation by emphasizing the importance of a sustained commitment to indigenous directions, which is in a category of its own, as well as the University's commitment and responsibility to address the recommendations stemming from the Truth and Reconciliation Commission.

12. Question period

Responding to a query from Mr. Roy, Dean Roy replied that curriculum changes are being brought to the existing Minor in German, and it is expected that admissions will be reinstated as of the Fall.

Following questions from Ms. Sutherland regarding changes to the policy regarding Tribunal Hearing Chairs, Ms. Sullivan specified that there was no policy change. She reiterated that going forward the letter forwarded to students informing them of the names of the panel members will also include the name of the Chair.

Ms. Clark-Gardner asked if the CSU could suggest names of lawyers from non-profit organizations to be appointed to serve as Tribunal Hearing Chairs. Ms. Sullivan answered yes.

13. Other business

There was no other business to bring before Senate.

14. Adjournment

The meeting adjourned at 4:17 p.m.

Danielle Tessier
Secretary of Senate

Internal Memorandum

To: Members of Senate
From: Graham Carr, Provost and Vice-President, Academic Affairs
Date: November 1, 2017
Re: Academic Update

To begin, I would take a moment to remind Senators that the fall 2017 convocation ceremonies are coming up very soon on November 20, 2017. This is an important day for our students and our University – I encourage all of you to show your support and to sign up for the platform party. The deadline for registration is **November 9, 2017**, and you can do so online using this [online registration form](#).

In addition to the upcoming Convocation, there are a lot of exciting initiatives and activities underway at Concordia this fall.

The first *Beyond Disciplines* of Season 3 got off to a great start last week, with more than 150 people attending “Let’s Talk about Sex.” Co-hosted by Kimberley Manning (Simone de Beauvoir Institute) and Marc Lafrance (Sociology & Anthropology) the event brought together experts from Irish Studies, Psychology, Religions and Cultures, and Fine Arts. This was one of the first academic events hosted in the new MB conference center.

The Faculty of Arts and Science celebrated its annual Scholar Awards at a ceremony on October 25. A total of 151 scholars were recognized this year: approximately 90% of the scholars have GPAs of 4.00 or higher and 5 had perfect GPAs of 4.30. Congratulations!

Open House took place on October 28. It was our largest event yet, with over 6,000 prospective students and guests attending. We had guests from all over the world, with many coming from the US, France and Mexico in addition to Canada. We also delivered a virtual Open House, leveraging Facebook Live (with the top video receiving over 1,300 views as of 48 hours after the event). In addition, our Minister of Higher Education, Mme Hélène David, stopped by and spent quite a bit of time talking with prospective students as well as our faculty, staff and student volunteers. Thank you to all the volunteers who made Open House a success this year, and thank you to Matt Stiegemeier, Savvy Papayiannis and the Recruitment team for all of their hard work!

Concordia alumni were well represented at the Montreal English Theatre Awards in October, with 20 nominations in 15 categories. Alumni won 8 awards overall, including the evening’s highest honours for Outstanding Independent Production (*F--k you! You F--king Perv!*) and Outstanding Professional Association of Canadian Theatres Production (*Angélique*). Theatre season starts at Concordia on November 3 with a one-act play festival. For more details see <https://www.concordia.ca/cuevents/finearts/theatre/2017/11/one-act-play-festival1.html>

On November 9, JMSB will host a panel discussion on the topic “Are Quebec businesses facing a talent gap?” The discussion is presented by the National Bank Initiative in Entrepreneurship and Family Business, and the panelists will include Charles Bierbrier, JMSB’s entrepreneur-in-residence and founder of Bierbrier Brewing; Carmine D’Argenio, president of BMW-MINI Laval; Patricia Saputo, CFO of Placements Italcant; and Tom Velan, chairman of the board at Velan Inc.

The Faculty of Fine Arts will sponsor an artist residency partnered with the Concordia University Centre for Creative Reuse in November. Italian artist Eduardo Malagigi will be visiting for a week of artmaking and art thinking focused on sustainability with Fine Arts students.

Two students recently took home prizes in the NSERC Science Exposed photography competition. Master’s student Alicia McTaggart (Chemistry & Biochemistry) and PhD candidate Arthi Ramachandran (Biology) won a Jury Prize and the People’s Choice award, respectively. The photos from last year’s competition, which was won by Ehsan Rezabeigi (PhD 2015), will be displayed in the SP atrium of Loyola campus throughout the week of November 6.

You may have seen lots of photos on your social media of the giant and stunning mural of Leonard Cohen near campus. Co-created by Concordian Gene Pendon (MFA 1994), numerous Concordia Fine Arts students worked on the project. The mural was produced by MU, a Montreal organization which has as its mission the beautification of the city of Montreal through the creation of murals anchored in local communities. Concordians Isabelle Duguay (MA 2012) and Stéphanie Harel (MA 2015) are the two lead artistic educators at MU.

JMSB’s two-week intensive summer course, *Developing the Next Generation of Family Business Leaders* (Mana 499), brought together students from Concordia and two Italian universities, *Università di comunicazione e lingue* and *Università Carlo Cattaneo*, to familiarize them with issues that family business leaders will have to confront. Earlier this month, the Italian Chamber of Commerce in Canada awarded the course a *Premio Venezia*, which honours outstanding Canadian businesses, people and institutions that maintain or develop working or business relations with Italy.

ENCS Dean Amir Asif attended the biannual meeting of the National Council of Deans of Engineering and Applied Science at McMaster University. This national council, comprised of all forty-four engineering deans in Canada, is committed to the continuous improvement of engineering education and research that enhances the innovation and leadership skills of Canadian engineering graduates. As part of the conference Dean Asif took part in the first meeting of the Global Deans Engineering Council.

Alessandro Seccareccia (BFA Photography) has received the prestigious 2016-2017 Aimia | AGO (Art Gallery of Ontario) Photography Prize Scholarship. The scholarships are given to students entering their final year of study who are working in photography and who have shown extraordinary potential throughout their undergraduate studies.

The final three Fine Arts student project teams in the Legado Public Art Competition are busy at work testing their proposals, preparing to present them again in January. They will work with Quo Vadis and the Legado team to examine technical issues, health and safety concerns and materials

usage in order to develop and refine their proposals. They will present their work again to the jury in January. The winning team will receive \$5,000 and the opportunity to construct their proposal on site with the support of GI Quo Vadis. The second-place finalists will be awarded \$3,000 and third-place finalists \$2,000.

Canada's Minister of Innovation, Science and Economic Development announced the selection of MOST21 (Mobility Systems and Technologies for the 21st Century) on the supercluster shortlist. The Innovation Superclusters Initiative will leverage a federal investment of up to \$950 million to generate public-private partnerships in innovative industries across the country. Submitted by CAE with Concordia as a participating institution, MOST21 has been invited to submit a full proposal. The MOST 21 supercluster will focus on mobility industries that include aerospace, ground transportation, numerical technologies and advanced manufacturing to position Canada for technology leadership ensuring global competitive advantage in mobility for the 21st century.

Subhash Rakheja (Mechanical, Industrial and Aerospace Engineering) was elected as a fellow to SAE International, a global association of more than 128,000 engineers and related technical experts in the aerospace, automotive and commercial-vehicle industries. The Fellow grade was established in 1975 to honor and recognize important engineering, scientific, and leadership achievements that enhance the status of SAE's contributions to the profession and to society. Prof. Rakheja will be recognized by his peers, SAE Members, and guests at SAE 2017 Awards Ceremony: Honoring Excellence in April.

Abdelmohsen Ali, a recent PhD graduate from Electrical and Computer Engineering, will be honoured with the Governor General's Gold Medal at the fall convocation ceremony. Dr. Ali's dissertation *Spectrum Sensing and Monitoring in Cognitive Radio Networks: Theory and Applications* addresses the challenges that are expected from the next generation M2M network as an integral part of future Internet of Things.

Concordia Library announces the appointment of Claire Burrows as Concordia Library's 2018 Researcher-in-Residence. A PhD candidate in Library and Information Science at Western University, her doctoral research pertains to accessibility of academic libraries in Canada for students with disabilities. By approaching this topic using critical disability theory, she hopes to develop a better understanding of the current practices in these libraries and their limitations with a view to developing strategies for improving accessibility and better supporting students with disabilities. She plans to build on this research in the residency, as well as explore ways to implement these strategies through conversations with Concordia librarians. Ms Burrows will begin her one-year appointment on January 8.

Alumnus and seasoned Concordia administrator D'Arcy Ryan (MBA 2009) has been named the University's Director of Recreation and Athletics. He has occupied various leadership roles at Concordia over the last 18 years and brings a student-focused approach to his new position.

Meanwhile, ENCS will say goodbye to Bob Fewes, Special Advisor (Aerospace) at the end of the month. Dr. Fewes has been at Concordia for nearly a decade and has been instrumental in building our aerospace portfolio.



COMMITTEE APPOINTMENTS

<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Roy Cross (FA)	Winter 2018
Student Tribunal Pool	Rowan Gaudet (CSU) Peter Zhuang (CSU)	2017/2019 2017/2019

October 27, 2017

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
November 10, 2017**

The Academic Programs Committee requests that Senate consider the following undergraduate changes for the 2018-19 Undergraduate Calendar:

Following approval of Faculty Council on **May 25, 2017** APC members reviewed the undergraduate curriculum submission from the Faculty of Engineering and Computer Science. As a result of discussions APC resolved that the following undergraduate curriculum proposal be forwarded to Senate for approval:

Faculty of Engineering and Computer Science

ENCS Undergraduate Programs (For May 2018 Implementation) (US-2017-7-D4)

[The proposal involves revising academic, registration and graduation regulations; changes to supplemental exam information are made in several sections.]

- BEng and BCompSc programs
- Section 71.10.3 Academic Regulations
- Section 71.10.4 Registration Regulations
- Section 71.10.5 Graduation Regulations
- Section 71.20.1 Curriculum for the Degree of BEng
- Section 16.3.7 Examinations
- Section 13.6.3 Independent Students
- Requirements
- Regulations
- Editorial

On **September 21, 2017** and **October 19, 2017**, APC members reviewed and discussed the undergraduate curriculum submission from the Office of the Registrar and as a result APC resolved that the following undergraduate curriculum proposal be forwarded to Senate for approval:

Office of the Registrar

(For May 2018 Implementation) (US-2017-7-D5)

[The proposal involves revising the deferral application deadline; and an editorial change.]

- Section 16.1.1 – Academic Year
- Section 16.3.8 - Deferred "DEF," Medical "MED" Notations and Supplemental Examinations – Procedures and Regulations
- Editorial
- Regulations

Following approval of Faculty Council on **October 19, 2017**, APC members reviewed the undergraduate curriculum submissions from the Faculties of Arts and Science, Engineering and Computer Science and Fine Arts. As a result of discussions APC resolved that the following undergraduate curriculum proposals be forwarded to Senate for approval:

Faculty of Arts and Science

Department of Applied Human Sciences (For May 2018 Implementation) (US-2017-7-D6)

[The proposal involves adding a note about admission requirements to program information.]

- BA Specialization in Therapeutic Recreation
- Requirements

Department of Classics, Modern Languages and Linguistics (For May 2018 Implementation)

(US-2017-7-D7)

[The proposal involves renaming a program and revising its' requirements; updating three notes for three programs; converting a slot course to a permanent offering and introducing a new course.]

- BA Honours and Major in German
- Interdisciplinary Minor in German Studies – New Program Name
- Course Offerings
- Requirements

Department of Communication Studies (For May 2018 Implementation) **(US-2017-7-D8)**

[The proposal involves updating three programs and reorganizing the 400-level degree requirements for two of them; deleting outdated courses, introducing new courses, converting two slot courses to permanent offerings, updating course descriptions, titles, prerequisites and notes, changing a 200-level course to a 300 level, and updating the course lists.]

- BA Major and Specialization in Communication Studies
- BA Major in Communication and Cultural Studies
- Courses
- Course Offerings
- Requirements

Department of Education (For January 2018 Implementation) **(US-2017-7-D9)**

[The proposal involves updating course prerequisites and deleting a course.]

- BA Specialization in Early Childhood and Elementary Education
- Courses
- Course Offering
- Requirements

Department of Education (For January 2018 Implementation) **(US-2017-7-D10)**

[The proposal involves updating course prerequisites; and modifying program regulations to indicate a change to assess internship courses on a pass/fail basis.]

- BEd in Teaching English as a Second Language
- Courses
- Regulations

Département d'Études françaises (For May 2018 Implementation) **(US-2017-7-D11)**

[The proposal involves clarifying the number of elective credits for students to meet their degree requirements; combining two courses with similar content into one; and updating the category of a course in program listings.]

- BA Spécialisation et Majeure en langue française
- BA Spécialisation et Majeure en littératures de langue française
- BA Spécialisation en traduction
- BA Majeure en langue française (profil langue seconde/étrangère)
- Mineure en langue française
- Course Offerings
- Requirements

Department of Exercise Science (For May 2018 Implementation) **(US-2017-7-D12)**

[The proposal involves creating two new honours programs; reorganizing the program requirements for the BSc Honours in Exercise Science to reduce the program credits to 60 and to harmonize the three

honours programs; introducing a new course, deleting courses, revising a prerequisite, and updating course stage notes.]

- BSc Honours in Exercise Science
- BSc Honours in Kinesiology and Clinical Exercise Physiology - **New Program**
- BSc Honours in Athletic Therapy - **New Program**
- Courses
- Course Offerings
- Requirements

Loyola College for Diversity and Sustainability (For May 2018 Implementation) (**US-2017-7-D13**)
[The proposal involves introducing a cross-listing with another department's course and updating a program listing to reflect the change.]

- Minor in Sustainability Studies
- Course
- Requirements

School of Community and Public Affairs (For May 2018 Implementation) (**US-2017-7-D14**)
[The proposal involves creating two new programs.]

- Certificate in Immigration Studies – **New Program**
- Minor in Immigration Studies – **New Program**

Faculty of Engineering and Computer Science

Department of Mechanical, Industrial and Aerospace Engineering (For May 2018 Implementation) (**US-2017-7-D15**)

[The proposal involves increasing the credit value of a course and subsequently adjusting the required credits for core and elective courses in three programs; updating prerequisites and notes; and introducing a new course.]

- BEng in Aerospace Engineering
- BEng in Industrial Engineering
- BEng in Mechanical Engineering
- Courses
- Course Offerings
- Requirements

Faculty of Fine Arts

Department of Theatre (For September 2018 Implementation) (**US-2017-7-D16**)

[The proposal involves updating program requirements; modifying course titles, descriptions, prerequisites and notes; adding new course codes to allow students to enrol in project-based courses multiple times; introducing new courses, and converting two slot courses to permanent offerings.]

- BFA Specialization in Acting for the Theatre
- BFA Specialization in Performance Creation
- Courses
- Course Offerings
- Requirements

The Academic Programs Committee requests that Senate consider the following graduate changes for the Summer 2018 Graduate Calendar:

Following approval of Faculty Councils, as well as the Graduate Curriculum Committee, on **October 19, 2017**, APC members reviewed the graduate curriculum submissions from the Faculties of Arts and

Science, Engineering and Computer Science and the John Molson School of Business. As a result of discussions APC resolved that the following graduate curriculum proposals be forwarded to Senate for approval:

Faculty of Arts and Science

Department of Applied Human Sciences (For Summer 2018 Implementation) (US-2017-7-D17)

[The proposal involves updating prerequisites for three courses.]

- Diploma in Youth Work
- Course
- Course Offerings

Department of Philosophy (For Summer 2018 Implementation) (US-2017-7-D18)

[The proposal involves introducing a new course.]

- Master of/Magisteriate in Arts (Philosophy)
- Course Offering
- Requirements

Department of Sociology and Anthropology (For Summer 2018 Implementation) (US-2017-7-D19)

[The proposal involves updating the comprehensive exams; and editorial changes.]

- Doctor of/Doctorate in Philosophy (Social and Cultural Analysis)
- Course
- Editorial
- Requirements

Department of Sociology and Anthropology (For Summer 2018 Implementation) (US-2017-7-D20)

[The proposal involves updating two course titles and a course description.]

- Master of/Magisteriate in Arts (Social and Cultural Anthropology)
- Courses
- Editorial

Faculty of Engineering and Computer Science

Centre for Engineering in Society (For Summer 2018 Implementation) (US-2017-7-D21)

[The proposal involves introducing a new course.]

- Course Offering

John Molson School of Business

(For May 2018 Implementation) (US-2017-7-D22)

[The proposal involves removing the stated minimum required GMAT score from the admission requirements.]

- Doctor of/Doctorate in Philosophy (Business Administration)
- Requirements



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
October 25, 2017

INTERNAL MEMORANDUM

TO: Dr. Catherine Bolton, Vice- Provost, Teaching and Learning

FROM: Dr. A. Asif, Dean, Faculty of Engineering and Computer Science

DATE: May 12, 2017

RE: Changes to the undergraduate programs in the Faculty of ENCS

Please find attached the curriculum proposal for the undergraduate programs in the Faculty of Engineering and Computer Science. The changes proposed are mainly editorial which aims to further clarify and formalize regulations in order to accurately reflect our current practice.

This proposal passed the ENCS Undergraduate Studies Committee on March 20, 2017 as well as the Faculty Council on May 12, 2017. I would be grateful if you could put it on the agenda of the next APC meeting.

PROGRAM CHANGE: Academic Regulations

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Engineering and Computer Science
Department: Engineering and Computer Science
Program: Engineering and Computer Science
Degree: BEng, BCompSc
Calendar Section/Graduate Page Number: 71.10.3

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>71.10.3 Academic Regulations</p> <p>Students should refer to the Academic Regulations of the University in §16.</p> <p>Definitions Assessable courses: <i>all record entries of courses</i> listed in this Concordia Calendar for which a grade point value is specified in §16.1.11. However, any course which is a requirement for admission to a program offered by the Faculty of Engineering and Computer Science will not be counted unless specifically listed on the student's admission letter. Dean's Office: appropriate member of the Dean's Office, normally the Associate Dean, Student Academic Services. Program of Study: course requirements in effect at the time of the latest admission or readmission to a program, for example, BEng (Civil) or BCompSc (Information Systems), including modifications on an individual basis as specified or approved in writing by the Dean's Office, or the Student Request Committee of Faculty Council. Grade Points: as defined in §16.1.11 of this Calendar. Assessment Grade Point Average (AGPA): as defined in §16.3.10 of this Calendar. Academic Year: a period which begins with a summer session followed by a regular session (fall and winter).</p> <p>Objectives The objectives of these regulations are:</p> <ol style="list-style-type: none"> 1. to ensure that the Faculty can certify that all of its graduates are qualified to enter their profession, and 2. to ensure that students can, with the assistance or intervention of the Faculty, assess themselves objectively and plan programs of study designed to meet their individual needs. <p>Grading System See §16.1.11 for the Concordia grading system.</p>	<p>71.10.3 Academic Regulations</p> <p>Students should refer to the Academic Regulations of the University in §16.</p> <p>Definitions Assessable courses: <i>all record entries of courses</i> listed in this Concordia Calendar for which a grade point value is specified in §16.1.11. However, any course which is a requirement for admission to a program offered by the Faculty of Engineering and Computer Science will not be counted unless specifically listed on the student's admission letter. Dean's Office: appropriate member of the Dean's Office, normally the Associate Dean, Student Academic Services. Program of Study: course requirements in effect at the time of the latest admission or readmission to a program, for example, BEng (Civil) or BCompSc (Information Systems), including modifications on an individual basis as specified or approved in writing by the Dean's Office, or the Student Request Committee of Faculty Council. Grade Points: as defined in §16.1.11 of this Calendar. Assessment Grade Point Average (AGPA): as defined in §16.3.10 of this Calendar. Academic Year: a period which begins with a summer session followed by a regular session (fall and winter).</p> <p>Objectives The objectives of these regulations are:</p> <ol style="list-style-type: none"> 1. to ensure that the Faculty can certify that all of its graduates are qualified to enter their profession, and 2. to ensure that students can, with the assistance or intervention of the Faculty, assess themselves objectively and plan programs of study designed to meet their individual needs. <p>Grading System See §16.1.11 for the Concordia grading system.</p>

NOTE: Although a “C-” grade is designated as satisfactory, an AGPA of at least 2.00 for the assessment period is required for acceptable standing in the Faculty of Engineering and Computer Science.

Regulations

1. Students’ standings are assessed at the end of each academic year providing they have **registered for** at least 12 credits subsequent to their previous assessment, or in the case of a first assessment, subsequent to their admission to a program of study.

Standings of students who have attempted less than 12 credits since their last assessment are assessed as follows:

1. The standings of potential graduates are determined on the basis that these credits constitute an extension of the last assessment period.
2. The standings of other students are determined at the end of the academic year in which they have attempted a total of at least 12 credits since their last assessment.

2. Students’ standings are determined according to the following criteria.

Acceptable Standing:

An AGPA of at least 2.00 for the assessment period.

Students in acceptable standing may proceed subject to the following conditions: any failing grade must be cleared by repeating and passing the failed course; or in the case of an elective, by replacing the failed course by an alternative within the same group of electives and passing this course. Any variation must be approved by the Dean’s Office.

Conditional Standing:

An AGPA of at least 1.50 but less than 2.00 for the assessment period.

Students in conditional standing may proceed subject to the following conditions.

1. They must successfully repeat all courses in which failing grades were obtained, or replace them by alternatives approved by the appropriate member of the Dean’s Office in consultation with the student’s department.
2. They must repeat or replace by approved alternatives at least one-half of those courses in which they obtained grades in the “D” range. The specific courses to be repeated will be determined by the Dean’s Office in consultation with the student’s department.
3. Courses to be taken may be specified by the Dean’s Office. In no case will the number exceed **five** per term for full-time students and **two** per term for part-time students.
4. They must obtain acceptable standing at the time of their next assessment.

Failed Standing:

Failure to meet the criteria for acceptable or conditional standing, or remaining in conditional standing **over** two consecutive assessments.

Failed students may apply for readmission through the Dean’s Office – Student Academic Services. If readmitted, they will be placed on academic probation. The **Application for Readmission** form is available in the Student Academic Services Office or can be obtained from the Student Academic Services website located at: concordia.ca/encs.

NOTE: Although a “C-” grade is designated as satisfactory, an AGPA of at least 2.00 for the assessment period is required for acceptable standing in the Faculty of Engineering and Computer Science.

Regulations

1. Students’ standings are assessed at the end of each academic year providing they have **attempted** at least 12 credits subsequent to their previous assessment, or in the case of a first assessment, subsequent to their admission to a program of study.

Standings of students who have attempted less than 12 credits since their last assessment are assessed as follows:

1. The standings of potential graduates are determined on the basis that these credits constitute an extension of the last assessment period.
 2. The standings of other students are determined at the end of the academic year in which they have attempted a total of at least 12 credits since their last assessment.
2. Students’ standings are determined according to the following criteria.

Acceptable Standing:

An AGPA of at least 2.00 for the assessment period.

Students in acceptable standing may proceed subject to the following conditions: any failing grade must be cleared by repeating and passing the failed course; or in the case of an elective, by replacing the failed course by an alternative within the same group of electives and passing this course. Any variation must be approved by the Dean’s Office.

Conditional Standing:

An AGPA of at least 1.50 but less than 2.00 for the assessment period.

Students in conditional standing may proceed subject to the following conditions.

1. They must successfully repeat all courses in which failing grades were obtained, or replace them by alternatives approved by the appropriate member of the Dean’s Office in consultation with the student’s department.
2. They must repeat or replace by approved alternatives at least one-half of those courses in which they obtained grades in the “D” range. The specific courses to be repeated will be determined by the Dean’s Office in consultation with the student’s department.
3. **A grade of C- or better must be obtained in courses specified in 1) and 2) in order to graduate.**
4. Courses to be taken may be specified by the Dean’s Office. In no case will the number **of credits** exceed **15** per term for full-time students and **seven and a half** per term for part-time students.
5. They must obtain acceptable standing at the time of their next assessment.

Failed Standing:

Failure to meet the criteria for acceptable or conditional standing, or remaining in conditional standing **for** two consecutive assessments.

Failed students may apply for readmission through the Dean’s Office – Student Academic Services. If readmitted, they will be placed on academic probation. The **Application for Readmission** form is available in the Student Academic Services Office or can be obtained from the Student Academic Services website located at: concordia.ca/encs.

Failed students should consider the following deadline when they submit their application.

Full consideration will be given to all applications that have been received by the deadline indicated on the [Application for Readmission](#) form. Every attempt will be made to inform students regarding the status of their application by August 1 of each year.

Students who are in failed standing and have been absent from their program for ~~30~~ consecutive ~~months~~ should refer to §71.10.4 since a new application for admission is required.

No students will be readmitted ~~in~~ the winter term or summer session.

Readmitted students are subject to the following regulations:

1. They must successfully repeat all courses in which failing grades were obtained, or replace them by alternative courses approved by the appropriate member of the Dean's Office in consultation with the relevant Department.
2. They must repeat or replace, by approved alternatives, all of the courses in which they obtained grades in the "D" range for the academic year in which they were assessed as failed, and any previous outstanding repeats. The specific courses to be repeated will be determined by the Dean's Office.
3. They must successfully complete all courses they are required to repeat prior to further registration in other courses.
4. They must return to acceptable standing at the time of their next assessment.
5. Other conditions may be applied as deemed appropriate by the Dean's Office.

Availability of Supplemental Examinations

~~Supplemental examinations are not offered in the Faculty of Engineering and Computer Science other than in the courses COMP 201 and COMP 218.~~

Full consideration will be given to all applications that have been received by the deadline indicated on the [Application for Readmission](#) form. Every attempt will be made to inform students regarding the status of their application by August 1 of each year.

Students who are in failed standing and have been absent from their program for nine consecutive terms should refer to §71.10.4 since a new application for admission is required.

No students will be readmitted for the winter term or summer session.

Readmitted students are subject to the following regulations:

1. They must successfully repeat all courses in which failing grades were obtained, or replace them by alternative courses approved by the appropriate member of the Dean's Office in consultation with the relevant Department.
2. They must repeat or replace, by approved alternatives, all of the courses in which they obtained grades in the "D" range for the academic year in which they were assessed as failed, and any previous outstanding repeats. The specific courses to be repeated will be determined by the Dean's Office.
3. A grade of C- or better must be obtained in courses specified in 1) and 2) in order to graduate.
4. They must successfully complete all courses they are required to repeat prior to further registration in other courses.
5. They must return to acceptable standing at the time of their next assessment.
6. Other conditions may be applied as deemed appropriate by the Dean's Office.

Supplemental Examinations

Students may apply to write a supplemental examination by submitting a *Student Request form* if they meet the conditions listed below; however, meeting the conditions does not guarantee approval of the request. Supplemental examinations must be passed with a minimum grade of C- in order to graduate. Granting a supplemental exam will be considered if all of the following conditions are met:

- a. Students are in acceptable academic standing. Students in conditional or failed standing (see Regulations for Failed Students and Students in Conditional Standing) may not write a supplemental examination.
- b. The grade for the course is not "R" or "NR," and there is no grade notation "DNW" or "PEND."
- c. Students have not previously written a supplemental examination for any course. Only one supplemental examination will be granted over a student's career in a particular program in the Faculty.
- d. A supplemental examination is considered only for students who are potential graduates for the next spring or fall and only if the course cannot be repeated or replaced before graduation. For summer courses, a supplemental examination is considered only in cases where the students are potential graduates for the next fall.
- e. If approved, for fall courses (term designation /2), students may write the supplemental examination in February; for winter courses (term designation /4), students may write in August; and for summer-session courses (session designation /1), students may write in October.
- f. In all cases, supplemental examinations shall be considered only when, as a condition for passing the course, it is required that students pass the final examination regardless of its weighting; or where the final examination

[contributes 50 per cent or more of the final grade. Students failing a course which comprises entirely, or in part, a laboratory or similar practicum, are not eligible to write a supplemental examination. The Faculty reserves the right to obtain the course instructor's feedback regarding adequate performance in course components other than the final examination in order to make a decision regarding approval of the supplemental exam.](#)

Rationale:
The student information system uses credits rather than courses for limiting registration limits; therefore, changes are made accordingly under the regulations of "Conditional Standing".
The Faculty clarifies the process for students in failed standing who have been absent from their programs.
The rest of the changes proposed are consistent with the Faculty practice and letters that are sent to students. The addition is to formalize the requirement.

Resource Implications:
None.

PROGRAM CHANGE: Supplemental Examinations

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Engineering and Computer Science
Department: Engineering and Computer Science
Program: Engineering and Computer Science
Degree: BEng, BCompSc
Calendar Section/Graduate Page Number: 16.3.7

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>II. Deferred, Replacement and Supplemental Examinations – Regulations</p> <p>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.</p> <p>1. Deferred Examinations</p> <ol style="list-style-type: none"> 1. A student who did not write a final examination and has been granted a “DEF” notation is permitted to write a deferred examination. 2. A deferred examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination. 3. 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. 4. 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. 5. 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. 6. 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 §16.3.8 III). 7. A student cannot write a deferred examination in a course with a grade of “R” or “NR.” <p>2. Replacement Examinations</p>	<p>II. Deferred, Replacement and Supplemental Examinations – Regulations</p> <p>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.</p> <p>1. Deferred Examinations</p> <ol style="list-style-type: none"> 1. A student who did not write a final examination and has been granted a “DEF” notation is permitted to write a deferred examination. 2. A deferred examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination. 3. 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. 4. 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. 5. 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. 6. 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 §16.3.8 III). 7. A student cannot write a deferred examination in a course with a grade of “R” or “NR.” <p>2. Replacement Examinations</p>

1. A student who did not write a final examination and has been granted a "MED" notation is permitted to write a replacement examination.
2. A replacement examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.
3. 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.
4. When a replacement examination is not written, the "MED" notation (e.g. "MED/DNW") will appear permanently on the student record and official transcript.
5. 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.
6. 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 §16.3.8 III).
7. A student cannot write a replacement examination in a course with a grade of "R" or "NR."

3. Supplemental Examinations

1. A student who applies for and satisfies all the requirements is permitted to write a supplemental examination.
2. 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.
3. The grades from both attempts (first attempt and the supplemental examination) are included in calculating grade point averages and assessments of academic standing.
4. 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.
5. 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.
6. 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.
7. John Molson School of Business ~~and the Faculty of Engineering and Computer Science~~: There are no supplemental examinations available for courses offered in ~~these Faculties, other than for COMP 201 and COMP 248.~~

III. Deferred, Replacement, Supplemental, and Alternate Examination Periods

Deferred, replacement, supplemental, and alternate examinations are written at various

1. A student who did not write a final examination and has been granted a "MED" notation is permitted to write a replacement examination.
2. A replacement examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.
3. 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.
4. When a replacement examination is not written, the "MED" notation (e.g. "MED/DNW") will appear permanently on the student record and official transcript.
5. 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.
6. 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 §16.3.8 III).
7. A student cannot write a replacement examination in a course with a grade of "R" or "NR."

3. Supplemental Examinations

1. A student who applies for and satisfies all the requirements is permitted to write a supplemental examination.
2. 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.
3. The grades from both attempts (first attempt and the supplemental examination) are included in calculating grade point averages and assessments of academic standing.
4. 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.
5. 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.
6. 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.
7. John Molson School of Business: There are no supplemental examinations available for courses offered in [this School](#).
8. [Faculty 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 Academic Regulations.](#)

times throughout the year.

1. Deferred/Replacement Examinations

1. John Molson School of Business and Faculty 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 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.
2. 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 [mid-term break], August, October).

2. Supplemental Examinations

1. John Molson School of Business ~~and Faculty of Engineering and Computer Science~~: There are no supplemental examinations available for courses offered in ~~these Faculties, other than for COMP 201 and COMP 218~~.
2. 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 for fall courses (term ending in 2) only.

3. Alternate Examinations

1. 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.
2. 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.
3. Courses with only one section will rarely have an “alternate” available to resolve conflicts.

4. 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 §16.3.7 I.

III. Deferred, Replacement, Supplemental, and Alternate Examination Periods

Deferred, replacement, supplemental, and alternate examinations are written at various times throughout the year.

1. Deferred/Replacement Examinations

1. John Molson School of Business and Faculty 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 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.
2. 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 [mid-term break], August, October).

2. Supplemental Examinations

1. John Molson School of Business: There are no supplemental examinations available for courses offered in [this School](#).
2. [Faculty 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 Academic Regulations](#).
3. 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 for fall courses (term ending in 2) only.

3. Alternate Examinations

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3. Courses with only one section will rarely have an “alternate” available to resolve conflicts.

4. 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 §16.3.7 I.

Rationale:

The changes proposed aims to further clarify and formalize regulations that accurately reflect our current practice.

Resource Implications:

None.

PROGRAM CHANGE: Registration Regulations

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Engineering and Computer Science
Department: Engineering and Computer Science
Program: Engineering and Computer Science
Degree: BEng, BCompSc
Calendar Section/Graduate Page Number: 71.10.4

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>71.10.4 Registration Regulations</p> <ol style="list-style-type: none"> Students in the Faculty of Engineering and Computer Science who have been absent from their program for six consecutive terms or more will be officially withdrawn from their program by the Faculty and must submit a new application for admission through the Office of the Registrar. Except for students registered for the co-operative format, the maximum load in the summer sessions is 14 credits, with no more than eight credits in either of its terms. Students from outside the Faculty of Engineering and Computer Science must obtain permission in writing from the Student Academic Services Office prior to registering in any 400-level courses offered by the Faculty. <p>Prerequisites</p> <ol style="list-style-type: none"> Students are responsible for ensuring that they have successfully completed all prerequisites to a course before attempting to register for the course. Students must complete all 200-level courses required for their program before registering for any 400-level courses. All 200-level courses within the program which are prerequisites for other courses must be completed with a C- or higher. A 200-level course in which a student has obtained a D+ or lower must be repeated before attempting a course for which it is a prerequisite. A student who has registered for a course without satisfactorily completing all prerequisites may be withdrawn from the course. 	<p>71.10.4 Registration Regulations</p> <ol style="list-style-type: none"> Students in the Faculty of Engineering and Computer Science who have been absent from their program for six consecutive terms or more will be officially withdrawn from their program by the Faculty and must submit a new application for admission through the Concordia website: Concordia.ca. <u>Students in failed standing at the time of their last registration must submit a new application if absent for more than nine consecutive terms or if the equivalent of 12 credits or more have been attempted at another institution.</u> Except for students registered for the co-operative format, the maximum load in the summer sessions is 14 credits, with no more than eight credits in either of its terms. <u>In the fall and winter terms, the maximum load is 19 credits, except for students registered in the co-operative format. Students taking any of the Capstone courses (AERO 490, BLDG 490, CIVI 490, COEN 490, ELEC 490, INDU 490, MECH 490 or SOEN 490) are limited to 14 credits in each of the fall and winter terms exclusive of the Capstone course.</u> Students from outside the Faculty of Engineering and Computer Science must obtain permission in writing from the Student Academic Services Office prior to registering in <u>any 300-level course other than those listed in the Certificate in Science and Technology, and the Engineering Core, or</u> any 400-level courses offered by the Faculty. <p>Prerequisites</p> <ol style="list-style-type: none"> Students are responsible for ensuring that they have successfully completed all prerequisites to a course before attempting to register for the course. Students must complete all 200-level courses required for their program before registering for any 400-level courses. All 200-level courses within the program which are prerequisites for other courses must be completed with a C- or higher. A 200-level course in which a student has obtained a D+ or lower must be repeated before attempting a course for which it is a prerequisite.

4. [The Faculty reserves the right to withdraw a](#) student who has registered for a course without satisfactorily completing all prerequisites.

Rationale:

The Faculty clarifies the process for students in failed standing who have been absent from their programs.

The credit limit proposed reflects the current practice of the Faculty.

Restricting registration in 300-level courses will prevent students from obtaining a high number of credits but insufficient GPA for transfer. Students outside ENCS degree programs will only be able to "shadow" the intended program for a limited number of credits prior to transfer.

Resource Implications:

None.

PROGRAM CHANGE: Graduation Regulations

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Engineering and Computer Science
Department: Engineering and Computer Science
Program: Engineering and Computer Science
Degree: BEng, BCompSc
Calendar Section/Graduate Page Number: 71.10.5

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>71.10.5 Graduation Regulations</p> <p>Students must satisfy all program requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. The standings of potential graduates who have attempted less than 12 credits since their last assessment are determined on the basis that these credits constitute an extension of the last assessment period.</p> <p>Students who fail to meet acceptable standing but meet conditional standing will have the following options:</p> <ol style="list-style-type: none"> 1. register for 12 credits and meet the criteria for acceptable standing; 2. register for fewer than 12 credits. In this case, standing will be determined on the basis that these credits constitute an extension of the last assessment period. <p>The maximum number of credits obtained as an Independent student which may be transferred into programs offered by the Faculty of Engineering and Computer Science is as follows: —— BEng and BCompSc: 30</p>	<p>71.10.5 Graduation Regulations</p> <p>Students must satisfy all program requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. The standings of potential graduates who have attempted less than 12 credits since their last assessment are determined on the basis that these credits constitute an extension of the last assessment period.</p> <p>Students who fail to meet acceptable standing but meet conditional standing will have the following options:</p> <ol style="list-style-type: none"> 1. register for 12 credits and meet the criteria for acceptable standing; 2. register for fewer than 12 credits. In this case, standing will be determined on the basis that these credits constitute an extension of the last assessment period.
<p>Rationale: The information about transfer credits for Independent students is relocated to section 13.6.3.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Independent Students

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Engineering and Computer Science
Department: Engineering and Computer Science
Program:
Degree:
Calendar Section/Graduate Page Number: 13.6.3

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>13.6.3 Independent Students</p> <p>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.</p> <p>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.</p> <p>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, a maximum of 30 credits earned in the Independent status may be transferred towards a degree.</p>	<p>13.6.3 Independent Students</p> <p>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.</p> <p>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.</p> <p>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 Faculty of Engineering and Computer Science, a maximum of 30 credits earned in the Independent status may be transferred towards a degree.</p>
<p>Rationale: The information about transfer credits for Independent students which lists in section 71.10.5 is relocated to section 13.6.3.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Curriculum for the Degree of BEng

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Engineering and Computer Science
Department: Engineering and Computer Science
Program: All Engineering programs
Degree: BEng
Calendar Section/Graduate Page Number: 71.20.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>71.20.1 Curriculum for the Degree of BEng</p> <p>The University offers programs leading to the degree of BEng in the fields of Aerospace, Building, Civil, Computer, Electrical, Industrial, Mechanical, and Software Engineering. The BEng degrees in Aerospace, Computer, Electrical, Industrial, Mechanical and Software Engineering require completion of a minimum of 120 credits. The BEng degrees in Building and Civil Engineering consist of 119 credits. Program requirements comprise a group of required courses with a group of elective courses which allow students to select part of their program to provide some depth in an area of specialization (their “option”) according to their particular interests, or breadth in the general field of their chosen discipline. In their final undergraduate year, students with high standing may apply for permission through the Dean’s Office to register for a limited number of graduate courses offered by the Faculty in lieu of some courses in the undergraduate program. Engineering students wishing to register for a minor must notify the Student Academic Services Office of the Faculty of Engineering and Computer Science in writing. Those students must comply with the regulations of the Faculty governing the chosen minor and must meet the following requirements:</p> <ol style="list-style-type: none"> 1. Students may not apply for a minor until they have completed a minimum of 20 credits in their Engineering program. 2. Students pursuing a minor must maintain a cumulative GPA of 2.70 in their program courses. Students who fall below a 2.70 GPA in their program courses are required to withdraw from the minor. 3. A maximum of three credits earned to meet the minor requirements may be counted towards the Engineering degree. <p>Successful completion of a BEng program requires hard work and considerable dedication on the part of each student. Courses are presented with the expectation of an average of about two hours of “outside” work for each lecture hour and about one-half hour of “outside” work for each hour spent in the laboratory for all programs of study.</p>	<p>71.20.1 Curriculum for the Degree of BEng</p> <p>The University offers programs leading to the degree of BEng in the fields of Aerospace, Building, Civil, Computer, Electrical, Industrial, Mechanical, and Software Engineering. The BEng degrees in Aerospace, Computer, Electrical, Industrial, Mechanical and Software Engineering require completion of a minimum of 120 credits. The BEng degrees in Building and Civil Engineering <u>require completion of a minimum</u> of 119 credits. Program requirements comprise a group of required courses with a group of elective courses which allow students to select part of their program to provide some depth in an area of specialization (their “option”) according to their particular interests, or breadth in the general field of their chosen discipline. In their final undergraduate year, students with high standing may apply for permission through the Dean’s Office to register for a limited number of graduate courses offered by the Faculty in lieu of some courses in the undergraduate program. <u>Students with a minimum CGPA of 3.00 may also request to take additional graduate courses not to be counted towards their undergraduate program. The transferability of these graduate courses into a subsequent graduate program is not guaranteed.</u> Engineering students wishing to register for a minor must notify the Student Academic Services Office of the Faculty of Engineering and Computer Science in writing. Those students must comply with the regulations of the Faculty governing the chosen minor and must meet the following requirements:</p> <ol style="list-style-type: none"> 1. Students may not apply for a minor until they have completed a minimum of 20 credits in their Engineering program. 2. Students pursuing a minor must maintain a cumulative GPA of 2.70 in their program courses. Students who fall below a 2.70 GPA in their program courses are required to withdraw from the minor. 3. A maximum of three credits earned to meet the minor requirements may be counted towards the Engineering degree. 4. <u>Students in Computer, Electrical or Software Engineering are not eligible to take the Minor in Computer Science.</u>

Successful completion of a BEng program requires hard work and considerable dedication on the part of each student. Courses are presented with the expectation of an average of about two hours of “outside” work for each lecture hour and about one-half hour of “outside” work for each hour spent in the laboratory for all programs of study.

Rationale:

The changes aim to clarify for students wishing to take courses beyond those required for undergraduate degree.


Students enrolled in the Computer, Electrical and Software Engineering share many courses with the Computer Science program; therefore, they are not allowed to take the minor in Computer Science.

Resource Implications:

None.

Interoffice Memo

To: Sandra Gabriele, Vice-Provost Innovation, Teaching and Learning
From: Daniel Therrien, University Registrar
Date: Thursday, October 19, 2017
RE: Undergraduate Calendar, Section 16, outline of changes proposed to APC



The following changes have been made to Section 16. *Academic Information: Definition and Regulations*:

- In **Section 16.1.1**, the academic year has been updated from “2017-18” to “2018-19.”
- **Section 16.3.8**: the Summer I final examination schedule has to be posted one month prior to the start of the June exams, and deferral requests are required when building the schedule. This usually means that the June examination schedule must be published between May 15 and 20. Since the current deferral application deadline is May 15, the Examinations Office often only receives deferral documents by May 17. This causes delays in releasing the examinations schedule, as well as difficulties for staff when trying to enter deferral requests into the system by the prescribed deadlines. To avoid these issues, the deferral application deadline was changed to May 10.

PROGRAM CHANGE: Editorial

Proposed Undergraduate or Graduate Calendar Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: On approval

Faculty/School: All Faculties/Schools

Department: All Departments

Program: All Programs

Degree: All Degrees

Calendar Section: Section 16.1.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>16.1.1 Academic Year</p> <p>The academic year is defined by the year in which it begins and the year in which it ends, i.e. 2017-18. It begins with a summer session (May to August) followed by a regular session (September to April).</p> <p><i>Summer Session:</i> The summer session includes all courses offered between the beginning of May and the end of August.</p> <p><i>Regular Session:</i> The regular session is divided into a fall term (September-December) and a winter term (January-April). Each term is 15 weeks long and includes an examination period, during which any final examination must be held. The Academic Calendar §11 lists precise dates for the beginning and end of classes and examination periods.</p>	<p>16.1.1 Academic Year</p> <p>The academic year is defined by the year in which it begins and the year in which it ends, i.e. <u>2018-19</u>. It begins with a summer session (May to August) followed by a regular session (September to April).</p> <p><i>Summer Session:</i> The summer session includes all courses offered between the beginning of May and the end of August.</p> <p><i>Regular Session:</i> The regular session is divided into a fall term (September-December) and a winter term (January-April). Each term is 15 weeks long and includes an examination period, during which any final examination must be held. The Academic Calendar §11 lists precise dates for the beginning and end of classes and examination periods.</p>
<p>Rationale: Updating the academic year</p>	
<p>Resource Implications: None</p>	

PROGRAM CHANGE: Editorial

Proposed Undergraduate or Graduate Calendar Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: On approval

Faculty/School: All Faculties/Schools

Department: All Departments

Program: All Programs

Degree: All Degrees

Calendar Section: Section 16.3.8

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>16.3.8 Deferred "DEF," Medical "MED" Notations and Supplemental Examinations - Procedures and Regulations</p> <p>I. Deferred "DEF" Notations</p> <ol style="list-style-type: none"> 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 §16.3.7 1.4. 2. A "DEF" notation cannot be assigned in a course with an "R" or "NR" notation. 3. Application forms for "DEF" notations are available from the Birks Student Service Centre. A completed application 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 15 for fall/winter courses (terms ending in 3 and 4) or August 31 for summer courses (session ending in 1). The application must be accompanied by a Concordia medical certificate or, if the reasons are not medical, by other appropriate documents indicating that the student was unable to write an 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. Please note that in the case of absence due to short-term medical situations, the student must visit his or her 	<p>16.3.8 Deferred "DEF," Medical "MED" Notations and Supplemental Examinations - Procedures and Regulations</p> <p>I. Deferred "DEF" Notations</p> <ol style="list-style-type: none"> 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 §16.3.7 1.4. 2. A "DEF" notation cannot be assigned in a course with an "R" or "NR" notation. 3. Application forms for "DEF" notations are available from the Birks Student Service Centre. A completed application 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 must be accompanied by a Concordia medical certificate or, if the reasons are not medical, by other appropriate documents indicating that the student was unable to write an 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. Please note that in the case of absence due to short-term medical situations, the student must visit his or her

<p>medical practitioner on or before the date of the missed exam. Additionally, by submitting the Concordia medical certificate, the student authorizes the University to verify its legitimacy. Tampering, altering, or modifying the Concordia medical certificate in any way could lead to charges under the Code of Rights and Responsibilities and/or the Academic Code of Conduct.</p> <ol style="list-style-type: none"> 4. The application for a "DEF" notation 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 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 §16.3.7 II. 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. 	<p>medical practitioner on or before the date of the missed exam. Additionally, by submitting the Concordia medical certificate, the student authorizes the University to verify its legitimacy. Tampering, altering, or modifying the Concordia medical certificate in any way could lead to charges under the Code of Rights and Responsibilities and/or the Academic Code of Conduct.</p> <ol style="list-style-type: none"> 4. The application for a "DEF" notation 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 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 §16.3.7 II. 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.
<p>II. Medical "MED" Notations</p> <ol style="list-style-type: none"> 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" grade or "NR" notation. 3. Application forms for "MED" notations are available from the Birks Student Service Centre. A completed application should 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 15 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 	<p>II. Medical "MED" Notations</p> <ol style="list-style-type: none"> 9. 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. 10. A "MED" notation cannot be assigned in a course with an "R" grade or "NR" notation. 11. Application forms for "MED" notations are available from the Birks Student Service Centre. A completed application should 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

<p>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.</p> <ol style="list-style-type: none"> 4. The application for a "MED" notation 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 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 §16.3.7 II. 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. 	<p>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.</p> <ol style="list-style-type: none"> 12. The application for a "MED" notation 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 for the current fee.) 13. The Registration and Examinations Office is entitled to ask the student to provide additional medical information. 14. 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 §16.3.7 II. 15. 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. 16. 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.
<p>Rationale: The Summer I exam schedule has to be posted one month prior to the start of the June exams, and deferral requests are required when building the schedule. This usually means that the June exam schedule must be published between May 15-20. Since the current deferral application deadline is May 15, the Exams Office often only receives deferral documents by May 17. This causes delays in releasing the exam schedule, as well as difficulties for staff when trying to enter deferral requests into the system by the prescribed deadlines. To avoid these issues, we are proposing that the deferral application deadline be changed to May 10. Winter term final exams usually finish by May 1-2, and occasionally by May 4 the latest, therefore still giving students sufficient time to apply for their deferrals.</p>	
<p>Resource Implications: None</p>	

INTERNAL MEMORANDUM

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

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

DATE: September 11, 2017

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Applied Human Sciences
AHSC-28
Program requirement note

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

To reduce confusion for incoming students into the Therapeutic Recreation program, the **Department of Applied Human Sciences** proposes modifying the program note to inform students that admission requirements may be completed at Concordia as outlined in section 31.002 (Programs and Admission Requirements) of the Calendar.

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

Department of Applied Human Sciences

AHSC-28

Memo from Chair

Requirement Change

Programs

April 27, 2017

Dear Paul,

In order to reduce confusion on the part of (potentially) incoming students to the Therapeutic Recreation program, the Department of Applied Human Sciences would like to edit the introductory paragraph in the "programs" section of Applied Human Sciences, Section 31.010 in the Undergraduate Calendar. Specifically, we would like the sentence, "**Please note:** Students may complete the 3.14 profile at Concordia after admission" as the last sentence in the first paragraph. Thus, the full opening section under "Programs" would read:

*Students in Human Relations, Leisure Sciences, and Therapeutic Recreation are required to complete the appropriate entrance profiles. The entrance profile is 0.00G for Human Relations; 0.00G for Leisure Sciences; and 3.14G for Therapeutic Recreation. **Please note:** Students may complete the 3.14 profile at Concordia after admission. Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.*

I hope that this constitutes but an editorial change that may be incorporated with the least possible delay.

Please let me know if you require further information.

Sincerely,



Peter Morden, Chair
Applied Human Sciences

PROGRAM CHANGE: Programs note

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

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

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Programs</p> <p><i>Students in Human Relations, Leisure Sciences, and Therapeutic Recreation are required to complete the appropriate entrance profiles. The entrance profile is 0.00G for Human Relations; 0.00G for Leisure Sciences; and 3.14G for Therapeutic Recreation. Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.</i></p>	<p>Programs</p> <p><i>Students in Human Relations, Leisure Sciences, and Therapeutic Recreation are required to complete the appropriate entrance profiles. The entrance profile is 0.00G for Human Relations; 0.00G for Leisure Sciences; and 3.14G for Therapeutic Recreation. <u>Please note: Students may complete the 3.14 profile at Concordia after admission (see Programs and Admission Requirements).</u> Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.</i></p>
<p>Rationale: The admission requirements for Therapeutic Recreation in AHSC include the profile 3.14, as seen in the undergraduate calendar section 31.002. Students can fulfill this requirement while at Concordia, by taking a BIOL course. However, potential students for Therapeutic Recreation may not consider it because they don't have that requirement. The added sentence clarifies that students lacking the requirement may complete it post admission to the program.</p> <p>NOTE TO CALENDAR EDITOR: Please activate link to section 31.002 (Programs and Admission Requirements).</p>	
<p>Resource Implications: None.</p>	

INTERNAL MEMORANDUM

TO: Dr Catherine Bolton, Vice-Provost, Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

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

DATE: May 11, 2017

SUBJECT: 2018-19 Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics
CMLL-74
German - Changes to BA Honours, Major; Title and program changes to
Interdisciplinary Minor in German Studies; new courses GERM 375, 440

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

The **Department of Classics, Modern Languages and Linguistics** proposes an Interdisciplinary Minor in German Studies which represents a revised and enhanced version of the existing Minor in German. The Minor in German Studies allows students to receive the level of German language training necessary for entrance exams at German Universities, but offers a streamlined curriculum and includes courses related to German studies from other disciplines. The changes to the Minor “respond to student interest in the broader experience of German Studies and give students the flexibility to integrate their German program with other disciplines”.

The department also proposes adding two new courses GERM 375 *Outreach Experience Practicum* and GERM 440 *Dandies, Flâneurs and Tricksters: Crossover Figures in Modernism and Pop Modernism*. GERM 375 allows students to gain practical experience related to German language and culture by providing them opportunities to interact with the community. GERM 440 was offered as a slot course this year (cross-listed with ENGL 398) with an enrolment of 34/35.

In addition, the department is modifying the notes in the Honours, Major and Minor to more specifically define how advanced placement is handled. This change is consistent with those approved at the May 19, 2017 meeting of Senate for the Italian and Spanish programs.

Thank you for your consideration of this proposal for which there are no additional resource implications. The two new courses will come from the department’s current allotment and GERM 375 will be offered “not for workload credit”.

Department of Classics, Modern Languages and Linguistics

CMLL-74

Memo from Chair

Program Note Change

BA Honours in German

BA Major in German

Program, Title and Note Change

Interdisciplinary Minor in German Studies

New Course

GERM 375 *Outreach Experience Practicum*

GERM 440 *Dandies, Flâneurs and Tricksters: Crossover Figures in Modernism and Pop Modernism*

FACULTY OF ARTS AND SCIENCE

Department of Classics, Modern Languages and Linguistics

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

From: Dr. Mark Hale, Chair, CMLL

Date: December 16, 2016

Re: Curriculum Proposals for German

The Curriculum Committee of CMLL reviewed and approved the following changes to the German curriculum. The changes were subsequently approved by CMLL's Department Council on December 13, 2016.

The existing Minor in German is revised to the Interdisciplinary Minor in German Studies. Additional changes include converting a slot course to a permanent course and adding an outreach experience practicum.

- The Minor in German is changed to the Interdisciplinary Minor in German Studies (30 credits). While maintaining the level of German language training necessary for entrance exams to German universities, the curriculum has been streamlined and now incorporates courses in other disciplines that are related to German Studies. These changes respond to student interest in the broader experience of German Studies and give students the flexibility to integrate their German program with other disciplines. Changes to program requirements are as follows.
 - 12 credits from language courses through the 242 level
 - 6 credits chosen from GERM 230 or 231 and courses above GERM 242
 - 9 credits chosen from related disciplines in consultation with the Department; additional GERM courses may qualify to meet this requirement
 - 3 credits chosen at the 400 level
- Conversion of slot course GERM 498 to a permanent course GERM 440.
- New practicum GERM 375 (not for workload credit) composed of an outreach experience related to German language and culture and/or German Studies. This course is designed to give the student practical experience related to German language and culture and/or German Studies. It will complement the student's academic program with outreach to the larger community in the form of organizing an event, working at an internship in a German cultural or educational institution of Montréal or similar.

PROGRAM CHANGE: BA Honours in German

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours in German
Degree:
Calendar Section/Graduate Page Number:31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>60 BA Honours in German* 12 GERM 240⁶, or 241³ and 242³; 256³, 257³ 24 GERM 271³, 301³, 302³, 306³, 307³, 308³, 365³, 366³ 21 Credits chosen from 400-level courses in German, of which at least six credits must be from GERM 405³, 406³, 461³, 462³ 3 GERM 490³ <i>NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.</i> <i>*Admission suspended for 2017-18.</i></p>	<p>60 BA Honours in German* 12 GERM 240⁶, or 241³ and 242³; 256³, 257³ 24 GERM 271³, 301³, 302³, 306³, 307³, 308³, 365³, 366³ 21 Credits chosen from 400-level courses in German, of which at least six credits must be from GERM 405³, 406³, 461³, 462³ 3 GERM 490³ <i>NOTE: <u>Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</u></i> <i>*Admission suspended for <u>2018-19</u>.</i></p>
<p>Rationale: This change states more specifically what the requirement is and is consistent with recent changes in the note in the Spanish (Honours, Specialization, Major, Minor) and Italian (Honours, Major, Minor) programs. The suspension note has been updated as admissions remain suspended.</p>	
<p>Resource Implications: n/a</p>	

PROGRAM CHANGE: BA Major in German

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Major in German
Degree:
Calendar Section/Graduate Page Number:31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>42 BA Major in German* 12 GERM 240⁶, or 241³ and 242³; 256³, 257³ 15 Credits chosen from GERM 271³, 301³, 302³, 306³, 307³, 308³, 365³, 366³ 15 Credits chosen from 400-level courses in German, of which at least six credits must be from GERM 405³, 406³, 461³, 462³ <i>NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.</i> <i>*Admission suspended for 2017-18.</i></p>	<p>42 BA Major in German* 12 GERM 240⁶, or 241³ and 242³; 256³, 257³ 15 Credits chosen from GERM 271³, 301³, 302³, 306³, 307³, 308³, 365³, 366³ 15 Credits chosen from 400-level courses in German, of which at least six credits must be from GERM 405³, 406³, 461³, 462³ <i>NOTE: <u>Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</u></i> <i>*Admission suspended for <u>2018-19.</u></i></p>
<p>Rationale: This change states more specifically what the requirement is and is consistent with recent changes in the note in the Spanish (Honours, Specialization, Major, Minor) and Italian (Honours, Major, Minor) programs. The suspension note has been updated as admissions remain suspended.</p>	
<p>Resource Implications: n/a</p>	

PROGRAM CHANGE: Interdisciplinary Minor in German Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Interdisciplinary Minor in German Studies
Degree:
Calendar Section/Graduate Page Number:31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>30 Minor in German 45 Credits chosen from GERM 200⁶, or 201³ and 202³; 240⁶, or 241³ and 242³; 301³; 305³; 308³; 310³ or 311³; 361³ or 362³; 398³ 42 Credits chosen from GERM 230³ or 231³; 302³; 305³; 306³; 307³; 308³; 310³ or 311³; 361³ or 362³; 398³; 410³; 420³; 450³; 498³ 3 Credits chosen from the 400 level <i>NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.</i></p>	<p>30 <u>Interdisciplinary Minor in German Studies</u> 12 Credits chosen from GERM 200⁶, or 201³ and 202³; 240⁶, or 241³ and 242³ 6 Credits chosen from GERM 230³ or 231³ <u>or from courses higher than 242</u> 9 <u>Credits chosen from related disciplines in consultation with the Department; some example courses in related disciplines include HIST 235; PHIL 374, 385, 485, 486; RELI 235, 331. Additional GERM courses may qualify to meet this requirement</u> 3 Credits chosen from 400-level <u>courses in German</u> <i>NOTE: <u>Students with advanced placement must replace the 200-level language courses with 300- or 400-level courses offered within the same program.</u></i></p>
<p>Rationale: The Minor in German is changed to the Interdisciplinary Minor in German Studies (30 credits). While maintaining the level of German language training necessary for entrance exams to German universities, the curriculum has been streamlined and now incorporates courses in other disciplines that are related to German Studies. These changes respond to student interest in the broader experience of German Studies and give students the flexibility to integrate their German program with other disciplines.</p>	
<p>Resource Implications: n/a</p>	

COURSE CHANGE: GERM 375 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: German Programs
Degree:
Calendar Section/Graduate Page Number:31.060

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>GERM 375 Outreach Experience Practicum (3 credits) Prerequisite: Permission of the Department. This course is designed to give the student practical experience related to German language and culture and/or German studies. It is designed to complement the student's academic program with outreach to the larger community in the form of organizing an event, working at an internship in a German cultural or educational institution of Montreal or similar. Students develop an outreach plan in consultation with the Department and produce a final report of their experience.</p>
<p>Rationale: New practicum composed of an outreach experience related to German language and culture and/or German studies. GERM 375 can be used as a program elective in the Minor where it adds an experiential learning component.</p>	
<p>Resource Implications: None. This course is not for workload credit.</p>	
<p>Other Programs within which course is listed: n/a</p>	

COURSE CHANGE: GERM 440 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: German Programs
Degree:
Calendar Section/Graduate Page Number:31.060

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>GERM 440 <i>Dandies, Flâneurs and Tricksters: Crossover Figures in Modernism and Pop Modernism</i> (3 credits)</p> <p>This course introduces international literature and film, mainly from the 20th and 21st centuries with a strong focus on young German authors associated with <i>Popliteratur</i>. Works focus on the perspective of particular literary characters who challenge established boundaries or on allegories of crisis. In addition to becoming acquainted with theoretical texts, students explore contemporary German identity narratives and their deep roots in the metaphysical tradition. The language of instruction is English, and no prior knowledge of the German language is required. Advanced-level students — i.e. students placed at the 300 level or higher in German language courses — must do the readings and submit their work in German.</p> <p><i>NOTE: Students who have received credit for this course under an ENGL 398 or a GERM 498 number may not take this course for credit.</i></p>
<p>Rationale: Conversion of slot course GERM 498 to a permanent course (GERM 440). This slot course is being offered in Winter 2017 with an enrolment of 34/35. Its addition will allow a two-year rotation of all 400-level courses in German.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: n/a</p>	

INTERNAL MEMORANDUM

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

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

DATE: September 11, 2017

SUBJECT: 2018-19 Undergraduate Calendar Curriculum Changes
Department of Communication Studies
COMS-25
Changes to Specialization and Major in Communication Studies and
Major in Communication and Cultural Studies; New courses COMS
205, 333, 427, 455, 456, 491; COMS 383, 483 deleted; COMS 475,
477, 484 renumbered; miscellaneous course description changes

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

As part of an ongoing curriculum review process and to keep pace with changes in technology and the field of study, the **Department of Communication Studies** is updating its Specialization and Major in Communication Studies and its Major in Communication and Cultural Studies. These changes include the removal of outdated courses, the addition of new courses, alterations in course credit values, the updating of course descriptions and titles and reorganization of the 400-level degree requirements.

Specifically, the department proposes removing COMS 383 *Communication Media: Film II* (6 credits) and COMS 483 *Communication Media: Film III* (6 credits) as film has been “lost as a distinct area of teaching”. In addition, 6-credit production courses at the 400-level (COMS 474, 476 and 485) have been reduced to 3-credits and renumbered (COMS 475, 477, and 484, respectively) to reflect this alteration. This change, in conjunction with a modification to the 400-level degree requirements, will allow students to complete their degree requirements in a timely fashion and allow more flexibility in student exit profiles.

The department proposes adding COMS 205 *Effective Communication Skills* to all of its programs to provide a course that addresses foundational communication skills that will be required in other courses. In addition, the department is adding five new courses COMS 333 *Games, Media and Culture*, COMS 427 *Social Media Platforms and Policy*, COMS 455 *Food, Media and Culture*, COMS 456 *News, Media and Power*, COMS 491 *Communication Media: Portfolio* that reflect the direction of the department and rapid changes in technology and terminology that define the field.

To keep pace with this rapid evolution in the field and the available technologies, a number of course titles and/or course descriptions (COMS 274, 284, 319, 360, 361, 374, 384, 416, 435) have been updated.

Finally, to reflect both its appropriate place in the programs and how it is delivered COMS 210 *Media Criticism* is being given a new course number (COMS 305).

Thank you for your consideration of this proposal for which there are no additional resource implications. Through careful planning and organization the department has ensured that all of the new courses will come from their current course allotment.

Reference documents:
FCC 2016.8/U_COMS-25
ASFC 2017-4M-F

Department of Communication Studies

COMS-25

Memo from Chair

Program Changes

- BA Specialization in Communication Studies
- BA Major in Communication Studies
- BA Major in Communication and Cultural Studies
- Courses (running list)

New Course

- COMS 205 *Effective Communication Skills*
- COMS 333 *Games, Media and Culture*
- COMS 427 *Social Media Platforms and Policy*
- COMS 455 *Food, Media and Culture*
- COMS 456 *News, Media and Power*
- COMS 491 *Communication Media: Portfolio*

Course Description Change

- COMS 274 *Communication Media: Intermedia I*
- COMS 319 *Media Literacy*
- COMS 374 *Communication Media: Intermedia II (6 credits)*

Course Title and Description Change

- COMS 284 *Communication Media: Moving Images I*
- COMS 360 *Mass Media*
- COMS 416 *Advanced Media Criticism*
- COMS 435 *Advanced Topics in Documentary*

Course Number, Prerequisite and Description Change; Exclusion Note Added

COMS 305 *Media Criticism*

Course Number, Title, Prerequisite, Description and Exclusion Note Change

COMS 484 *Communication Media: Moving Images III*

Addition of Cross-listing; Course Description and Exclusion Note Change

COMS 361 *(also listed as SCPA 461) Propaganda*

Course Deleted

COMS 383 *Communication Media: Film II (6 credits)*

COMS 483 *Communication Media: Film III (6 credits)*

Course Number, Title, Description and Exclusion Note Change

COMS 384 *Communication Media: Moving Images II (6 credits)*

Course Number, Credit Value, Description and Exclusion Note Change

COMS 475 *Communication Media: Intermedia II*

Course Number, Credit Value and Exclusion Note Change

COMS 477 *Communication Media: Sound III*

Course Prerequisite Change

COMS 493 *Communication Media: Advanced Topics*

To: Dr. Paul Joyce, Associate Dean of Academic Affairs

From: Dr. Matt Soar, Acting Chair, Department of Communication Studies

Re: Curriculum Revisions to Undergraduate Programs

Date: August 9, 2017

On April 21, 2017, faculty members and student representatives in the Department of Communication Studies unanimously approved a series of relatively minor ‘maintenance’ revisions affecting the BA Communication Studies (Major and Specialization) and the BA Communication and Cultural Studies.

I. Process

The proposed changes began with a very ambitious curriculum re-visioning process inaugurated at our Fall faculty retreat in September 2015. This was facilitated by Dr. Trevor Holmes, Senior Instructional Developer, Curriculum and Programming, of the Centre for Teaching Excellence at the University of Waterloo. The retreat was followed by an entire academic year of consultations, including: several meetings with faculty and staff; canvassing of students for new course ideas, data visualizations developed internally from over a thousand scholarly citations drawn from five years’ worth of undergraduate syllabi, and the consequent identification of our current intellectual canon; the drafting and revision of program-specific learning outcomes; the ‘scoring’ of learning outcomes for core courses by appropriate faculty; and, student focus groups facilitated by an external consultant. In May 2016 we held a faculty workshop, again facilitated by Dr Holmes, to assess and evaluate the work done during the previous year.

Given the sheer scale of the proposed changes (the curriculum is particularly complex, involving two programs and the integration of studies and production courses; the last revisions to the curriculum were submitted back in 2004), the BA Committee decided in Fall 2016 to break up the process into two stages, beginning with the current ‘housekeeping’ revisions submitted here. These have prioritized the identification of redundant courses, ‘new’ courses that have already been taught as special topics, and one structural adjustment necessitated by external factors.

The BA Committee met five times during the Winter 2017 semester to draft and formalize the changes, and met with faculty and student reps at a department meeting on March 31, 2017 to discuss the proposals. Aside from a few requests for clarification, there were no objections, and the Committee met again on April 5 to finalize the proposal and draft this memo.

II Rationale

Incremental changes in the department, our field of study (broadly conceived), and technologies have necessitated the current changes. This includes losses due to some faculty resigning, retiring, or passing away; the shifting and evolving boundaries of ‘communication studies’; the impracticalities and prohibitive costs of teaching analog filmmaking; technological and cultural changes such as the emergence of Web 2.0, video games, and the rise of social media; and the continuing upward trend for students to take courses outside of Concordia via our highly successful study abroad program. NB We also accept a limited number of international students into our programs each semester. We are currently working with Concordia International to increase the number of international students we are able to accept.

Our goal throughout this process has been to continue providing all of our students with an excellent educational experience, reflecting bedrock subject areas and emergent trends such as scholarly interest in food studies, social media, and gaming. We also continue to take a dynamic approach to the teaching of production, retiring our film courses, incorporating the language of research-creation, adapting our senior production course offerings (previously full year) to accommodate the growing numbers of students studying abroad, addressing an unintended bottleneck regarding required 400-level courses, and offering senior students more flexibility in terms of their readiness to graduate and course offerings in the final year.

III Revisions

The changes we are proposing are as follows:

- 1) The deletion of two courses: COMS 383 *Film II*, COMS 483 *Film III* (12 credits in total).
- 2) Courses with reduced credits (6 to 3): COMS 474 *Intermedia III*, COMS 476 *Sound III*, and COMS 485 *Video III* (a further 9 credits).
Total credits eliminated: 21 credits
- 3) Five courses have changed titles and descriptions: COMS 284 *Film and Video I* becomes COMS 284 *Moving Images I*, COMS 385 *Video II* becomes COMS385 *Moving Images II*, COMS 485 *Video III* becomes COMS485 *Moving Images III*, COMS 360 *Mass Communication* becomes COMS 360 *Mass Media*, COMS 416 *Film Criticism* becomes COMS 416 *Advanced Media Criticism*, COMS 435 *Advanced Topics in Documentary Film and Video* becomes COMS 435 *Advanced Topics in Documentary*.
- 4) Several courses have updated or modified descriptions; COMS 210 *Media Criticism* is changing from 200-level to 300-level to become COMS 305 *Media Criticism*.

- 5) We are currently proposing six new courses: COMS 205 *Effective Communication Skills* (200-level); COMS 333 *Games, Media and Culture* (300 level); COMS 427 *Social Media Platforms and Policy* (400 level); COMS 455 *Food, Media and Culture* (400 level); COMS 456 *News, Media and Power* (400 level); and, COMS 491 *Communication Media: Portfolio* (400-level).
Total credits added: 18 credits
- 6) We are also proposing a change to the BA Communication Studies degree requirements at the 400-level. Students will have the choice to take one senior production/practicum course as one of their required senior Coms courses. (Currently, students in the Major must take two 400-level Coms studies courses; students in the Specialization must take four 400-level Coms studies courses; for students pursuing this new choice, both of these studies course requirements will hence be reduced by one course.) This new choice is intended to alleviate the chronic bottleneck at the 400 level as students try to complete their degree requirements; to compensate for the rising numbers of students opting to take courses abroad; and, to allow more flexibility in terms of students' exit profiles. Informal polling of current, senior students and our ComsGuild student reps was uniformly in favour of this change (a small minority expressed no opinion).

IV Consultation

This has been a thoroughly consultative process, with multiple opportunities over an eighteen-month period for faculty, staff, and students within the department to offer ideas and discuss various proposals, both formally and informally. We believe these changes, which involve zero resource implications, will be highly beneficial for the continued success of our two BA degree programs, and will set the stage for discussions about major structural changes in the next 2-3 years based in large part on anticipated faculty hires currently in progress.

V Resource Implications

None.

Sincerely,



Dr. Matt Soar
Professor & Acting Chair
Department of Communication Studies

PROGRAM CHANGE: Specialization in Communication Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Specialization in Communication Studies
Degree: BA
Calendar Section/Graduate Page Number:31.070

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>60 BA Specialization in Communication Studies 18 COMS 210³, 220³, 240³, 274³, 276³, 284³ 6 Chosen from COMS 310³, 352³, 357³, 367³, 368³, 369³, 372³, 373³ 6-18 Chosen from the list of Practicum Courses 18-30 Chosen from the list of Studies Courses at the 300 or 400 level, with at least 12 credits at the 400 level NOTE: Students may not take more than one Practicum course in any one term at the 300 or 400 level.</p>	<p>60 BA Specialization in Communication Studies 18 COMS <u>205</u>³, 220³, 240³, 274³, 276³, 284³ 6 Chosen from COMS <u>305</u>³, 310³, 352³, 357³, 367³, 368³, 369³, 372³, 373³ 6-18 Chosen from the list of Practicum Courses <u>15-27</u> Chosen from the list of Studies Courses at the 300 or 400 level, with at least <u>nine</u> credits at the 400 level <u>3</u> Chosen from the lists of Studies Courses or Practicum Courses at the 400 level NOTE: Students may not take more than one Practicum course in any one term at the 300 or 400 level.</p>

Rationale:
 We have removed some courses which we no longer teach, due to changes in technology, faculty, or intellectual developments. We have renamed some courses, updating them to reflect changes in terminology and technology in the media industry and the arts. We have added several courses to reflect emerging areas of expertise within the department, and known issues with the current curriculum. We have modified the requirements at the 400 level to create a better flow, use of personnel and existing resources.

COMS 205 *Effective Communication Skills* replaces COMS 210 *Media Criticism* as a required course as experience with recent cohorts of incoming undergraduates has convinced us that the practical insights offered by COMS 205 are more urgently needed. Further, COMS 210 *Media Criticism* is renumbered to COMS 305 and better placed as an intermediate-level elective to reflect this shift in priorities, and that 'media criticism' is an element in several other courses.

Resource Implications:
 None

PROGRAM CHANGE: Major in Communication Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Major in Communication Studies
Degree: BA
Calendar Section/Graduate Page Number:31.070

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>42 BA Major in Communication Studies 18 COMS-240³, 220³, 240³, 274³, 276³, 284³ 6 Chosen from COMS 310³, 352³, 357³, 367³, 368³, 369³, 372³, 373³ 6-12 Chosen from the list of Practicum Courses, 6-12 Chosen from the list of Studies Courses at the 300 or 400 level, with at least six credits at the 400 level NOTE: Students may not take more than one Practicum course in any one term at the 300 or 400 level.</p>	<p>42 BA Major in Communication Studies 18 COMS <u>205</u>³, 220³, 240³, 274³, 276³, 284³ 6 Chosen from COMS <u>305</u>³, 310³, 352³, 357³, 367³, 368³, 369³, 372³, 373³ 6-12 Chosen from the list of Practicum Courses <u>3-9</u> Chosen from the list of Studies Courses at the 300 or 400 level, with at least <u>three</u> credits at the 400 level <u>3</u> Chosen from the lists of Studies Courses or Practicum Courses at the 400 level NOTE: Students may not take more than one Practicum course in any one term at the 300 or 400 level.</p>

Rationale:
 We have removed some courses which we no longer teach, due to changes in technology, faculty, or intellectual developments. We have renamed some courses, updating them to reflect changes in terminology and technology in the media industry and the arts. We have added several courses to reflect emerging areas of expertise within the department, and known issues with the current curriculum. We have modified the requirements at the 400 level to create a better flow, use of personnel and existing resources.

COMS 205 *Effective Communication Skills* replaces COMS 210 *Media Criticism* as a required course as experience with recent cohorts of incoming undergraduates has convinced us that the practical insights offered by COMS 205 are more urgently needed. Further, COMS 210 *Media Criticism* is renumbered to COMS 305 and better placed as an intermediate-level elective to reflect this shift in priorities, and that 'media criticism' is an element in several other courses.

Resource Implications:
 None

PROGRAM CHANGE: Major in Communication and Cultural Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Major in Communication and Cultural Studies
Degree: BA
Calendar Section/Graduate Page Number:31.070

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>42 BA Major in Communication and Cultural Studies <i>Stage I</i> 12 COMS 210³, 220³, 225³, 240³ <i>Stage II</i> 3 COMS 325³ 6 Chosen from COMS 310³, 352³, 357³, 367³, 368³, 369³, 372³, 373³ <i>Stage III</i> 3 COMS 425³ 18 Chosen from the list of Studies Courses at the 300 or 400 level, with at least nine credits at the 400 level</p>	<p>42 BA Major in Communication and Cultural Studies <i>Stage I</i> 12 COMS <u>205</u>³, 220³, 225³, 240³ <i>Stage II</i> 3 COMS 325³ 6 Chosen from COMS <u>305</u>³, 310³, 352³, 357³, 367³, 368³, 369³, 372³, 373³ <i>Stage III</i> 3 COMS 425³ 18 Chosen from the list of Studies Courses at the 300 or 400 level, with at least nine credits at the 400 level</p>
<p>Rationale: COMS 205 <i>Effective Communication Skills</i> replaces COMS 210 <i>Media Criticism</i> as a required course as experience with recent cohorts of incoming undergraduates has convinced us that the practical insights offered by COMS 205 are more urgently needed. Further, COMS 210 <i>Media Criticism</i> is renumbered to COMS 305 and better placed as an intermediate-level elective to reflect this shift in priorities, and that 'media criticism' is an element in several other courses.</p>	
<p>Resource Implications: None</p>	

PROGRAM CHANGE: Practicum and Studies Courses listing

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: All programs
Degree: BA
Calendar Section/Graduate Page Number:31.070

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Practicum Courses</p> <p><i>Practicum courses in the Department focus on the development of creative media practices within the context of Communication Studies research based in the humanities and social sciences. These courses include weekly lectures, readings, critical analysis, workshops, seminars, screenings, and presentations. First-year courses include an average of three hours of creative laboratories per week. Second- and third-year courses include an average of eight hours of creative labs and/or fieldwork per week.</i></p> <p>COMS 274 Communication Media: Intermedia I (3 credits) COMS 276 Communication Media: Sound I (3 credits) COMS 284 Communication Media: Film and Video I (3 credits) COMS 374 Communication Media: Intermedia II (6 credits) COMS 376 Communication Media: Sound II (6 credits) COMS 383 Communication Media: Film II (6 credits) COMS 385 Communication Media: Video II (6 credits) COMS 393 Communication Media: Special Topics (3 credits) COMS 474 Communication Media: Intermedia III (6 credits) COMS 476 Communication Media: Sound III (6 credits) COMS 483 Communication Media: Film III (6 credits) COMS 485 Communication Media: Video III (6 credits) COMS 493 Communication Media: Advanced Topics (3 credits)</p>	<p>Practicum Courses</p> <p><i>Practicum courses in the Department focus on the development of creative media practices within the context of Communication Studies research based in the humanities and social sciences. These courses include weekly lectures, readings, critical analysis, workshops, seminars, screenings, and presentations. First-year courses include an average of three hours of creative laboratories per week. Second- and third-year courses include an average of eight hours of creative labs and/or fieldwork per week.</i></p> <p>COMS 274 Communication Media: Intermedia I (3 credits) COMS 276 Communication Media: Sound I (3 credits) COMS 284 Communication Media: Moving Images I (3 credits) COMS 374 Communication Media: Intermedia II (6 credits) COMS 376 Communication Media: Sound II (6 credits) COMS 384 Communication Media: Moving Images II (6 credits) COMS 393 Communication Media: Special Topics (3 credits) COMS 475 Communication Media: Intermedia III (3 credits) COMS 477 Communication Media: Sound III (3 credits) COMS 484 Communication Media: Moving Images III (3 credits) COMS 491 Communication Media: Portfolio (3 credits)</p>
<p>Studies Courses</p> <p><i>Studies courses in the Department offer theoretical and critical understandings of social, cultural, formal, and other aspects of human communication and media. These courses may include weekly lectures, readings, critical analyses, seminars, screenings, and presentations.</i></p> <p>COMS 210 Media Criticism (3 credits)</p>	<p>Studies Courses</p> <p><i>Studies courses in the Department offer theoretical and critical understandings of social, cultural, formal, and other aspects of human communication and media. These courses may include weekly lectures, readings, critical analyses, seminars, screenings, and presentations.</i></p> <p>COMS 205 Effective Communication Skills (3 credits) COMS 220 History of Communication and Media (3 credits) COMS 225 Media Institutions and Policies (3 credits)</p>

COMS 220 History of Communication and Media (3 credits)
COMS 225 Media Institutions and Policies (3 credits)
COMS 240 Communication Theory (3 credits)
COMS 301 Selected Topics in National Cinemas (3 credits)
COMS 304 Selected Topics in Film Studies (3 credits)
COMS 307 Scriptwriting for Media (3 credits)
COMS 308 Selected Topics in Video (3 credits)
COMS 309 Studies in Documentary (3 credits)
COMS 310 Media Genres (3 credits)
COMS 319 Media Literacy (3 credits)
COMS 324 Communication Analysis of Environment (3 credits)
COMS 325 Approaches to Communication Research (3 credits)
COMS 352 Media Policy in Canada (3 credits)
COMS 354 Youth and Media (3 credits)
COMS 355 Media and New Technology (3 credits)
COMS 357 Media and Critical Theory (3 credits)
COMS 360 Mass **Communication** (3 credits)
COMS 361 Propaganda (3 credits)
COMS 362 Psychology of Communication (3 credits)
COMS 365 History of Sound Recording (3 credits)
COMS 367 Media and Cultural Context (3 credits)
COMS 368 Media and Gender (3 credits)
COMS 369 Visual Communication and Culture (3 credits)
COMS 370 Advertising and the Consumer Culture (3 credits)
COMS 371 Public Relations: Principles and Problems (3 credits)
COMS 372 Theories of Public Discourse (3 credits)
COMS 373 Topics in Media and Cultural History (3 credits)
COMS 394 Communication Studies Apprenticeship I (3 credits)
COMS 395 Communication Studies Apprenticeship II (3 credits)
COMS 398 Selected Topics in Communication Studies (3 credits)
COMS 399 Selected Topics in Communication Studies (6 credits)
COMS 407 Advanced Scriptwriting for Media (3 credits)
COMS 410 Acoustic Communication and Design (3 credits)
COMS 411 Sexuality and Public Discourse (3 credits)
COMS 412 Discourses of Dissent (3 credits)
COMS 413 Cultures of Production (3 credits)
COMS 414 Production Administration (3 credits)
COMS 415 Advanced Topics in the Photographic Image (3 credits)
COMS 416 ~~Film~~-Criticism (3 credits)
COMS 418 Cultures of Globalization (3 credits)
COMS 419 Communications and Indigenous Peoples (3 credits)
COMS 420 Reception Studies (3 credits)
COMS 421 Communicative Performances and Interventions (3 credits)
COMS 422 Perspectives on the Information Society (3 credits)
COMS 423 Media Art and Aesthetics (3 credits)
COMS 424 Alternative Media (3 credits)
COMS 425 Advanced Seminar in Cultural Studies (3 credits)
COMS 426 Television Studies (3 credits)
COMS 434 Advanced Topics in Film Studies (3 credits)
COMS 435 Advanced Topics in Documentary **Film and Video** (3 credits)
COMS 437 Media Forecast (3 credits)

COMS 240 Communication Theory (3 credits)
COMS 301 Selected Topics in National Cinemas (3 credits)
COMS 304 Selected Topics in Film Studies (3 credits)
COMS 305 [Media Criticism \(3 credits\)](#)
COMS 307 Scriptwriting for Media (3 credits)
COMS 308 Selected Topics in Video (3 credits)
COMS 309 Studies in Documentary (3 credits)
COMS 310 Media Genres (3 credits)
COMS 319 Media Literacy (3 credits)
COMS 324 Communication Analysis of Environment (3 credits)
COMS 325 Approaches to Communication Research (3 credits)
COMS 333 [Games, Media and Culture \(3 credits\)](#)
COMS 352 Media Policy in Canada (3 credits)
COMS 354 Youth and Media (3 credits)
COMS 355 Media and New Technology (3 credits)
COMS 357 Media and Critical Theory (3 credits)
COMS 360 Mass [Media](#) (3 credits)
COMS 361 Propaganda (3 credits)
COMS 362 Psychology of Communication (3 credits)
COMS 365 History of Sound Recording (3 credits)
COMS 367 Media and Cultural Context (3 credits)
COMS 368 Media and Gender (3 credits)
COMS 369 Visual Communication and Culture (3 credits)
COMS 370 Advertising and the Consumer Culture (3 credits)
COMS 371 Public Relations: Principles and Problems (3 credits)
COMS 372 Theories of Public Discourse (3 credits)
COMS 373 Topics in Media and Cultural History (3 credits)
COMS 394 Communication Studies Apprenticeship I (3 credits)
COMS 395 Communication Studies Apprenticeship II (3 credits)
COMS 398 Selected Topics in Communication Studies (3 credits)
COMS 399 Selected Topics in Communication Studies (6 credits)
COMS 407 Advanced Scriptwriting for Media (3 credits)
COMS 410 Acoustic Communication and Design (3 credits)
COMS 411 Sexuality and Public Discourse (3 credits)
COMS 412 Discourses of Dissent (3 credits)
COMS 413 Cultures of Production (3 credits)
COMS 414 Production Administration (3 credits)
COMS 415 Advanced Topics in the Photographic Image (3 credits)
COMS 416 [Advanced Media](#) Criticism (3 credits)
COMS 418 Cultures of Globalization (3 credits)
COMS 419 Communications and Indigenous Peoples (3 credits)
COMS 420 Reception Studies (3 credits)
COMS 421 Communicative Performances and Interventions (3 credits)
COMS 422 Perspectives on the Information Society (3 credits)
COMS 423 Media Art and Aesthetics (3 credits)
COMS 424 Alternative Media (3 credits)
COMS 425 Advanced Seminar in Cultural Studies (3 credits)
COMS 426 Television Studies (3 credits)
COMS 427 [Social Media Platforms and Policy \(3 credits\)](#)
COMS 434 Advanced Topics in Film Studies (3 credits)
COMS 435 Advanced Topics in Documentary (3 credits)

COMS 453 Communication Ethics (3 credits)
COMS 460 Political Communication (3 credits)
COMS 461 Organizational Communication (3 credits)
COMS 462 Communication, Culture and Popular Art (3 credits)
COMS 463 Semiotics (3 credits)
COMS 464 Race, Ethnicity and Media (3 credits)
COMS 465 Rhetoric and Communication (3 credits)
COMS 468 Communications, Development and Colonialism (3 credits)
COMS 472 Communication Technologies and Gender (3 credits)
COMS 473 International Communication (3 credits)
COMS 496 Directed Study I (3 credits)
COMS 497 Directed Study II (3 credits)
COMS 498 Advanced Topics in Communication Studies (3 credits)
COMS 499 Advanced Topics in Communication Studies (6 credits)

COMS 453 Communication Ethics (3 credits)
[**COMS 455** Food, Media and Culture \(3 credits\)](#)
[**COMS 456** News, Media and Power \(3 credits\)](#)
COMS 460 Political Communication (3 credits)
COMS 461 Organizational Communication (3 credits)
COMS 462 Communication, Culture and Popular Art (3 credits)
COMS 463 Semiotics (3 credits)
COMS 464 Race, Ethnicity and Media (3 credits)
COMS 465 Rhetoric and Communication (3 credits)
COMS 468 Communications, Development and Colonialism (3 credits)
COMS 472 Communication Technologies and Gender (3 credits)
COMS 473 International Communication (3 credits)
COMS 496 Directed Study I (3 credits)
COMS 497 Directed Study II (3 credits)
COMS 498 Advanced Topics in Communication Studies (3 credits)
COMS 499 Advanced Topics in Communication Studies (6 credits)

Rationale:

We have removed some courses which we no longer teach, due to changes in technology, faculty, or intellectual developments. We have renamed some courses, updating them to reflect changes in terminology and technology in the media industry and the arts. We have added several courses to reflect emerging areas of expertise within the department, and known issues with the current curriculum. We have modified the requirements at the 400 level to create a better flow, use of personnel and existing resources.

We have converted all 400-level six credit production courses to three credit production courses. This was due to a decline in student registrations for these optional courses over the past 3-4 years in favour of pursuing the study abroad program and the necessity of taking the required 400-level studies courses. We have already had success with offering 400-level 3 credit production slot courses.

Resource Implications:

None

COURSE CHANGE: COMS 205 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Specialization, Major in Com Studies, Major in Com and Cultural Studies
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>COMS 205 <i>Effective Communication Skills</i> (3 credits) Prerequisite: Registration in a Communication Studies program. This course introduces students to a range of foundational communication skills including public speaking, scholarly writing, group work, interpersonal and group communication, and library research.</p>
<p>Rationale: This course addresses weaknesses that have been noted in incoming students by consolidating a series of pragmatic skills to improve writing and interpersonal skills.</p>	
<p>Resource Implications: This course will be offered on a rotational basis as part of our regular curriculum, therefore the resource implications are zero.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COMS 210 New Course Number: COMS 305

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Specialization, Major in Com Studies, Major in Com and Cultural Studies
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>COMS-210 Media Criticism (3 credits) Prerequisite: Registration in a Communication Studies program. Through lectures, discussions, readings, and critical analyses, this course introduces students to the major schools and practices of media criticism. The course articulates the relationships between formal, aesthetic, representational, and sensory elements of media texts and discourses.</p>	<p>COMS 305 Media Criticism (3 credits) Prerequisite: <u>See N.B. number (1)</u>. Through lectures, discussions, readings, and critical analyses, this course <u>offers</u> students <u>insight into</u> the major schools and practices of media criticism. The course <u>explores</u> the relationships between formal, aesthetic, representational, and sensory elements of media texts and discourses. <u>NOTE: Students who have received credit for COMS 210 may not take this course for credit.</u></p>
<p>Rationale: We believe that media criticism is best offered as a higher level (ie 300-level) course, after the intro-level courses have been successfully completed. COMS 205 <i>Effective Communication Skills</i> replaces COMS 210 <i>Media Criticism</i> as a required course as experience with recent cohorts of incoming undergraduates has convinced us that the practical insights offered by COMS 205 are more urgently needed. Further, COMS 210 <i>Media Criticism</i> is renumbered to COMS 305 and better placed as an intermediate-level elective to reflect this shift in priorities, and that 'media criticism' is an element in several other courses. Prerequisites are updated to reflect the change.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COMS 333 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: All programs
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>COMS 333 <i>Games, Media and Culture</i> (3 credits) Prerequisite: See N.B. number (1). This course takes a critical approach to understanding the role of games as media and cultural objects. Students explore how to make sense of games, both as scholars and as players. The course offers ample opportunities for students to play, discuss, and experiment with games themselves, as well as with media about games. NOTE: <i>Students who have received credit for this topic under a COMS 298 or 398 number may not take this course for credit.</i></p>
<p>Rationale: This course has been taught as an open enrolment course with a Special Topics designation COMS 298 in Fall 2016, and is due to be taught again this year as COMS 398. It also reflects new developments in our overall direction and growth as a department. Consequently, an exclusion note has been added to avoid students repeating the same course.</p> <p>Enrolment Fall 2016 COMS 298: 83/90</p>	
<p>Resource Implications: This course will be offered on a rotational basis as part of our regular curriculum, therefore the resource implications are zero.</p>	
<p>Other Programs within which course is listed:</p> <p>None</p>	

COURSE CHANGE: COMS 361 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: All programs
Degree: BA
Calendar Section/Graduate Page Number:31.070

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Cross-listing and Note

Present Text (from 2017/2018) calendar	Proposed Text
<p>COMS 361 <i>Propaganda</i> (3 credits) Prerequisite: See N.B. number (1). The aim of this course is to recognize the orchestration of the elements of propaganda in media, and to develop the means to deal with it. Course methodology includes lectures, discussions, and projects. NOTE: Students registered in a Communication Studies program may not take this course for program credit but may take it for degree credit.</p>	<p>COMS 361 <i><u>(also listed as SCPA 461)</u></i> <i>Propaganda</i> (3 credits) Prerequisite: See N.B. number (1). <u>This course offers a critical understanding of the concept of propaganda and analyzes its historical development and contemporary impact on our lives. It also explores its various manifestations in society, politics, and culture and the methods of identifying its different forms.</u> NOTE: Students <u>who have received credit for SCPA 461</u> may not take this course for credit.</p>
<p>Rationale: Perennial course offering, requiring updated description. Opening up access to our own students will permit them to have greater flexibility in fulfilling their degree requirements. Exclusion note is being updated as the topic of propaganda is considered a studies course.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: School of Community and Public Affairs</p>	

COURSE CHANGE: COMS 427 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: All programs
Degree: BA
Calendar Section/Graduate Page Number:31.070

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>COMS 427 <i>Social Media Platforms and Policy</i> (3 credits) Prerequisite: See N.B. number (2). This course critically examines the cultures, economics and affordances of social media platforms. The development of social media platforms is also discussed in order to understand how global flows of technology and culture converge. This course also examines platform policy and governance.</p>
<p>Rationale: This course reflects the importance of studying a massively influential new medium, and increased Departmental expertise in this area.</p>	
<p>Resource Implications: None. This will be an optional course for our students, and will be offered on a rotational basis depending on the availability of a current full time faculty member.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COMS 455 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: All programs
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>COMS 455 <i>Food, Media and Culture</i> (3 credits) Prerequisite: See N.B. number (2). Food and water are essential to life and inform the articulation of identities, values, and cultures. This course addresses the critical role communication plays in framing contemporary food issues. Students develop skills to critically analyze the narratives and metaphors that scholars, artists, communication experts, educators, and activists draw on when addressing food, water and environmental concerns. <i>NOTE: Students who have received credit for this topic under a COMS 435 number may not take this course for credit.</i></p>
<p>Rationale: This course has been taught twice with a Special Topics designation COMS 435, both times at, or above, capacity. It also reflects new developments in the field and in our strategic planning.</p> <p>Enrolments: Fall 2013 COMS 435: 26/20 Fall 2014 COMS 435: 20/20</p>	
<p>Resource Implications: None. This will be an optional course for our students, and will be offered on a rotational basis depending on the availability of a current full-time faculty member.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COMS 456 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: All programs
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>COMS 456 <i>News, Media and Power</i> (3 credits) Prerequisite: See N.B. number (2). The course explores how news is produced within systems of media and power, and examines the technologies and conventions that govern its production and dissemination. The class may explore in greater detail a particular facet of, or problem in, the news media system, its production or dissemination.</p>
<p>Rationale: This new course addresses the juncture of news and ideological analysis, reflecting longstanding and under-utilized faculty expertise.</p>	
<p>Resource Implications: None. This will be an optional course for our students, and will be offered on a rotational basis depending on the availability of a current full-time faculty member.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COMS 474 New Course Number: COMS 475

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Specialization, Major in Communication Studies
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>COMS 474 Communication Media: Intermedia III (6 credits) Prerequisite: COMS 374; permission of the Department. This is an advanced course in intermedia theory and creation, exploring the interrelationships among communication design, interactivity and computer-based media production, through a variety of digital production exercises and substantial intermedia projects. <i>NOTE: Students who have received credit for COMS 490 may not take this course for credit.</i></p>	<p>COMS 475 Communication Media: Intermedia III (3 credits) Prerequisite: COMS 374; permission of the Department. This advanced course in intermedia theory and <u>practice involves further engagement with analog and digital media, such as: remediation, design, animation, interactivity, installation, and performance. The course emphasizes concept, process, and polish in the development of a portfolio-level work.</u> <i>NOTE: Students who have received credit for COMS <u>474 or 490</u> may not take this course for credit.</i></p>
<p>Rationale: Enrolment in this course has been compromised because our year-long 400-level advanced courses are not currently required for graduation, and because students are now often choosing to study abroad for a semester or two. We are therefore proposing a course that is half of the previously required workload but that still offers an advanced production experience in the area of intermedia.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COMS 476 New Course Number: COMS 477

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Specialization, Major in Communication Studies
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>COMS 476 Communication Media: Sound III (6 credits) Prerequisite: COMS 376; permission of the Department. This advanced course involves analysis and creation of substantial audio projects such as sound documentaries, song cycles, soundscape projects, multi-layered soundtracks, and audio installations. Emphasis is placed on creative portfolio development and public presentation. <i>NOTE: Students who have received credit for COMS 478 may not take this course for credit.</i></p>	<p>COMS 477 Communication Media: Sound III (3 credits) Prerequisite: COMS 376; permission of the Department. This advanced course involves analysis and creation of substantial audio projects such as sound documentaries, song cycles, soundscape projects, multi-layered soundtracks, and audio installations. Emphasis is placed on creative portfolio development and public presentation. <i>NOTE: Students who have received credit for COMS 476 or 478 may not take this course for credit.</i></p>
<p>Rationale: Enrolment in this course has been diminishing because our year-long 400-level advanced courses are not currently required for graduation, and because students are now often choosing to study abroad for a semester or two. We are therefore proposing an advanced seminar that is half of the previously required workload but that still offers an advanced production experience.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COMS 485 New Course Number: COMS 484

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Specialization, Major in Communication Studies
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>COMS 485 Communication Media: Video III III (6 credits) Prerequisite: COMS 385; permission of the Department. This advanced course emphasizes the formal and conceptual challenges of developing a personal voice and production style in the creation of portfolio-ready work. Through media analysis and writing, students develop an understanding of aesthetic and critical aspects of digital video. Production resources, funding, and exhibition opportunities are investigated. NOTE: Students who have received credit for COMS 487 may not take this course for credit.</p>	<p>COMS 484 Communication Media: <u>Moving Images III</u> (3 credits) Prerequisite: COMS <u>384</u>; permission of the Department. This course emphasizes the <u>development of portfolio quality creative work in moving images with a focus on cinematography, sound design, editing, distribution, aesthetic and critical aspects of digital moving image production and the professional field.</u> NOTE: Students who have received credit for COMS <u>485 or 487</u> may not take this course for credit</p>
<p>Rationale: We have lost Film as a distinct area of teaching; in addition, 'video' as a term is no longer an accurate reflection of this course's approach or content. The course title and description reflect these changes and aim to keep the course relevant and dynamic. Further, enrolment in this course has been compromised because our year long 400-level advanced courses are not currently required for graduation, and because students are now often choosing to study abroad for a semester or two. We are therefore proposing a course that is half of the previously required workload but that still offers an advanced production experience in the area of moving images.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COMS 491 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Communication Studies
Program: Specialization, Major in Communication Studies
Degree: BA
Calendar Section/Graduate Page Number: Section 31.070

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
	<p>COMS 491 <i>Communication Media: Portfolio</i> (3 credits) Prerequisite: Successful completion of any second-year production course; permission of the Department. This advanced production course offers a sustained opportunity to develop one or more portfolio-quality media productions, either individually or in groups. Other topics may include CV design, grant-writing, and professional development.</p>
<p>Rationale: A new production course allowing us to offer greater, non-medium specific support for students preparing portfolios in anticipation of graduation.</p>	
<p>Resource Implications: None. This will be an optional course for our students, and will be offered on a rotational basis depending on the availability of a current full time faculty member.</p>	
<p>Other Programs within which course is listed: None</p>	

INTERNAL MEMORANDUM

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

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

DATE: September 11, 2017

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Education
EDUC-66
Specialization in Early Childhood Education Curriculum Changes; EDUC
383 deleted; prerequisite changes to EDUC 406 ,493, 494, 495, 496

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

As a result of the recent departmental appraisal, the **Department of Education** proposes modifying the prerequisite structure of EDUC 493 *Internship IV: Primary Teaching* and EDUC 494 *Primary Teaching Seminar* by adding EDUC 388 *Teaching Mathematics III* as a pre- or co-requisite. For EDUC 495 *Internship V: Upper Elementary Teaching*, EDUC 386 *Teaching Mathematics I* was deemed a necessary prerequisite while EDUC 383 and 385 were not. Lastly, EDUC 493 *Internship IV: Primary Teaching* and EDUC 494 *Primary Teaching Seminar* were deemed as appropriate co- or prerequisites for EDUC 496 *Upper Elementary Teaching Seminar*. Taken together these changes will allow students to more effectively organize their program of study and “facilitate the pathway to graduate”.

Also, the prerequisite to EDUC 406 *Educational Aspects of Physical Activity, Health and Wellness* is also changed to allow students enrolled in the Specialization in Early Childhood and Elementary Education program to take this course as a program elective.

In addition, EDUC 383 *Promoting Moral and Spiritual Attitudes and Values in Children* is being removed from the calendar as it is no longer a Ministry requirement for teacher certification and has not been offered for several years.

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

Department of Education

EDUC-66

Memo from Chair

Program Change

BA Specialization in Early Childhood and Elementary Education

Course Deleted

EDUC 383 *Promoting Moral and Spiritual Attitudes and Values in Children*

Prerequisite Change

EDUC 406 *Educational Aspects of Physical Activity, Health and Wellness*

EDUC 493 *Internship IV: Primary Teaching*

EDUC 494 *Primary Teaching Seminar*

EDUC 495 *Internship V: Upper Elementary Teaching*

EDUC 496 *Upper Elementary Teaching Seminar*

INTERNAL MEMORANDUM

TO: Paul Joyce
Associate Dean, Academic Programs

FROM: Richard Schmid
Chair, Department of Education

DATE: May 31, 2017

SUBJECT: **EDUC-66: BA in ECEE Curriculum Changes**

Please consider the attached dossier (EDUC-66), approved at the May 10, 2017 Department Council meeting, as well as by CTEC on May 30, 2017, with a course deletion of EDUC 383 and modifications to prerequisites and exclusion notes in courses (EDUC 406, 493, 494, 495 and 496) related to the BA in Specialization in Early Childhood and Elementary Education (ECEE).

PROGRAM CHANGE: Specialization in Early Childhood and Elementary Education

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Education
Program: Specialization in Early Childhood and Elementary Education
Degree: BA
Calendar Section/Graduate Page Number:31.090

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>120 BA Specialization in Early Childhood and Elementary Education 93 <i>Group A</i> ARTE 201³; EDUC 210⁶, 211³, 222³, 260³, 264³, 295³, 296³, 297³, 301³, 311³, 355³, 380³, 381³, 382³, 384³, 386³, 387³, 388³, 395³, 396³, 400³, 445³, 450³, 454³, 493³, 494³, 495³, 496³; TESL 232³ 6 <i>Group B</i> Chosen from EDUC 230³, 304³, 305³, 307³, 315³, 321³, 383³, 385³, 405³, 406³, 411³, 422³, 423³, 426³, 427³, 434³, 464³, 498³ 21 <i>Group C</i> Elective credits chosen from a list approved by the Department</p> <p><i>NOTE 1: This program is open to full-time students only. In addition to the application submitted to the University, specialization applicants MUST complete an additional application which may be obtained from the Early Childhood and Elementary Education secretary.</i> <i>NOTE 2: Students may be recommended to the Quebec Teachers Certification Service for a Quebec permanent teaching diploma, valid for teaching kindergarten and cycles 1 to 3 (Grades 1 to 6) provided they have met the following requirements: 1. successfully completing the degree and certification requirements for the BA Specialization in Early Childhood and Elementary Education; 2. satisfying the English language proficiency requirements of the MEES; and 3. applying to graduate.</i> To remain in the Early Childhood and Elementary Education Specialization program and to be recommended for certification, students must:</p> <ol style="list-style-type: none"> achieve at least a “B” grade in each of the following practicum courses: EDUC 295, 296, 297, 395, 396, 493, 494, 495, 496; and achieve at least a “C+” grade in each of the following methods courses: EDUC 222, 301, 355, 380, 381, 382, 383, 384, 385, 386, 387, 388. <p>Students who obtain a grade that is below the above required level will be placed on conditional standing within the program and will be so informed in writing. Students will be</p>	<p>120 BA Specialization in Early Childhood and Elementary Education 93 <i>Group A</i> ARTE 201³; EDUC 210⁶, 211³, 222³, 260³, 264³, 295³, 296³, 297³, 301³, 311³, 355³, 380³, 381³, 382³, 384³, 386³, 387³, 388³, 395³, 396³, 400³, 445³, 450³, 454³, 493³, 494³, 495³, 496³; TESL 232³ 6 <i>Group B</i> Chosen from EDUC 230³, 304³, 305³, 307³, 315³, 321³, 385³, 405³, 406³, 411³, 422³, 423³, 426³, 427³, 434³, 464³, 498³ 21 <i>Group C</i> Elective credits chosen from a list approved by the Department</p> <p><i>NOTE 1: This program is open to full-time students only. In addition to the application submitted to the University, specialization applicants MUST complete an additional application which may be obtained from the Early Childhood and Elementary Education secretary.</i> <i>NOTE 2: Students may be recommended to the Quebec Teachers Certification Service for a Quebec permanent teaching diploma, valid for teaching kindergarten and cycles 1 to 3 (Grades 1 to 6) provided they have met the following requirements: 1. successfully completing the degree and certification requirements for the BA Specialization in Early Childhood and Elementary Education; 2. satisfying the English language proficiency requirements of the MEES; and 3. applying to graduate.</i> To remain in the Early Childhood and Elementary Education Specialization program and to be recommended for certification, students must:</p> <ol style="list-style-type: none"> achieve at least a “B” grade in each of the following practicum courses: EDUC 295, 296, 297, 395, 396, 493, 494, 495, 496; and achieve at least a “C+” grade in each of the following methods courses: EDUC 222, 301, 355, 380, 381, 382, 384, 385, 386, 387, 388. <p>Students who obtain a grade that is below the above-required level <u>are</u> placed on conditional standing within the program and <u>are</u> informed in writing. Students <u>are</u> allowed to</p>

allowed to repeat the course in question only once, the next time the course is given, in order to achieve the required grade. (For the status of this grade as part of the student record, see §16.2.6.)
Students who fail to achieve the above minimum grades in two internships/methods courses (i.e. failing the same internship/methods course twice or two different internships/methods courses) cannot continue in the program and ~~will be~~ required to withdraw from the Early Childhood and Elementary Education Specialization program (see §16.2.6).

repeat the course in question only once, the next time the course is given, in order to achieve the required grade. (For the status of this grade as part of the student record, see §16.2.6.)
Students who fail to achieve the above minimum grades in two internships/methods courses (i.e. failing the same internship/methods course twice or two different internships/methods courses) cannot continue in the program and [are](#) required to withdraw from the Early Childhood and Elementary Education Specialization program (see §16.2.6).

Rationale:
EDUC 383 course has not been offered since the Ministry requirements changed for teacher certification and we added EDUC 355 to replace it effective September 2012 for the 2013-14 Undergraduate calendar approved under US-2012-3-D4 (EDUC-47).

Tense updated for calendar consistency.

Resource Implications:
n/a

COURSE CHANGE: EDUC 495 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Education
Program: Specialization in Early Childhood and Elementary Education
Degree: BA
Calendar Section/Graduate Page Number:31.090

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>EDUC 495 <i>Internship V: Upper Elementary Teaching</i> (3 credits) Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 90 credits including EDUC 222, 295, 296, 297, 301, 380, 381, 382, 383, 385, 387, 388, 395, 396, 493, 494; EDUC 496 concurrently. Students are placed in an elementary classroom (Grades 4 to 6) for an eight-week student-teaching experience (200 hours). They are provided with the opportunity to continue to develop their own teaching strategies and enhance their skills in curriculum planning and implementation, preparing and evaluating classroom materials, and monitoring student progress. Students participate in the daily routines and educational duties of their co-operating teachers and become involved in student activities.</p>	<p>EDUC 495 <i>Internship V: Upper Elementary Teaching</i> (3 credits) Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 90 credits including EDUC 222, 295, 296, 297, 301, 380, 381, 382, <u>386</u>, 387, 388, 395, 396; <u>EDUC 493, 494 previously or concurrently</u>; EDUC 496 concurrently. Students are placed in an elementary classroom (Grades 4 to 6) for an eight-week student-teaching experience (200 hours). They are provided with the opportunity to continue to develop their own teaching strategies and enhance their skills in curriculum planning and implementation, preparing and evaluating classroom materials, and monitoring student progress. Students participate in the daily routines and educational duties of their co-operating teachers and become involved in student activities.</p>
<p>Rationale: Adding EDUC 386 Teaching Mathematics I to the list of required courses simply fills out the complete list of courses required as prerequisites.</p> <p>As both EDUC 383 Promoting Moral and Spiritual Attitudes and Values in Children and EDUC 385 Teaching a Second Language in Early Childhood and Elementary School are group B program electives they cannot be listed also as prerequisites for a degree requirement. They are removed to correct this error.</p> <p>Given that EDUC 493 Internship IV: Primary Teaching and EDUC 495 Internship V: Upper Elementary Teaching require students to be in classrooms with different-aged students they can be taken in parallel. As EDUC 494 Primary Teaching Seminar already can be taken concurrently with EDUC 493, this is simply maintained here.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: n/a</p>	

INTERNAL MEMORANDUM

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

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

DATE: September 11, 2017

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Education
EDUC-67
TESL 466, 467, 486, 487 added to Pass/Fail statement for TESL
internship courses; Prerequisite changes to TESL 326, 466, 486

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

The **Department of Education** is adding a statement, “TESL 466, 467, 486, 487 internship courses are marked on a pass/fail basis”, to its Information Relevant to Programs in the Teaching of English as a Second Language section to assess student performance in these courses in a manner which “better responds to the expectations set by Quebec’s Ministry of Education”.

In addition, they are updating the prerequisites for three courses. Specifically, they define the “proficiency in the language of instruction” exam recognized by the MEES as EDUC 200 *English Exam for Teacher Certification* and add this as a pre- or co-requisite to TESL 326 *TESL Pedagogy: General*. They remove EDUC 454 as a pre- or co-requisite for TESL 466 *Internship: Primary I* although it remains a degree requirement. Finally, they move from a more specific requirement for six credits in English Literature to a more general requirement of having completed 105 credits overall as a prerequisite for TESL 486 *Internship: Primary II*.

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

Department of Education

EDUC-67

Memo from Chair

Regulation Change

Information Relevant to Programs in the Teaching of English as a Second Language

Prerequisite Change

TESL 326 *TESL Pedagogy: General (6 credits)*

TESL 466 *Internship: Primary I*

TESL 486 *Internship: Primary II*

INTERNAL MEMORANDUM

TO: Paul Joyce
Associate Dean, Academic Programs

FROM: Richard Schmid
Chair, Department of Education

DATE: May 30, 2017

SUBJECT: **EDUC-67: B.Ed. in TESL Curriculum Changes**

Please consider the attached dossier (EDUC-67), approved at the May 10, 2017 Department Council meeting, as well as approved by CTEC on May 30, 2017, modifications to prerequisites and exclusion notes in courses (TESL 326, 466 and 486) related to the B.Ed. in Teaching English as a Second Language (TESL).

We are also requesting a change in grading for internships in the TESL program (TESL 466, 467, 486 and 487) from numeric to pass/fail to comply the 'Teacher Training - Orientations - Professional Competencies', published by Quebec's Ministry of Education in 2001, recommends that internships are evaluated in a holistic manner, explicitly indicating whether or not students have acquired teaching behaviours. Current numeric and letter grading systems creates a culture of accounting, and try to transfer into a numeric value a concept that does not lend itself to letter grading, much as letter grades do not adequately capture successful completion of a master's or doctoral thesis. We believe that evaluating performance as a whole, indicating whether or not the level of mastery was sufficient—similar to indicating whether a thesis is accepted as is or with modifications. Similarly, the assessment of whether a student has sufficiently acquired a behaviour is accompanied with providing detailed feedback on each of the targeted competencies. We believe that this approach better responds to the expectations set by Quebec's Ministry of Education.

PROGRAM CHANGE: Change in grading to pass/fail

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Education
Program: Teaching of English as a Second Language
Degree: BEd
Calendar Section/Graduate Page Number:31.090

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Information Relevant to Programs in the Teaching of English as a Second Language</p> <p>NOTE I: Upon successful completion of the BEd (TESL) program and after application to the Office of the Registrar, a graduate may be recommended to the Quebec Teachers Certification Service for a “Brevet d’enseignement : autorisation personnelle permanente” (a teaching diploma). Graduates who wish to teach ESL in francophone schools, the only schools in Quebec where ESL may be taught, must satisfy the French proficiency requirements of the school board to which they apply.</p> <p>There is no comparable certification process for teaching ESL at the Cegep level — Collège d’enseignement général et professionnel (junior college) or other adult level.</p> <p>NOTE II: To be recommended for certification, students must achieve at least a “C” grade in methodology and teaching practice courses: that is, TESL 326⁶, 330³, 331³, 426⁶, 427³, 466³, 467³, 471³, 486⁶, and 487⁶.</p> <p>Students who obtain a passing grade that is below the level required for recommendation for certification will be placed on conditional standing within the program and will be so informed in writing by the TESL program director. Students will be allowed to repeat the course(s) in question only once in order to achieve the required grade. (For the status of this grade as part of the student record, see Calendar §16.2.6)</p> <p>Students who fail to achieve the above minimum grade in two methodology/practice teaching courses (i.e. failing to achieve a grade of “C” in the same methodology/practice teaching course twice or two different methodology/practice teaching courses) will be withdrawn from the Teaching English as a Second Language Specialization program and will also be so informed in writing by the TESL program director (see Calendar §16.2.6).</p> <p>Students who obtain a failing grade (F, R, or NR) in any of the courses listed above as methodology and practice teaching will be withdrawn from the program and will also be so informed in writing by the TESL program director.</p> <p>Students must demonstrate proficiency in the language of instruction on an exam recognized by the MEES prior to the start of their third internship.</p> <p>NOTE III: Upon admission, students may be granted exemptions from courses in TESL programs if they have completed equivalent work at the university level. <i>Replacement for these exemptions must be made in accordance with the guidelines established by the Department of Education and approved by the University. Copies of</i></p>	<p>Information Relevant to Programs in the Teaching of English as a Second Language</p> <p>NOTE I: Upon successful completion of the BEd (TESL) program and after application to the Office of the Registrar, a graduate may be recommended to the Quebec Teachers Certification Service for a “Brevet d’enseignement : autorisation personnelle permanente” (a teaching diploma). Graduates who wish to teach ESL in francophone schools, the only schools in Quebec where ESL may be taught, must satisfy the French proficiency requirements of the school board to which they apply.</p> <p>There is no comparable certification process for teaching ESL at the Cegep level — Collège d’enseignement général et professionnel (junior college) or other adult level.</p> <p>NOTE II: To be recommended for certification, students must achieve at least a “C” grade in methodology and teaching practice courses: TESL 326⁶, 330³, 331³, 426⁶, 427³, 471³. <u>TESL 466³, 467³, 486⁶, and 487⁶ internship courses are marked on a pass/fail basis.</u></p> <p>Students who obtain a passing grade that is below the level required for recommendation for certification <u>are</u> placed on conditional standing within the program and <u>are</u> so informed in writing by the TESL program director. Students <u>are</u> allowed to repeat the course(s) in question only once in order to achieve the required grade. (For the status of this grade as part of the student record, see Calendar §16.2.6)</p> <p>Students who fail to achieve the above minimum grade in two methodology/practice teaching courses (i.e. failing to achieve a grade of “C” in the same methodology/practice teaching course twice or two different methodology/practice teaching courses) <u>are</u> withdrawn from the Teaching English as a Second Language Specialization program and <u>are</u> also so informed in writing by the TESL program director (see Calendar §16.2.6).</p> <p>Students who obtain a failing grade (F, R, or NR) in any of the courses listed above as methodology and <u>practicum</u> teaching <u>are</u> withdrawn from the program and <u>are</u> also informed in writing by the TESL program director.</p> <p>Students must demonstrate proficiency in the language of instruction on an exam recognized by the MEES (<u>EDUC 200 English Exam for Teacher Certification</u>) prior to the start of their third internship.</p> <p>NOTE III: Upon admission, students may be granted exemptions from courses in TESL programs if they have completed equivalent work at the university level. <i>Replacement for these exemptions must be made in accordance with the guidelines</i></p>

these guidelines may be obtained in the Department of Education.

NOTE IV: Students in the TESL Certificate must achieve at least a “C” grade in the Practicum, that is, TESL 433. Students ~~will be~~ allowed to repeat the course in question only once in order to achieve the required grade (see Calendar §16.2.6).

established by the Department of Education and approved by the University. Copies of these guidelines may be obtained in the Department of Education.

NOTE IV: Students in the TESL Certificate must achieve at least a “C” grade in the Practicum, that is, TESL 433. Students are allowed to repeat the course in question only once in order to achieve the required grade (see Calendar §16.2.6).

Rationale:

The ‘Teacher Training - Orientations - Professional Competencies’, published by Quebec’s Ministry of Education in 2001, recommends that internships are evaluated in a holistic manner, explicitly indicating whether or not students have acquired teaching behaviours.

Current numeric and letter grading systems creates a culture of accounting, and try to transfer into a numeric value a concept that does not lend itself to letter grading, much as letter grades do not adequately capture successful completion of a master’s or doctoral thesis. We believe that evaluating performance as a whole, indicating whether or not the level of mastery was sufficient—similar to indicating whether a thesis is accepted as is or with modifications. Similarly, the assessment of whether a student has sufficiently acquired a behaviour is accompanied with providing detailed feedback on each of the targeted competencies.

We believe that this approach better responds to the expectations set by Quebec’s Ministry of Education.

EDUC 200 *English Exam for Teacher Certification* (0 credit) is added in the text to clarify that this is an exam recognized by the Ministry of Education.

Tense changed for calendar consistency.

Resource Implications:

n/a

COURSE CHANGE: TESL 326 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Education
Program: Teaching of English as a Second Language
Degree: BEd
Calendar Section/Graduate Page Number:31.090

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>TESL 326 <i>TESL Pedagogy: General</i> (6 credits) Prerequisite: TESL 221, 231 previously or concurrently. The purpose of this course is to introduce students to the profession of teaching English as a second language to children, adolescents, and adults. Students examine a variety of approaches and methodologies that have been used in the past and how these have contributed to current thinking and practices. They have the opportunity to observe English-language instruction in a variety of settings through visits and video presentations. They discuss issues related to lesson planning, audio-visual aids, classroom organization and management techniques. Special attention is paid to the creation of lessons appropriate to adult learners. A minimum of 30 hours is spent observing and assisting in adult ESL classes. Assignments include classroom-based projects.</p>	<p>TESL 326 <i>TESL Pedagogy: General</i> (6 credits) Prerequisite: TESL 221, 231, EDUC 200 previously or concurrently. The purpose of this course is to introduce students to the profession of teaching English as a second language to children, adolescents, and adults. Students examine a variety of approaches and methodologies that have been used in the past and how these have contributed to current thinking and practices. They have the opportunity to observe English-language instruction in a variety of settings through visits and video presentations. They discuss issues related to lesson planning, audio-visual aids, classroom organization and management techniques. Special attention is paid to the creation of lessons appropriate to adult learners. A minimum of 30 hours is spent observing and assisting in adult ESL classes. Assignments include classroom-based projects.</p>
<p>Rationale: EDUC 200 <i>English Exam for Teacher Certification</i> (0 credit) is an exam administered by the Ministry of Education and it is a prerequisite for TESL 486/487/488, final year courses in the BEd in TESL program. BEd in TESL students sometimes fail the exam and have to register again until they pass it. Students are advised to register for this course in their first year to have more opportunities to pass the exam. Adding EDUC 200 as a prerequisite for first and second year courses ensures students register, therefore, not leave it for the last year in the program. This curricular change does not imply any modification in the structure of the program, pedagogically speaking, but ensures students register in this course, year after year, especially after year one, if they failed it.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: n/a</p>	

COURSE CHANGE: TESL 466 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Education
Program: Teaching of English as a Second Language
Degree: BEd
Calendar Section/Graduate Page Number: 31.090

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>TESL 466 <i>Internship: Primary I</i> (3 credits) Prerequisite: TESL 330, 426, EDUC 210, 454 previously or concurrently. The purpose of this course is to apply the principles acquired in TESL 426 to the teaching of ESL to primary-school learners. Students attend on-campus seminars and spend a minimum of 140 hours observing and teaching in a primary school supervised by a co-operating teacher and a university professor.</p>	<p>TESL 466 <i>Internship: Primary I</i> (3 credits) Prerequisite: TESL 330, 426, EDUC 210 previously or concurrently. The purpose of this course is to apply the principles acquired in TESL 426 to the teaching of ESL to primary-school learners. Students attend on-campus seminars and spend a minimum of 140 hours observing and teaching in a primary school supervised by a co-operating teacher and a university professor.</p>
<p>Rationale: EDUC 454 requires students to have completed 30 credits in the teacher education programs which causes unnecessary delays in registering for this TESL 466 course. Furthermore, EDUC 454 <i>Diversity in the Classroom</i> is not essential for the first internship but is required for the final internship TESL 486 <i>Internship: Primary II</i> (6 credits).</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: n/a</p>	

COURSE CHANGE: TESL 486 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

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

Faculty/School: Arts and Science
Department: Education
Program: Teaching of English as a Second Language
Degree: BEd
Calendar Section/Graduate Page Number:31.090

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>TESL 486 <i>Internship: Primary II</i> (6 credits) Prerequisite: ENGL 212, 213 with a grade of C+ or better; EDUC 200, 450, 454; TESL 330, 331, 341, 415, 426, 466, 471; TESL 487, 488 concurrently. Students must also have completed at least six of the required nine credits in English Literature. The purpose of this course is to further develop the skills required in teaching ESL to primary-school learners. Students teach a minimum of 210 hours supervised by a co-operating teacher and a university professor. In addition, students attend on-campus seminars in which they discuss and reflect upon their experiences in the schools.</p>	<p>TESL 486 <i>Internship: Primary II</i> (6 credits) Prerequisite: <u>105 credits including</u> ENGL 212, 213 with a grade of C+ or better; EDUC 200, 450, 454; TESL 330, 331, 341, 415, 426, 466, 471; TESL 487, 488 concurrently. The purpose of this course is to further develop the skills required in teaching ESL to primary-school learners. Students teach a minimum of 210 hours supervised by a co-operating teacher and a university professor. In addition, students attend on-campus seminars in which they discuss and reflect upon their experiences in the schools.</p>
<p>Rationale: By moving from a more specific requirement for six credits in English Literature to a more general requirement of having completed 105 credits students have more flexibility in completing their program. This allows students to develop class schedules that allow them to register more easily for this course and the two courses which they can take concurrently (TESL 487, 488).</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: n/a</p>	

INTERNAL MEMORANDUM

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

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

DATE: August 25, 2017

SUBJECT: 2018-19 Undergraduate Calendar Curriculum Changes
Département d'Études françaises
FRAN-28
Course title and description change to FRAN 318 *Le français des affaires*; FRAN 319 *Le français des affaires II* deleted

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

To meet a new terminology-course requirement demanded by the Ordre des traducteurs, terminologies et interprètes agréés (OTTIAQ) for certification, the **Département d'Études françaises** added a three-credit course to the BA Spécialisation en traduction program (US 2012-7-D18). This additional three credits raised the credits in the BA Spécialisation en traduction program to 69 and the degree credits to 93. In order to allow the degree to remain at 90 credits, the Department proposes formally reducing the number of credits that students must take outside the department from 24 to 21 and has added a note to that effect.

Rather than offer two courses on *Le français des affaires* the most important information is being consolidated into one existing course (FRAN 318 *Le français des affaires*) and the second course (FRAN 319 *Le français des affaires II*) is being removed from the Calendar. This change requires that the course description of FRAN 318 be updated and the Roman numeral one be removed from the FRAN 318 course title as this course no longer represents the first in a series.

Finally, FRAA 405 *Le code oratoire* is being moved from the Langue française to the Linguistique française section where it is more appropriate.

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

Département d'Études françaises

FRAN-28

Memo from Directeur

Program Change

BA Spécialisation en langue française

BA Spécialisation en littératures de langue française

BA Spécialisation en traduction

BA Majeure en langue française

BA Majeure en langue française (profil langue seconde/étrangère)

BA Majeure en littératures de langue française

Mineure en langue française

Placement of FRAA 405

Course Title and Description Change

FRAN 318 Le français des affaires

Course Deleted

FRAN 319 Le français des affaires II

INTERNAL MEMORANDUM

À : Monsieur Paul Joyce, Vice-doyen, Academic Programs

De : Denis Liakin, Directeur, Études françaises

Date : 30 novembre 2016

Objet : Programmes de premier cycle – année 2018-2019

Les changements proposés au cursus de l'annuaire du premier cycle et approuvés par l'Assemblée départementale le 4 novembre 2016 sont les suivants :

1) Abolition du cours FRAN 319 : Le français des affaires 11 (3 crédits) et nouveau libellé et descriptif du cours FRAN 318 : Le français des affaires 1 (3 crédits).

Cette proposition entraîne :

- l'abolition du FRAN 319 Le français des affaires II ;
- la reformulation du titre et du descriptif du nouveau cours qui passe de FRAN 318 Le français des affaires I en FRAN 318 Le français des affaires.

Justificatifs :

- Le nouveau cours FRAN 318 rassemble les objectifs d'enseignement/apprentissage (E/A) pertinents du FRAN 318 (correspondance commerciale) et du FRAN 319 (rédaction commerciale) en supprimant les contenus redondants ou périmés telles rédaction de télécopie, commande par lettre, lettre d'annulation d'une commande, entre autres ;
- vise la communication orale en affaires absente des objectifs d'E/A des deux cours susmentionnés.

2) Réduction du nombre de crédits hors département pour la Spécialisation en traduction.

Justificatifs :

Il y a trois ans, afin de répondre aux nouvelles exigences de cours en terminologie exigées par l'Ordre des traducteurs, des terminologues et interprètes agréés (OTTIAQ), nous avons dû modifier notre programme de spécialisation en traduction, programme de premier cycle certifié. Ces modifications ont été approuvées par le Sénat et officialisées. Comme le nombre total de crédits pour le BAC devait rester à 90, nous avons demandé que le nombre de crédits hors département soit réduit de 24 à 21 crédits pour compenser les 3 crédits ajoutés au programme. Le raisonnement était le suivant : un BAC de 93 crédits nous désavantagerait par rapport à nos concurrents (Université McGill et Université de Montréal). Conformément à l'entente conclue avec SAS (Student Academic Services), nous avons conseillé à nos étudiants de ne prendre que 21 crédits en dehors du département au lieu de 24. Comme cette correction au calendrier du premier cycle n'a pas été apportée, nous demandons que les crédits hors département soient réduits à 21 crédits pour le BAC : Programme de spécialisation en traduction.

3) Correction apportée à la catégorisation du FRAA 405 Le code oratoire qui devrait être considéré comme cours de linguistique plutôt que comme cours de langue.

Pour l'Assemblée du Département d'études françaises,



Denis Liakin
Directeur

PROGRAM CHANGE: BA Spécialisation en langue française

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program: Spécialisation en langue française
Degree: BA
Calendar Section/Graduate Page Number:31.110

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>60 BA Spécialisation en langue française 45 crédits à choisir parmi les cours FRAN 301⁶ (ou 302³ et 303³), 305³, 306³, 315³, 318³, 319³, 320³, 321³; FRAA de niveau 400 de langue ou de rédaction (FRAA 405³, 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, 419³, 422³) 15 crédits FLIT 300³, 302³, 303³, 305³, 308³</p>	<p>60 BA Spécialisation en langue française 45 crédits à choisir parmi les cours FRAN 301⁶ (ou 302³ et 303³), 305³, 306³, 315³, 318³, 320³, 321³; FRAA de niveau 400 de langue ou de rédaction (FRAA 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, <u>405³</u>, 419³, 422³) 15 crédits FLIT 300³, 302³, 303³, 305³, 308³</p>
<p>Rationale: The content of FRAN 318 and FRAN 319 are being merged into one course, FRAN 318 <i>Le français des affaires</i>. FRAA 405 <i>Le code oratoire</i> is moved from the selection of language courses to the selection of linguistics courses where it is properly categorized.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: BA Spécialisation en littératures de langue française

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program: Spécialisation en littératures de langue française
Degree: BA
Calendar Section/Graduate Page Number:31.110

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>60 BA Spécialisation en littératures de langue française 12 crédits à choisir parmi les cours FRAA de niveau 400 de langue ou de rédaction (FRAA 405³, 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, 419³, 422³) 15 crédits FLIT 300³, 302³, 303³, 305³, 308³ 33 crédits à choisir parmi les cours FLIT de niveaux 300 et 400</p>	<p>60 BA Spécialisation en littératures de langue française 12 crédits à choisir parmi les cours FRAA de niveau 400 de langue ou de rédaction (FRAA 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, 405³, 419³, 422³) 15 crédits FLIT 300³, 302³, 303³, 305³, 308³ 33 crédits à choisir parmi les cours FLIT de niveaux 300 et 400</p>
<p>Rationale: FRAA 405 is a linguistics course and should, therefore, be categorized as such in the undergraduate calendar.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: BA Spécialisation en traduction**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2018/2019
Implementation Month/Year: May 2018**Faculty/School:** Arts and Science
Department: Études françaises
Program: Spécialisation en traduction
Degree: BA
Calendar Section/Graduate Page Number:31.110**Type of Change:** Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>69 BA Spécialisation en traduction N.B. :</p> <ol style="list-style-type: none"> 1. Le BA Spécialisation en traduction est un programme contingenté. Comme il demande une excellente connaissance du français et de l'anglais, les étudiantes et étudiants admis devront subir des tests de placement dans les deux langues. Les cours FTRA sont réservés en priorité aux étudiantes et étudiants inscrits dans les programmes de traduction. 2. Le programme comporte deux options : la traduction du français vers l'anglais ou de l'anglais vers le français. Normalement, l'étudiante ou l'étudiant choisira l'une ou l'autre de ces deux options. Dans de rares cas, certaines candidates et certains candidats pourront satisfaire aux exigences des deux options. 3. Les étudiantes et étudiants du programme de BA Spécialisation en traduction doivent obtenir une note minimale de C dans tous les cours de traduction. Si la note obtenue est inférieure à C, les étudiantes et étudiants devront reprendre le cours dans l'année qui suit. Une seule reprise est permise. Si cette exigence n'est pas satisfaite ou en cas d'échec, les étudiantes et étudiants seront radiés du programme. En cas de probation ou de radiation, les étudiantes et étudiants recevront un avis écrit de la direction du département. 4. Les étudiantes et étudiants inscrits à un programme de traduction doivent remettre leurs travaux en français dans les cours de littérature. 5. Pour l'option d'enseignement coopératif, voir Programme d'enseignement coopératif en traduction. <p>Option A : français-anglais 1^{re} étape 6 crédits à choisir parmi les cours FRAA 410³, 412³ ou 413³ N.B. : Une étudiante ou un étudiant qui, à l'examen d'admission, n'a pas obtenu une</p>	<p>69 BA Spécialisation en traduction N.B. :</p> <ol style="list-style-type: none"> 1. Le BA Spécialisation en traduction est un programme contingenté. Comme il demande une excellente connaissance du français et de l'anglais, les étudiantes et étudiants admis devront subir des tests de placement dans les deux langues. Les cours FTRA sont réservés en priorité aux étudiantes et étudiants inscrits dans les programmes de traduction. 2. Le programme comporte deux options : la traduction du français vers l'anglais ou de l'anglais vers le français. Normalement, l'étudiante ou l'étudiant choisira l'une ou l'autre de ces deux options. Dans de rares cas, certaines candidates et certains candidats pourront satisfaire aux exigences des deux options. 3. Les étudiantes et étudiants du programme de BA Spécialisation en traduction doivent obtenir une note minimale de C dans tous les cours de traduction. Si la note obtenue est inférieure à C, les étudiantes et étudiants devront reprendre le cours dans l'année qui suit. Une seule reprise est permise. Si cette exigence n'est pas satisfaite ou en cas d'échec, les étudiantes et étudiants seront radiés du programme. En cas de probation ou de radiation, les étudiantes et étudiants recevront un avis écrit de la direction du département. 4. Les étudiantes et étudiants inscrits à un programme de traduction doivent remettre leurs travaux en français dans les cours de littérature. 5. Pour l'option d'enseignement coopératif, voir Programme d'enseignement coopératif en traduction. 6. <u>Comme le BA Spécialisation en traduction comporte 69 crédits, les étudiantes et étudiants du programme doivent obtenir 21 crédits hors département (plutôt que les 24 crédits indiqués à la section Degree Requirements).</u> <p>Option A : français-anglais 1^{re} étape 6 crédits à choisir parmi les cours FRAA 410³, 412³ ou 413³ N.B. : Une étudiante ou un étudiant qui, à l'examen d'admission, n'a pas obtenu une note lui permettant de suivre les cours de niveau 400 peut s'inscrire au(x) cours</p>

note lui permettant de suivre les cours de niveau 400 peut s'inscrire au(x) cours FRAN 301⁶ ou 302³ et 303³ ou 306³ ou 321³ et suivre les cours ci-dessus en 2^e année au plus tard.

- *6 crédits ENGL 212³ et 213³ ou 396⁶
- 6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400
- 6 crédits en littératures de langue anglaise. *Le cours ENGL 270 Introduction to Canadian Literature n'est pas reconnu pour des crédits de littérature anglaise dans le cadre des programmes en traduction.*
- 9 crédits FTRA 200³, 201³ et 207³
- 2^e étape
- 15 crédits FTRA 203³, 301³, 305³, 310³ et 411³
- 6 crédits de linguistique choisis en consultation avec la conseillère pédagogique ou le conseiller pédagogique
- 3^e étape
- 6 crédits à choisir parmi les cours FTRA 401³, 403³, 405³, 408³
- 3 crédits FTRA 409³
- 3 crédits à choisir entre les cours FTRA 412³, 414³ et 418³
- 3 crédits à choisir parmi FTRA 416³, 438³, 452³, 455³, 458³

Option F : anglais-français

1^{re} étape

- 6 crédits à choisir parmi les cours FRAA 410³, 412³, 413³, 423³, 430³, 431³, 432³
- *6 crédits ENGL 212³ et 213³ ou 396⁶
- N.B. : Une étudiante ou un étudiant qui n'est pas admissible au cours ENGL 212³ peut s'inscrire aux cours ESL 204⁶ ou ENGL 206³ et suivre les cours ENGL 212³ et 213³ en 2^e année au plus tard.*
- 9 crédits à choisir parmi les cours FLIT de niveaux 300 et 400
- 3 crédits à choisir parmi les cours de littérature de langue française FLIT 447³ ou 449³, ou parmi les cours FRAA 423³, 430³, 431³
- 9 crédits FTRA 200³, 202³ et 208³
- 2^e étape
- 15 crédits FTRA 204³, 304³, 306³, 310³ et 411³
- 6 crédits en linguistique à choisir entre FRAA 400³, 401³, 403³, 404³, 422³
- 3^e étape
- 6 crédits à choisir parmi les cours FTRA 402³, 404³, 406³, 408³
- 3 crédits FTRA 410³
- 3 crédits à choisir entre les cours FTRA 412³, 414³ et 418³
- 3 crédits à choisir parmi les cours FTRA 416³, 438³, 452³, 455³, 458³

*L'étudiante ou l'étudiant peut comptabiliser les 6 crédits d'ENGL 212³ et 213³ ou 396⁶ dans les 24 crédits à réaliser hors département. Dans ce cas, pour les remplacer il devra effectuer 6 crédits parmi ceux offerts au département.

FRAN 301⁶ ou 302³ et 303³ ou 306³ ou 321³ et suivre les cours ci-dessus en 2^e année au plus tard.

- *6 crédits ENGL 212³ et 213³ ou 396⁶
- 6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400
- 6 crédits en littératures de langue anglaise. *Le cours ENGL 270 Introduction to Canadian Literature n'est pas reconnu pour des crédits de littérature anglaise dans le cadre des programmes en traduction.*
- 9 crédits FTRA 200³, 201³ et 207³
- 2^e étape
- 15 crédits FTRA 203³, 301³, 305³, 310³ et 411³
- 6 crédits de linguistique choisis en consultation avec la conseillère pédagogique ou le conseiller pédagogique
- 3^e étape
- 6 crédits à choisir parmi les cours FTRA 401³, 403³, 405³, 408³
- 3 crédits FTRA 409³
- 3 crédits à choisir entre les cours FTRA 412³, 414³ et 418³
- 3 crédits à choisir parmi FTRA 416³, 438³, 452³, 455³, 458³

Option F : anglais-français

1^{re} étape

- 6 crédits à choisir parmi les cours FRAA 410³, 412³, 413³, 423³, 430³, 431³, 432³
- *6 crédits ENGL 212³ et 213³ ou 396⁶
- N.B. : Une étudiante ou un étudiant qui n'est pas admissible au cours ENGL 212³ peut s'inscrire aux cours ESL 204⁶ ou ENGL 206³ et suivre les cours ENGL 212³ et 213³ en 2^e année au plus tard.*
- 9 crédits à choisir parmi les cours FLIT de niveaux 300 et 400
- 3 crédits à choisir parmi les cours de littérature de langue française FLIT 447³ ou 449³, ou parmi les cours FRAA 423³, 430³, 431³
- 9 crédits FTRA 200³, 202³ et 208³
- 2^e étape
- 15 crédits FTRA 204³, 304³, 306³, 310³ et 411³
- 6 crédits en linguistique à choisir entre FRAA 400³, 401³, 403³, 404³, 422³
- 3^e étape
- 6 crédits à choisir parmi les cours FTRA 402³, 404³, 406³, 408³
- 3 crédits FTRA 410³
- 3 crédits à choisir entre les cours FTRA 412³, 414³ et 418³
- 3 crédits à choisir parmi les cours FTRA 416³, 438³, 452³, 455³, 458³

*L'étudiante ou l'étudiant peut comptabiliser les 6 crédits d'ENGL 212³ et 213³ ou 396⁶ dans les 21 crédits à réaliser hors département. Dans ce cas, pour les remplacer il devra effectuer 6 crédits parmi ceux offerts au département.

Rationale:

Three years ago we modified our Spécialisation en traduction program, a certified undergraduate program, in order to meet the new terminology-course requirements demanded by the Ordre des traducteurs, terminologies et interprètes agréés (OTTIAQ). These modifications were approved by Senate and made official. As the total number of credits for the BA should be 90, we request that the number of credits taken outside of the department be reduced to 21 from 24 in order to make up for the 3 additional credits added to the Spécialisation en traduction program. The rationale is that a 93 credit BA places us at a marketing disadvantage compared to our competitors (McGill University and Université de Montréal). In accordance with Student Academic Services, we advised our students to take only 21 credits outside the department instead of 24. We are requesting that the credits taken outside of the department be reduced to 21 for the BA Spécialisation en traduction program.

NOTE TO CALENDAR EDITOR: Please ensure that link to Degree Requirements is activated.

Resource Implications:
None.

PROGRAM CHANGE: BA Majeure en langue française

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program: Majeure en langue française
Degree: BA
Calendar Section/Graduate Page Number:31.110

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>45 BA Majeure en langue française 36 crédits à choisir parmi les cours FRAN 306³, 321³; FRAA de niveau 400 de langue ou de rédaction (FRAA 405³, 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, 419³, 422³) 9 crédits à choisir parmi les cours FLIT 300³, 302³, 303³, 305³, 308³</p>	<p>45 BA Majeure en langue française 36 crédits à choisir parmi les cours FRAN 306³, 321³; FRAA de niveau 400 de langue ou de rédaction (FRAA 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, <u>405³</u>, 419³, 422³) 9 crédits à choisir parmi les cours FLIT 300³, 302³, 303³, 305³, 308³</p>
<p>Rationale: FRAA 405 is a linguistics course and should, therefore, be categorized as such in the undergraduate calendar.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: BA Majeure en langue française (profil langue seconde/étrangère)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program: Majeure en langue française (profil langue seconde/étrangère)
Degree: BA
Calendar Section/Graduate Page Number:31.110

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>45 BA Majeure en langue française (profil langue seconde/étrangère) 21 crédits à choisir parmi les cours FRAN 213⁶ (ou 214³ et 215³), 218³, 219³, 221³, 301⁶ (ou 302³ et 303³), 305³, 306³, 315³, 320³, 321³; FRAA 410³, 412³, 413³ 6 crédits à choisir parmi les cours FLIT de niveau 200 18 crédits à choisir parmi les cours FRAN 318³, 319³, 320³, 321³, FRAA de niveau 400 de langue ou de rédaction (FRAA 405³, 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, 419³, 422³)</p>	<p>45 BA Majeure en langue française (profil langue seconde/étrangère) 21 crédits à choisir parmi les cours FRAN 213⁶ (ou 214³ et 215³), 218³, 219³, 221³, 301⁶ (ou 302³ et 303³), 305³, 306³, 315³, 320³, 321³; FRAA 410³, 412³, 413³ 6 crédits à choisir parmi les cours FLIT de niveau 200 18 crédits à choisir parmi les cours FRAN 318³, 320³, 321³, FRAA de niveau 400 de langue ou de rédaction (FRAA 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, <u>405³</u>, 419³, 422³)</p>
<p>Rationale: FRAA 405 is a linguistics course and should, therefore, be categorized as such in the undergraduate calendar. FRAN 319 is removed from the elective credits as it is now merged and replaced by FRAN 319.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: BA Majeure en littératures de langue française

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program: Majeure en littératures de langue française
Degree: BA
Calendar Section/Graduate Page Number:31.110

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>45 BA Majeure en littératures de langue française 15 crédits à choisir parmi les cours FRAN 306³, 321³; FRAA de niveau 400 de langue ou de rédaction (FRAA 405³, 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, 419³, 422³) 9 crédits à choisir parmi les cours FLIT 300³, 302³, 303³, 305³, 308³ 21 crédits à choisir parmi les cours FLIT de niveaux 300 et 400</p>	<p>45 BA Majeure en littératures de langue française 15 crédits à choisir parmi les cours FRAN 306³, 321³; FRAA de niveau 400 de langue ou de rédaction (FRAA 410³, 412³, 413³, 423³, 432³) ou de linguistique française (FRAA 400³, 401³, 403³, 404³, <u>405³</u>, 419³, 422³) 9 crédits à choisir parmi les cours FLIT 300³, 302³, 303³, 305³, 308³ 21 crédits à choisir parmi les cours FLIT de niveaux 300 et 400</p>
<p>Rationale: FRAA 405 is a linguistics course and should, therefore, be categorized as such in the undergraduate calendar.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Mineure en langue française

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program: Mineure en langue française
Degree:
Calendar Section/Graduate Page Number:31.110

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>24 Mineure en langue française 24 crédits de langue, dont un maximum de 12 crédits FRAN de niveau 200, choisis dans un ordre accepté par le département, parmi les cours suivants :</p> <ul style="list-style-type: none"> • Un maximum de 18 crédits à choisir parmi les cours FRAN 213⁶, 214³, 215³, 218³, 219³, 221³, 301⁶, 302³, 303³, 305³, 306³, 318³, 319³, 320³, 321³; FLIT 230³, 240³ • Un minimum de six crédits à choisir parmi les cours FRAN 321³; FRAA de niveau 400 	<p>24 Mineure en langue française 24 crédits de langue, dont un maximum de 12 crédits FRAN de niveau 200, choisis dans un ordre accepté par le département, parmi les cours suivants :</p> <ul style="list-style-type: none"> • Un maximum de 18 crédits à choisir parmi les cours FRAN 213⁶, 214³, 215³, 218³, 219³, 221³, 301⁶, 302³, 303³, 305³, 306³, 318³, 320³, 321³; FLIT 230³, 240³ • Un minimum de six crédits à choisir parmi les cours FRAN 321³; FRAA de niveau 400
<p>Rationale: FRAN 319 is removed from the listing as it is now merged and replaced with FRAN 318.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Placement of FRAA 405

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program:
Degree:
Calendar Section/Graduate Page Number:31.110

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>• Linguistique française</p> <p>....</p> <p>FRAA 404 Histoire de la langue française au Québec (3 crédits) Préalables : Six crédits parmi FRAN 320, FRAN 321, FRAA 400, FRAA 401, FRAA 403 ou l'équivalent. Aperçu de l'évolution du français au Québec, du XVIIe siècle à nos jours. Étude de la formation du français québécois et des influences internes et externes qu'il a subies au cours du temps. À l'aide de documents provenant d'époques successives, on s'attachera à définir ce qui caractérise les différents états du français parlé et écrit au Québec. <i>N.B. : Les étudiantes et étudiants qui ont suivi FRAN 466 ne peuvent obtenir de crédits pour ce cours.</i></p> <p>FRAA 419 Le français en Amérique du Nord, histoire et destins (3 crédits) Préalables : Six crédits parmi FRAN 320, FRAN 321, FRAA 400, 401, 403 ou l'équivalent. La présence de la langue française en sol nord-américain ne se limite pas au Québec, à l'Acadie et à la Louisiane. En effet, il existe plusieurs autres variétés de français parlées au Canada (le franco-ontarien, le franco-manitobain, le français mitchif ou encore le franco-albertain) et aux États-Unis (le français du Missouri, le franco-américain ou encore</p>	<p>• Linguistique française</p> <p>....</p> <p>FRAA 404 Histoire de la langue française au Québec (3 crédits) Préalables : Six crédits parmi FRAN 320, FRAN 321, FRAA 400, FRAA 401, FRAA 403 ou l'équivalent. Aperçu de l'évolution du français au Québec, du XVIIe siècle à nos jours. Étude de la formation du français québécois et des influences internes et externes qu'il a subies au cours du temps. À l'aide de documents provenant d'époques successives, on s'attachera à définir ce qui caractérise les différents états du français parlé et écrit au Québec. <i>N.B. : Les étudiantes et étudiants qui ont suivi FRAN 466 ne peuvent obtenir de crédits pour ce cours.</i></p> <p><u>FRAA 405 Le code oratoire</u> (3 crédits) <u>Préalables : FRAN 321 ou l'équivalent. Ce cours avancé de langue vise à donner aux étudiantes et aux étudiants des connaissances sur les mécanismes en jeu dans la communication orale. Il porte sur les processus cognitifs impliqués dans la production et la compréhension du langage et sur la pragmatique, c'est-à-dire sur les aspects linguistiques du fonctionnement et de l'interprétation des énoncés en contexte. Il comporte également un volet pratique sur la création et la transmission de discours oraux universitaires : introduction à la rhétorique et création de discours informatifs et argumentatifs.</u> <u><i>N.B. : Les étudiantes et étudiants qui ont suivi FRAN 404 ou 405 ou 408 ne peuvent obtenir de crédits pour ce cours.</i></u></p> <p>FRAA 419 Le français en Amérique du Nord, histoire et destins (3 crédits) Préalables : Six crédits parmi FRAN 320, FRAN 321, FRAA 400, 401, 403 ou l'équivalent. La présence de la langue française en sol nord-américain ne se limite pas au Québec, à l'Acadie et à la Louisiane. En effet, il existe plusieurs autres variétés de français parlées au Canada (le franco-ontarien, le franco-manitobain, le français mitchif ou encore le franco-albertain) et aux États-Unis (le français du Missouri, le franco-américain ou encore le franco-dakotain). L'objectif de ce cours est d'offrir aux étudiantes et aux étudiants un</p>

le franco-dakotain). L'objectif de ce cours est d'offrir aux étudiantes et aux étudiants un portrait à la fois historique, sociolinguistique et culturel de ces nombreuses variétés nord-américaines du français.

FRAA 422 Questions actuelles en linguistique française (3 crédits)

Préalable : FRAN 321; trois crédits parmi FRAA 400, 401, 403, 404 ou l'équivalent. Ce cours propose l'étude d'un sujet particulier du domaine de la linguistique. Plus précisément, ce cours aborde des questions qui peuvent être rattachées au domaine de l'énonciation, de la sociolinguistique, des politiques linguistiques, du traitement automatique du langage ou d'autres domaines de recherche en linguistique. Des présentations théoriques, des ateliers d'observation ou des exercices d'application permettront à l'étudiante et à l'étudiant de mieux cerner la problématique abordée. N.B. : Les étudiantes et étudiants qui ont suivi FRAN 471 ne peuvent obtenir de crédits pour ce cours.

FRAA 429 Fondements en linguistique française (3 crédits)

Préalable : FRAA 401 ou l'équivalent. Ce cours vise à approfondir les connaissances de l'étudiante et de l'étudiant dans les trois domaines fondamentaux de la linguistique française : la phonologie, la syntaxe et la morphologie.

• **Langue française**

FRAA 405 Le code oratoire (3 crédits)

~~Préalables : FRAN 321 ou l'équivalent. Ce cours avancé de langue vise à donner aux étudiantes et aux étudiants des connaissances sur les mécanismes en jeu dans la communication orale. Il porte sur les processus cognitifs impliqués dans la production et la compréhension du langage et sur la pragmatique, c'est-à-dire sur les aspects linguistiques du fonctionnement et de l'interprétation des énoncés en contexte. Il comporte également un volet pratique sur la création et la transmission de discours oraux universitaires : introduction à la rhétorique et création de discours informatifs et argumentatifs. N.B. : Les étudiantes et étudiants qui ont suivi FRAN 404 ou 405 ou 408 ne peuvent obtenir de crédits pour ce cours.~~

FRAA 409 Cours libre de traduction (3 crédits)

....

portrait à la fois historique, sociolinguistique et culturel de ces nombreuses variétés nord-américaines du français.

FRAA 422 Questions actuelles en linguistique française (3 crédits)

Préalable : FRAN 321; trois crédits parmi FRAA 400, 401, 403, 404 ou l'équivalent. Ce cours propose l'étude d'un sujet particulier du domaine de la linguistique. Plus précisément, ce cours aborde des questions qui peuvent être rattachées au domaine de l'énonciation, de la sociolinguistique, des politiques linguistiques, du traitement automatique du langage ou d'autres domaines de recherche en linguistique. Des présentations théoriques, des ateliers d'observation ou des exercices d'application permettront à l'étudiante et à l'étudiant de mieux cerner la problématique abordée. N.B. : Les étudiantes et étudiants qui ont suivi FRAN 471 ne peuvent obtenir de crédits pour ce cours.

FRAA 429 Fondements en linguistique française (3 crédits)

Préalable : FRAA 401 ou l'équivalent. Ce cours vise à approfondir les connaissances de l'étudiante et de l'étudiant dans les trois domaines fondamentaux de la linguistique française : la phonologie, la syntaxe et la morphologie.

• **Langue française**

FRAA 409 Cours libre de traduction (3 crédits)

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Rationale:

FRAA 405 is a linguistics course and should, therefore, be categorized as such in the undergraduate calendar.

Resource Implications:

None.

COURSE CHANGE: FRAN 318 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program: Majeure, Mineure, Spécialisation en langue françaises
Degree: BA
Calendar Section/Graduate Page Number: 31.110

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>FRAN 318 <i>Le français des affaires</i> (3 crédits) Préalable : FRAN 306 ou l'équivalent. Ce cours vise la maîtrise des techniques de la correspondance commerciale. L'accent est mis sur la formation de compétences nécessaires à une présentation et à une rédaction soignées des communications d'affaires. Au moyen de documents authentiques et d'exercices d'application on étudie, d'une part, la mise en page de la lettre d'affaires et, d'autre part, le style de la correspondance d'affaires en fonction de diverses circonstances. Le cours familiarise également l'étudiant au vocabulaire spécialisé du domaine des affaires et lui offre l'occasion de consolider et d'approfondir, par des exercices oraux et écrits, ses connaissances de la langue française (grammaire, stylistique, anglicismes).</p>	<p>FRAN 318 <i>Le français des affaires</i> (3 crédits) Préalable : FRAN 306 ou l'équivalent. Ce cours vise <u>à faire acquérir des compétences nécessaires à une communication écrite et orale efficace dans des situations complexes du marché du travail. L'étudiante et l'étudiant sera amené à analyser et à rédiger divers documents administratifs (lettres, procès-verbaux, comptes rendus) ainsi qu'à communiquer oralement avec aisance dans le milieu des affaires. L'approfondissement des notions linguistiques et l'exploitation d'un vocabulaire relatif à la langue des affaires font aussi partie des objectifs du cours.</u></p>
<p>Rationale: Le FRAN 318 rassemble les objectifs d'enseignement/apprentissage pertinents des FRAN 318 (correspondance commerciale) et FRAN 319 (rédaction commerciale) en supprimant les contenus redondants ou périmés. Le FRAN 318 vise la communication orale en affaires absente des objectifs des deux cours susmentionnés.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: FRAN 319 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Études françaises
Program: Majeure, Mineure, Spécialisation en langue françaises
Degree: BA
Calendar Section/Graduate Page Number:31.110

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>FRAN 319 — Le français des affaires II (3 crédits) Préalable : FRAN 306 ou l'équivalent. Ce cours vise à faire acquérir à l'étudiante ou l'étudiant l'habileté à rédiger des textes administratifs dans le domaine des affaires. La révision du français (grammaire, stylistique, vocabulaire, anglicismes) fait également partie des objectifs du cours. Par l'étude de documents authentiques et la rédaction de textes administratifs, l'étudiante ou l'étudiant se familiarisera avec l'écriture professionnelle en affaires</p>	
<p>Rationale: Le cours FRAN 318 rassemble les objectifs d'enseignement/apprentissage (E/A) pertinents du FRAN 318 (correspondance commerciale) et du FRAN 319 (rédaction commerciale) en supprimant les contenus redondants ou périmés. Le FRAN 319 sera donc supprimé.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

INTERNAL MEMORANDUM

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

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

DATE: September 11, 2017

SUBJECT: Undergraduate Calendar Curriculum Changes
Loyola College for Diversity and Sustainability
LOYC-13
LOYC 205 (BIOL 205) cross-listing added to Minor in Sustainability
Studies and course listing

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

The **Loyola College for Diversity and Sustainability** proposes providing BIOL 205 *Introduction to Sustainability* with a LOYC 205 course number such that this course is cross-listed as a core course in the Minor in Sustainability Studies.

Thank you for your consideration of this proposal for which there are no resource implications. The Department of Biology will continue to offer this course and BIOL 205 will be the prime.

Loyola College for Diversity and Sustainability

LOYC-13

Memo from Principal

Program Change

Minor in Sustainability Studies

New Course

LOYC 205 *(also listed as BIOL 205) Introduction to Sustainability*

INTERNAL MEMORANDUM

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

FROM: Dr. Raymond Paquin, Principal, Loyola College for Diversity and Sustainability

DATE: May 25, 2017

SUBJECT: Change to the order of required courses for the Minor in Sustainability Studies

After consultation with and agreement on the part of the Fellows of the Loyola College for Diversity and Sustainability (May 25th, 2017), I request that LOYC 205 be added to the calendar as a cross-listed course with BIOL 205 as soon as possible. BIOL 205 has been a core course for the Minor in Sustainability Studies since the inception of the program. We have obtained agreement from within the Department of Biology to cross-list the course with the Loyola College for Diversity and Sustainability, although Biology will continue to be the prime department.

Sincerely,

Dr. Raymond Paquin
Principal, Loyola College for Diversity and Sustainability
L-CC-326

PROGRAM CHANGE: Minor in Sustainability Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

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

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>30 Minor in Sustainability Studies 3 LOYC 240³ 6 BIOL 205³ LOYC 320³ to be taken in the first nine credits 9 Chosen from BIOL 226³; CHEM 209³; EXCI 233³; GEOG 203³, 204³; LOYC 220³; PHIL 236³; SCPA 215³ 12 Chosen from BIOL 353³; COMS 372³; ECON 391³; GEOG 321³; HIST 395³; LOYC 310³, 350³, 420³; MANA 369³, 374³; POLI 394³</p>	<p>30 Minor in Sustainability Studies 3 LOYC 240³ 6 BIOL 205³ <u>or LOYC 205³</u>; LOYC 320³ to be taken in the first nine credits 9 Chosen from BIOL 226³; CHEM 209³; EXCI 233³; GEOG 203³, 204³; LOYC 220³; PHIL 236³; SCPA 215³ 12 Chosen from BIOL 353³; COMS 372³; ECON 391³; GEOG 321³; HIST 395³; LOYC 310³, 350³, 420³; MANA 369³, 374³; POLI 394³</p>
<p>Rationale: New cross-listing reflected in Minor.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: LOYC 205 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

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

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>LOYC 205 <i>(also listed as BIOL 205)</i> Introduction to Sustainability (3 credits)</p> <p>This course begins with an introduction to the science of ecology and to the concept of sustainability as an ecological principle. The concept of sustainability is then broadened to include humans, as students are introduced to ethics, economics, and resource management from an eco-centric point of view. Students are encouraged to think critically about current environmental problems and to take action on an individual project. <i>NOTE: Students who have received credit for BIOL 205, 208 or for this topic under a BIOL 298 number may not take this course for credit.</i> <i>NOTE: Students registered in a Biology program may not take this course for program credit.</i></p>
<p>Rationale: BIOL 205 is a core course for the Minor in Sustainability Studies; the cross-listing cements this relationship. We have obtained agreement from within the Department of Biology to cross-list the course with the Loyola College for Diversity and Sustainability, although Biology will continue to be the prime department.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: Biology</p>	

Nicole Freeman

From: Paul Joyce
Sent: August-17-17 1:03 PM
To: Nicole Freeman
Subject: RE: LOYC-13, FW: BIOL 205

From: Patrick J. Gulick
Sent: June-15-17 5:21 PM
To: Paul Joyce <Paul.Joyce@concordia.ca>
Cc: Nicole Freeman <nicole.freeman@concordia.ca>; Rebecca Tittler <rebecca.tittler@concordia.ca>; Selvadurai Dayanandan <daya.dayanandan@concordia.ca>; James Grant <james.grant@concordia.ca>; Madoka Gray-Mitsumune <madoka.gray-mitsumune@concordia.ca>; Donna Stewart <donna.stewart@concordia.ca>
Subject: RE: BIOL 205

Hi Paul

We met to discuss this, this afternoon, and decided to proceed as you described below. There is no need to hold it up; Biology supports the change. We will need to make some changes in our Calendar entries to synchronize with LOYC to direct BIOL students to enroll with the LOYC course number.

Pat

Dr. Patrick Gulick
Professor, Chair
Biology Department
Concordia University
7141 Sherbrooke St. West
Montreal, Quebec, H4B 1R6
Canada

Phone - Chair 514 848-2424 ext 3390
Office 514 848-2424 ext 3407
Fax 514 848-2881

From: Paul Joyce
Sent: June-15-17 5:14 PM
To: Madoka Gray-Mitsumune <madoka.gray-mitsumune@concordia.ca>
Cc: Nicole Freeman <nicole.freeman@concordia.ca>; Rebecca Tittler <rebecca.tittler@concordia.ca>; Patrick J. Gulick <patrick.gulick@concordia.ca>
Subject: RE: BIOL 205

Madoka

We had a proposal from LOYC at our last FCC meeting to add LOYC 205 to the Calendar as a cross-listing with BIOL 205. In their proposal they indicated that they had obtained agreement with Biology for this and that the course would keep biology as the prime department. Paul

**FACULTY OF ENGINEERING
AND COMPUTER SCIENCE**

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice- Provost, Innovation in Teaching and Learning,
FROM: Dr. A. Asif, Dean; Chair, ENCS Faculty Council
DATE: October 6, 2017
RE: Curriculum Changes to the undergraduate programs in the MIAE Department

Please find attached the curriculum changes to the undergraduate programs in the Department of Mechanical, Industrial and Aerospace Engineering.

1. By adding the laboratory hours to the course MECH 313 (Machine Drawing and Design), the number of credits required in the following program core is increased by 0.5 credits. As a result, students will be required to take 0.5 fewer credits from their technical electives.

Program/Option	Program Core/Option Core		Technical Elective	
	Present credits	Proposed credits	Present credits	Proposed credits
Mechanical Eng	77.25	77.75	15.75	15.25
Industrial Eng	75.25	75.75	17.75	17.25
Aerospace Eng Option B	53.5	54	6.25	5.75

2. Add ENCS 282 (Technical Writing and Communication) as a prerequisite to the following courses:
 - AERO 390 Aerospace Engineering Design Project
 - INDU 330 Engineering Management
 - MECH 390 Mechanical Engineering Design Project
3. Add a new course, MECH 476 (Generative Design and Manufacturing in Engineering), as an elective in Mechanical Engineering and as elective in option B (Aerospace Structures and Materials) of the Aerospace Engineering programs.
4. Add an exclusion note to AERO 444 and INDU 440 since the contents overlap significantly; therefore, students may receive credits for either AERO 444 or INDU 440 but not both.

The proposal passed the ENCS Undergraduate Studies Committee on September 20, 2017 as well as the Faculty Council on October 6, 2017. I would be grateful if you could put it on the agenda of the next APC meeting.

INTERNAL MEMORANDUM

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

FROM: Martin D Pugh, Chair, MIAE

DATE: Monday, September 18, 2017

SUBJECT: Curriculum changes in the MECH, INDU and AERO Undergraduate Programs

Please find attached the curriculum package for the undergraduate programs in the Mechanical, Industrial & Aerospace Engineering (MIAE) Department. The present package contains a number of program and course changes. These curriculum changes were reviewed and approved during the MIAE department council held on May 31st, 2017.

Overview of Changes

The changes in this package are summarized below.

Changes to Undergraduate Programs

- B.Mech Eng:** Add ENCS 282 as a pre-requisite for MECH 390
Add a laboratory component to MECH 313
Add MECH 476 as elective in Design and Manufacturing

- B.Indu Eng:** Add ENCS 282 as a pre-requisite for INDU 330
Students who took INDU 440 are not allowed to take AERO 444 for credit

- B.Aero Eng:** Add ENCS 282 as a pre-requisite for AERO 390
Students who took AERO 444 are not allowed to take INDU 440 for credit
Add MECH 476 as an elective in option B (Aerospace Structures and Materials)

Resource Implications

There are no resource implications resulting from the proposed changes, except for MECH 313, where there will be a need for hiring laboratory instructors.

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

DOSSIER TITLE: MAY 2018 CHANGES**DESCRIPTION OF CHANGE: Modification of Technical Elective credits****PROGRAM CHANGE - CALENDAR UPDATE FORM** – (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum ChangesImplementation Month/Year: May 2018**Faculty: Engineering and Computer Science****Department: Mechanical, Industrial and Aerospace Engineering****Program: Mechanical Engineering****Degree: B. Eng****Section Title: (if applicable) 71.40.1****Type of Change:** (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**
 Editorial Requirements Regulations
 New Program Program Deletion

Present Text (Text from 2017 – 2018 Calendar)			Proposed Text		
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.					
Mechanical Engineering Core			Mechanical Engineering Core		
ENGR 242	Statics	3.00	ENGR 242	Statics	3.00
ENGR 243	Dynamics	3.00	ENGR 243	Dynamics	3.00
ENGR 244	Mechanics of Materials	3.75	ENGR 244	Mechanics of Materials	3.75
ENGR 251	Thermodynamics I	3.00	ENGR 251	Thermodynamics I	3.00
ENGR 311	Transform Calculus and Partial Differential Equations	3.00	ENGR 311	Transform Calculus and Partial Differential Equations	3.00
ENGR 361	Fluid Mechanics I	3.00	ENGR 361	Fluid Mechanics I	3.00
MECH 211	Mechanical Engineering Drawing	3.50	MECH 211	Mechanical Engineering Drawing	3.50
MECH 215	Programming for Mechanical and Industrial Engineers	3.50	MECH 215	Programming for Mechanical and Industrial Engineers	3.50
MECH 221	Materials Science	3.00	MECH 221	Materials Science	3.00
MECH 311	Manufacturing Processes	3.75	MECH 311	Manufacturing Processes	3.75
MECH 313	Machine Drawing and Design	3.00	MECH 313	Machine Drawing and Design	<u>3.50</u>
MECH 321	Properties and Failure of Materials	3.50	MECH 321	Properties and Failure of Materials	3.50
MECH 343	Theory of Machines	3.50	MECH 343	Theory of Machines	3.50
MECH 344	Machine Element Design	3.00	MECH 344	Machine Element Design	3.00
MECH 351	Thermodynamics II	3.50	MECH 351	Thermodynamics II	3.50
MECH 352	Heat Transfer I	3.50	MECH 352	Heat Transfer I	3.50
MECH 361	Fluid Mechanics II	3.50	MECH 361	Fluid Mechanics II	3.50
MECH 368	Electronics for Mechanical Engineers	3.50	MECH 368	Electronics for Mechanical Engineers	3.50

MECH 370	Modelling and Analysis of Dynamic Systems	3.50	MECH 370	Modelling and Analysis of Dynamic Systems	3.50
MECH 371	Analysis and Design of Control Systems	3.75	MECH 371	Analysis and Design of Control Systems	3.75
MECH 375	Mechanical Vibrations	3.50	MECH 375	Mechanical Vibrations	3.50
MECH 390	Mechanical Engineering Design Project	3.00	MECH 390	Mechanical Engineering Design Project	3.00
MECH 490	Capstone Mechanical Engineering Design Project	4.00	MECH 490	Capstone Mechanical Engineering Design Project	4.00
		<u>77.25</u>			<u>77.75</u>
Electives			Electives		
Students in the Mechanical Engineering program must complete at least 15.75 elective credits from the list of courses below. Courses are listed in groups to facilitate the selection of courses in a particular area of the field.			Students in the Mechanical Engineering program must complete at least <u>15.25</u> elective credits from the list of courses below. Courses are listed in groups to facilitate the selection of courses in a particular area of the field.		
A. Aerospace			A. Aerospace		
AERO 462	Turbomachinery and Propulsion	3.00	AERO 462	Turbomachinery and Propulsion	3.00
AERO 464	Aerodynamics	3.00	AERO 464	Aerodynamics	3.00
AERO 465	Gas Turbine Design	3.50	AERO 465	Gas Turbine Design	3.50
AERO 480	Flight Control Systems	3.50	AERO 480	Flight Control Systems	3.50
AERO 482	Avionic Navigation Systems	3.00	AERO 482	Avionic Navigation Systems	3.00
AERO 485	Introduction to Space Systems	3.00	AERO 485	Introduction to Space Systems	3.00
AERO 486	Aircraft Stress Analysis	3.00	AERO 486	Aircraft Stress Analysis	3.00
AERO 487	Design of Aircraft Structures	3.00	AERO 487	Design of Aircraft Structures	3.00
ENGR 411	Special Technical Report	1.00	ENGR 411	Special Technical Report	1.00
ENGR 412	Honours Research Project	3.00	ENGR 412	Honours Research Project	3.00
MECH 498	Topics in Mechanical Engineering	3.00	MECH 498	Topics in Mechanical Engineering	3.00
B. Design and Manufacturing			B. Design and Manufacturing		
ENGR 411	Special Technical Report	1.00	ENGR 411	Special Technical Report	1.00
ENGR 412	Honours Research Project	3.00	ENGR 412	Honours Research Project	3.00
INDU 372	Quality Control and Reliability	3.00	INDU 372	Quality Control and Reliability	3.00
INDU 411	Computer Integrated Manufacturing	3.50	INDU 411	Computer Integrated Manufacturing	3.50
INDU 440	Product Design and Development	3.00	INDU 440	Product Design and Development	3.00
MECH 412	Computer-Aided Mechanical Design	3.50	MECH 412	Computer-Aided Mechanical Design	3.50
MECH 414	Computer Numerically Controlled Machining	3.50	MECH 414	Computer Numerically Controlled Machining	3.50
MECH 421	Mechanical Shaping of Metals and Plastics	3.50	MECH 421	Mechanical Shaping of Metals and Plastics	3.50
MECH 422	Mechanical Behaviour of Polymer Composite Materials	3.00	MECH 422	Mechanical Behaviour of Polymer Composite Materials	3.00
MECH 423	Casting, Welding, Heat Treating, and Non-Destructive Testing	3.50	MECH 423	Casting, Welding, Heat Treating, and Non-Destructive Testing	3.50

MECH 424	MEMS - Design and Fabrication	3.50	MECH 424	MEMS - Design and Fabrication	3.50
MECH 425	Manufacturing of Composites	3.50	MECH 425	Manufacturing of Composites	3.50
MECH 462	Wind Turbine Engineering	3.00	MECH 462	Wind Turbine Engineering	3.00
MECH 498	Topics in Mechanical Engineering	3.00	MECH 476	Generative Design and Manufacturing in Engineering	3.00
			MECH 498	Topics in Mechanical Engineering	3.00
C. Systems and Mechatronics			C. Systems and Mechatronics		
AERO 480	Flight Control Systems	3.50	AERO 480	Flight Control Systems	3.50
AERO 482	Avionic Navigation Systems	3.00	AERO 482	Avionic Navigation Systems	3.00
ENGR 411	Special Technical Report	1.00	ENGR 411	Special Technical Report	1.00
ENGR 412	Honours Research Project	3.00	ENGR 412	Honours Research Project	3.00
MECH 411	Instrumentation and Measurements	3.50	MECH 411	Instrumentation and Measurements	3.50
MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00	MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00
MECH 463	Fluid Power Control	3.50	MECH 463	Fluid Power Control	3.50
MECH 471	Microcontrollers for Mechatronics	3.50	MECH 471	Microcontrollers for Mechatronics	3.50
MECH 472	Mechatronics and Automation	3.50	MECH 472	Mechatronics and Automation	3.50
MECH 473	Control System Design	3.50	MECH 473	Control System Design	3.50
MECH 474	Mechatronics	3.75	MECH 474	Mechatronics	3.75
MECH 498	Topics in Mechanical Engineering	3.00	MECH 498	Topics in Mechanical Engineering	3.00
D. Thermo-Fluids and Propulsion			D. Thermo-Fluids and Propulsion		
AERO 462	Turbomachinery and Propulsion	3.00	AERO 462	Turbomachinery and Propulsion	3.00
AERO 465	Gas Turbine Design	3.50	AERO 465	Gas Turbine Design	3.50
ENGR 411	Special Technical Report	1.00	ENGR 411	Special Technical Report	1.00
ENGR 412	Honours Research Project	3.00	ENGR 412	Honours Research Project	3.00
MECH 411	Instrumentation and Measurements	3.50	MECH 411	Instrumentation and Measurements	3.50
MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00	MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00
MECH 452	Heat Transfer II	3.50	MECH 452	Heat Transfer II	3.50
MECH 453	Heating, Ventilation and Air Conditioning Systems	3.00	MECH 453	Heating, Ventilation and Air Conditioning Systems	3.00
MECH 461	Gas Dynamics	3.50	MECH 461	Gas Dynamics	3.50
MECH 462	Wind Turbine Engineering	3.00	MECH 462	Wind Turbine Engineering	3.00
MECH 463	Fluid Power Control	3.50	MECH 463	Fluid Power Control	3.50
MECH 498	Topics in Mechanical Engineering	3.00	MECH 498	Topics in Mechanical Engineering	3.00
E. Vehicle Systems			E. Vehicle Systems		
ENGR 411	Special Technical Report	1.00	ENGR 411	Special Technical Report	1.00
ENGR 412	Honours Research Project	3.00			

MECH 411	Instrumentation and Measurements	3.50	ENGR 412	Honours Research Project	3.00
MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00	MECH 411	Instrumentation and Measurements	3.50
MECH 444	Guided Vehicle Systems	3.00	MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00
MECH 447	Fundamentals of Vehicle System Design	3.50	MECH 444	Guided Vehicle Systems	3.00
MECH 448	Vehicle Dynamics	3.00	MECH 447	Fundamentals of Vehicle System Design	3.50
MECH 454	Vehicular Internal Combustion Engines	3.00	MECH 448	Vehicle Dynamics	3.00
MECH 473	Control System Design	3.50	MECH 454	Vehicular Internal Combustion Engines	3.00
MECH 498	Topics in Mechanical Engineering	3.00	MECH 473	Control System Design	3.50
			MECH 498	Topics in Mechanical Engineering	3.00
F. Stress Analysis			F. Stress Analysis		
AERO 431	Principles of Aeroelasticity	3.00	AERO 431	Principles of Aeroelasticity	3.00
AERO 486	Aircraft Stress Analysis	3.00	AERO 486	Aircraft Stress Analysis	3.00
ENGR 411	Special Technical Report	1.00	ENGR 411	Special Technical Report	1.00
ENGR 412	Honours Research Project	3.00	ENGR 412	Honours Research Project	3.00
MECH 411	Instrumentation and Measurements	3.50	MECH 411	Instrumentation and Measurements	3.50
MECH 412	Computer-Aided Mechanical Design	3.50	MECH 412	Computer-Aided Mechanical Design	3.50
MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00	MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00
MECH 422	Mechanical Behaviour of Polymer Composite Materials	3.00	MECH 422	Mechanical Behaviour of Polymer Composite Materials	3.00
MECH 426	Stress and Failure Analysis of Machinery	3.00	MECH 426	Stress and Failure Analysis of Machinery	3.00
MECH 460	Finite Element Analysis	3.75	MECH 460	Finite Element Analysis	3.75
MECH 498	Topics in Mechanical Engineering	3.00	MECH 498	Topics in Mechanical Engineering	3.00

Rationale:

- Due to an increase in the number of credits for MECH 313 (from 3.0 to 3.5), students will be required to take 0.5 fewer credits from their technical electives.
- Add a new course (MECH 476) under the electives of Design and Manufacturing: Students in the Mechanical Engineering program lack exposure to advanced design techniques that are currently used in industry and academia especially with regard to Additive Manufacturing processes such as 3D printing. This course will fill this gap by introducing students to techniques combining design and artificial intelligence. Introducing this course will provide our students with unique and relevant expertise and will further strengthen learning outcomes related to design, use of engineering tools and problem analysis.

Resource Implications:

- There will be a need to hire laboratory instructors for MECH 313 and the Faculty will be covering the cost.
- MECH 476 will be offered as part of the normal rotation of elective courses.

DOSSIER TITLE: MAY 2018 CHANGES

DESCRIPTION OF CHANGE: Modification of Technical Elective credits

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Industrial Engineering

Degree: B. Eng

Section Title: (if applicable) 71.40.2

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

- Editorial Requirements Regulations
- New Program Program Deletion

Present Text (Text from 2017 – 2018 Calendar)			Proposed Text		
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.					
Industrial Engineering Core			Industrial Engineering Core		
	<i>Credits</i>			<i>Credits</i>	
ENGR 245	Mechanical Analysis	3.00	ENGR 245	Mechanical Analysis	3.00
ENGR 251	Thermodynamics I	3.00	ENGR 251	Thermodynamics I	3.00
ENGR 311	Transform Calculus and Partial Differential Equations	3.00	ENGR 311	Transform Calculus and Partial Differential Equations	3.00
INDU 211	Introduction to Production and Manufacturing Systems	3.00	INDU 211	Introduction to Production and Manufacturing Systems	3.00
INDU 311	Simulation of Industrial Systems	3.50	INDU 311	Simulation of Industrial Systems	3.50
INDU 320	Production Engineering	3.00	INDU 320	Production Engineering	3.00
INDU 321	Lean Manufacturing	3.00	INDU 321	Lean Manufacturing	3.00
INDU 323	Operations Research I	3.50	INDU 323	Operations Research I	3.50
INDU 324	Operations Research II	3.50	INDU 324	Operations Research II	3.50
INDU 330	Engineering Management	3.00	INDU 330	Engineering Management	3.00
INDU 342	Logistics Network Models	3.00	INDU 342	Logistics Network Models	3.00
INDU 371	Stochastic Models in Industrial Engineering	3.00	INDU 371	Stochastic Models in Industrial Engineering	3.00
INDU 372	Quality Control and Reliability	3.00	INDU 372	Quality Control and Reliability	3.00
INDU 411	Computer Integrated Manufacturing	3.50	INDU 411	Computer Integrated Manufacturing	3.50
INDU 412	Human Factors Engineering	3.50	INDU 412	Human Factors Engineering	3.50
INDU 421	Facilities Design and Material Handling Systems	3.50	INDU 421	Facilities Design and Material Handling Systems	3.50
INDU 423	Inventory Control	3.50	INDU 423	Inventory Control	3.50
INDU 490	Capstone Industrial Engineering Design Project	4.00	INDU 490	Capstone Industrial Engineering Design Project	4.00

MECH 211	Mechanical Engineering Drawing	3.50	MECH 211	Mechanical Engineering Drawing	3.50
MECH 215	Programming for Mechanical and Industrial Engineers	3.50	MECH 215	Programming for Mechanical and Industrial Engineers	3.50
MECH 221	Materials Science	3.00	MECH 221	Materials Science	3.00
MECH 311	Manufacturing Processes	3.75	MECH 311	Manufacturing Processes	3.75
MECH 313	Machine Drawing and Design	3.00	MECH 313	Machine Drawing and Design	<u>3.50</u>
		<u>75.25</u>			<u>75.75</u>
Electives			Electives		
Students must complete a minimum of 17.75 credits from the following courses, including at least three INDU courses and with no more than two of the courses marked *. With permission of the Department, students may take one technical elective course from another program or Faculty.			Students must complete a minimum of <u>17.25</u> credits from the following courses, including at least three INDU courses and with no more than two of the courses marked *. With permission of the Department, students may take one technical elective course from another program or Faculty.		
BSTA 478*	Data Mining Techniques	3.00	BSTA 478*	Data Mining Techniques	3.00
BTM 430*	Enterprise Resource Planning and Information Technology Integration	3.00	BTM 430*	Enterprise Resource Planning and Information Technology Integration	3.00
BTM 480*	Project Management	3.00	BTM 480*	Project Management	3.00
ENGR 361	Fluid Mechanics I	3.00	ENGR 361	Fluid Mechanics I	3.00
ENGR 411	Special Technical Report	1.00	ENGR 411	Special Technical Report	1.00
ENGR 412	Honours Research Project	3.00	ENGR 412	Honours Research Project	3.00
INDU 410	Safety Engineering	3.50	INDU 410	Safety Engineering	3.50
INDU 440	Product Design and Development	3.00	INDU 440	Product Design and Development	3.00
INDU 441	Introduction to Six Sigma	3.00	INDU 441	Introduction to Six Sigma	3.00
INDU 466	Decision Models in Service Sector	3.00	INDU 466	Decision Models in Service Sector	3.00
INDU 475	Advanced Concepts in Quality Improvement	3.00	INDU 475	Advanced Concepts in Quality Improvement	3.00
INDU 480	Cases in Industrial Engineering	3.00	INDU 480	Cases in Industrial Engineering	3.00
INDU 498	Topics in Industrial Engineering	3.00	INDU 498	Topics in Industrial Engineering	3.00
MANA 300*	Entrepreneurship: Launching Your Business	3.00	MANA 300*	Entrepreneurship: Launching Your Business	3.00
MECH 321	Properties and Failure of Materials	3.50	MECH 321	Properties and Failure of Materials	3.50
MECH 370	Modelling and Analysis of Dynamic Systems	3.50	MECH 370	Modelling and Analysis of Dynamic Systems	3.50
MECH 371	Analysis and Design of Control Systems	3.75	MECH 371	Analysis and Design of Control Systems	3.75
MECH 412	Computer-Aided Mechanical Design	3.50	MECH 412	Computer-Aided Mechanical Design	3.50
MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00	MECH 415	Advanced Programming for Mechanical and Industrial Engineers	3.00
MECH 421	Mechanical Shaping of Metals and Plastics	3.50	MECH 421	Mechanical Shaping of Metals and Plastics	3.50
MECH 423	Casting, Welding, Heat Treating and Non-Destructive Testing	3.50	MECH 423	Casting, Welding, Heat Treating and Non-Destructive Testing	3.50

MECH 425	Manufacturing of Composites	3.50	MECH 425	Manufacturing of Composites	3.50
<p>Rationale: Due to an increase in the number of credits for MECH 313 (from 3.0 to 3.5), students will be required to take 0.5 fewer credits from their Technical Electives.</p> <p>Resource Implications: There will be a need to hire laboratory instructors and the Faculty will be covering the cost.</p>					

DOSSIER TITLE: MAY 2018 CHANGES

DESCRIPTION OF CHANGE: Modification of Technical Elective credits

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Aerospace Engineering

Degree: B. Eng

Section Title: (if applicable) 71.55

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

- Editorial Requirements Regulations
 New Program Program Deletion

Present Text (Text from 2017 – 2018 Calendar)	Proposed Text																																																																
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<p>2. Option B — Aerospace Structures and Materials Students must complete the following compulsory courses from the Option Core and at least 6.25 credits from the Option Electives, with no more than one of the courses marked *. Students having a GPA of 3.0 or more may submit a request to take a graduate course as an elective.</p> <table border="0"> <tr> <td>Option B Core</td> <td style="text-align: right;"><i>Credit</i></td> </tr> <tr> <td>AERO 431 Principles of Aeroelasticity</td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>AERO 481 Materials Engineering for Aerospace</td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>AERO 486 Aircraft Stress Analysis</td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>AERO 487 Design of Aircraft Structures</td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>ENGR 311 Transform Calculus and Partial Differential Equations</td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>MECH 211 Mechanical Engineering Drawing</td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>MECH 215 Programming for Mechanical and Industrial Engineers</td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>MECH 221 Materials Science</td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>MECH 311 Manufacturing Processes</td> <td style="text-align: right;">3.75</td> </tr> <tr> <td>MECH 313 Machine Drawing and Design</td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>MECH 343 Theory of Machines</td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>MECH 352 Heat Transfer I</td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>MECH 375 Mechanical Vibrations</td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>MECH 411 Instrumentation and Measurements</td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>MECH 412 Computer-Aided Mechanical Design</td> <td style="text-align: right;">3.50</td> </tr> </table>	Option B Core	<i>Credit</i>	AERO 431 Principles of Aeroelasticity	3.00	AERO 481 Materials Engineering for Aerospace	3.50	AERO 486 Aircraft Stress Analysis	3.00	AERO 487 Design of Aircraft Structures	3.00	ENGR 311 Transform Calculus and Partial Differential Equations	3.00	MECH 211 Mechanical Engineering Drawing	3.50	MECH 215 Programming for Mechanical and Industrial Engineers	3.50	MECH 221 Materials Science	3.00	MECH 311 Manufacturing Processes	3.75	MECH 313 Machine Drawing and Design	3.00	MECH 343 Theory of Machines	3.50	MECH 352 Heat Transfer I	3.50	MECH 375 Mechanical Vibrations	3.50	MECH 411 Instrumentation and Measurements	3.50	MECH 412 Computer-Aided Mechanical Design	3.50	<p>2. 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MECH 460	Finite Element Analysis	3.75	MECH 460	Finite Element Analysis	3.75
		53.50			<u>54.00</u>
Option B Electives		<i>Credit</i>	Option B Electives		<i>Credit</i>
AERO 444	Concurrent Engineering in Aerospace Systems	3.00	AERO 444	Concurrent Engineering in Aerospace Systems	3.00
AERO 446*	Aerospace Vehicle Performance	3.00	AERO 446*	Aerospace Vehicle Performance	3.00
AERO 455*	Computational Fluid Dynamics for Aerospace Applications	3.75	AERO 455*	Computational Fluid Dynamics for Aerospace Applications	3.75
AERO 480*	Flight Control Systems	3.50	AERO 480*	Flight Control Systems	3.50
AERO 482*	Avionic Navigation Systems	3.00	AERO 482*	Avionic Navigation Systems	3.00
AERO 485	Introduction to Space Systems	3.00	AERO 485	Introduction to Space Systems	3.00
ENGR 412	Honours Research Project	3.00	ENGR 412	Honours Research Project	3.00
INDU 372	Quality Control and Reliability	3.00	INDU 372	Quality Control and Reliability	3.00
MECH 344	Machine Element Design	3.00	MECH 344	Machine Element Design	3.00
MECH 351*	Thermodynamics II	3.50	MECH 351*	Thermodynamics II	3.50
MECH 361*	Fluid Mechanics II	3.50	MECH 361*	Fluid Mechanics II	3.50
MECH 368	Electronics for Mechanical Engineers	3.50	MECH 368	Electronics for Mechanical Engineers	3.50
MECH 422	Mechanical Behaviour of Polymer Composite Materials	3.00	MECH 422	Mechanical Behaviour of Polymer Composite Materials	3.00
MECH 425	Manufacturing of Composites	3.50	MECH 425	Manufacturing of Composites	3.50
MECH 498	Topics in Mechanical Engineering	3.00	MECH 476	Generative Design and Manufacturing in Engineering	<u>3.00</u>
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Rationale:

- Due to an increase in the number of credits for MECH 313 (from 3.0 to 3.5), students will be required to take 0.5 fewer credits from their technical electives.
- Add a new course (MECH 476) under the option B electives: Students in option B of Aerospace Engineering program lack exposure to advanced design techniques that are currently used in industry and academia especially with regard to Additive Manufacturing processes such as 3D printing. This course will fill this gap by introducing students to techniques combining design and artificial intelligence. Introducing this course will provide our students with unique and relevant expertise and will further strengthen learning outcomes related to design, use of engineering tools and problem analysis.

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DOSSIER TITLE: MAY 2018 CHANGES

DESCRIPTION OF CHANGE: Modification of Technical Elective credits

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: N/A

Program: Certificate in Science and Technology

Degree: Certificate program

Section Title: (if applicable) 71.20.9

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

- Editorial Requirements Regulations
 New Program Program Deletion

Present Text (Text from 2017 – 2018 Calendar)	Proposed Text																																												
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CIVI 212*	Civil Engineering Drawing and Introduction to Design	3.00	CIVI 212*	Civil Engineering Drawing and Introduction to Design	3.00
COEN 212	Digital System Design I	3.50	COEN 212	Digital System Design I	3.50
COEN 231*	Introduction to Discrete Mathematics	3.00	COEN 231*	Introduction to Discrete Mathematics	3.00
COEN 243*	Programming Methodology I	3.00	COEN 243*	Programming Methodology I	3.00
COEN 311	Computer Organization and Software	3.50	COEN 311	Computer Organization and Software	3.50
COMP 228*	System Hardware	3.00	COMP 228*	System Hardware	3.00
COMP 232*	Mathematics for Computer Science	3.00	COMP 232*	Mathematics for Computer Science	3.00
COMP 248*	Object Oriented Programming I	3.50	COMP 248*	Object Oriented Programming I	3.50
COMP 249	Object Oriented Programming II	3.50	COMP 249	Object Oriented Programming II	3.50
ELEC 242	Continuous-Time Signals and Systems	3.00	ELEC 242	Continuous-Time Signals and Systems	3.00
ELEC 273	Basic Circuit Analysis	3.50	ELEC 273	Basic Circuit Analysis	3.50
ENGR 233	Applied Advanced Calculus	3.00	ENGR 233	Applied Advanced Calculus	3.00
ENGR 242	Statics	3.00	ENGR 242	Statics	3.00
ENGR 243	Dynamics	3.00	ENGR 243	Dynamics	3.00
ENGR 301	Engineering Management Principles and Economics	3.00	ENGR 301	Engineering Management Principles and Economics	3.00
INDU 211	Introduction to Production and Manufacturing Systems	3.00	INDU 211	Introduction to Production and Manufacturing Systems	3.00
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MECH 313	Machine Drawing and Design	3.00	MECH 313	Machine Drawing and Design	<u>3.50</u>
SOEN 228*	System Hardware	4.00	SOEN 228*	System Hardware	4.00
*Students cannot receive credits for both BLDG 212 and CIVI 212; COMP 228 and SOEN 228; COEN 231 and COMP 232; COEN 243 and COMP 248; COEN 243 and MECH 215; COMP 248 and MECH 215.			*Students cannot receive credits for both BLDG 212 and CIVI 212; COMP 228 and SOEN 228; COEN 231 and COMP 232; COEN 243 and COMP 248; COEN 243 and MECH 215; COMP 248 and MECH 215.		

Rationale: Due to an introduction of laboratory hours, the credit value of MECH 313 increases by 0.5 (from 3.0 to 3.5).

Resource Implications: There will be a need to hire laboratory instructors and the Faculty will be covering the cost.

DOSSIER TITLE: MAY 2018 CHANGES

COURSE NUMBER: AERO 390

NEW COURSE NUMBER:

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Aerospace Engineering

Degree: B. Eng

Section Title: (if applicable) 71.60

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

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

Present Text (Text from 2017 – 2018 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>AERO 390 Aerospace Engineering Design Project (3 credits) Prerequisite: AERO 201, 371. General design philosophy and the design process. Design factors such as product safety, reliability, life cycle costs and manufacturability. Design in the aerospace context: vehicle and system design with regard to mission requirements, configuration, sizing, loads, etc. Mathematical modelling, analysis, and validation. Introduction to Computer-Aided Design and Engineering (CAD and CAE). Design documentation. A team-based project in which an aerospace system/subsystem is designed, implemented, documented and presented is an intrinsic part of this course. Lectures: three hours per week. Tutorial: two hours per week.</p>	<p>AERO 390 Aerospace Engineering Design Project (3 credits) Prerequisite: AERO 201, 371; ENCS 282. General design philosophy and the design process. Design factors such as product safety, reliability, life cycle costs and manufacturability. Design in the aerospace context: vehicle and system design with regard to mission requirements, configuration, sizing, loads, etc. Mathematical modelling, analysis, and validation. Introduction to Computer-Aided Design and Engineering (CAD and CAE). Design documentation. A team-based project in which an aerospace system/subsystem is designed, implemented, documented and presented is an intrinsic part of this course. Lectures: three hours per week. Tutorial: two hours per week.</p>
<p>Rationale: Students need to be familiar with technical writing techniques and skills prior to taking AERO 390 as it has a substantial design project report.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None.</p>	

DOSSIER TITLE: MAY 2018 CHANGES

COURSE NUMBER: AERO 444

NEW COURSE NUMBER:

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Aerospace Engineering

Degree: B. Eng

Section Title: (if applicable) 71.60

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

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

Present Text (Text from 2017 – 2018 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
AERO 444 Concurrent Engineering in Aerospace Systems (3 credits) Prerequisite: AERO 390. Introduction: objectives, definitions, impact on product development; process modelling and optimization; forming of engineering team; selection of techniques, methodology and tools; market design focus vs. quality design focus; development time management; process integration; aerospace case studies/projects, future trends. Lectures: three hours per week.	AERO 444 Concurrent Engineering in Aerospace Systems (3 credits) Prerequisite: AERO 390. Introduction: objectives, definitions, impact on product development; process modelling and optimization; forming of engineering team; selection of techniques, methodology and tools; market design focus vs. quality design focus; development time management; process integration; aerospace case studies/projects, future trends. Lectures: three hours per week. <i><u>NOTE: Students who have received credit for INDU 440 may not take this course for credit.</u></i>
Rationale: While AERO 444 focuses solely on aerospace engineering, the main focus of both AERO 444 and INDU 440 is on the design methods used for product development. The overlap is significant; therefore, students who have received credit for INDU 440 should not be allowed to take AERO 444 for credit.	
Resource Implications: None.	
Other Programs within which course is listed: None.	

DOSSIER TITLE: MAY 2018 CHANGES

COURSE NUMBER: INDU 330

NEW COURSE NUMBER:

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Industrial Engineering

Degree: B. Eng

Section Title: (if applicable) 71.60

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

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

Present Text (Text from 2017 – 2018 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>INDU 330 Engineering Management (3 credits) Prerequisite: ENGR 301 previously or concurrently. Organizational structures, their growth and change. Motivation, leadership, and group behaviour. Design of alternatives for improving organizational performance and effectiveness. Planning, organization and management of engineering projects. Management for total quality. Lectures: three hours per week.</p>	<p>INDU 330 Engineering Management (3 credits) Prerequisite: <u>ENCS 282</u>; ENGR 301 previously or concurrently. Organizational structures, their growth and change. Motivation, leadership, and group behaviour. Design of alternatives for improving organizational performance and effectiveness. Planning, organization and management of engineering projects. Management for total quality. Lectures: three hours per week.</p>
<p>Rationale: Students need to be familiar with technical writing techniques and skills prior to taking INDU 330 as it has a substantial design project report.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed: None.</p>	

DOSSIER TITLE: MAY 2018 CHANGES

COURSE NUMBER: INDU 440

NEW COURSE NUMBER:

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Industrial Engineering

Degree: B. Eng

Section Title: (if applicable) 71.60

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

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

Present Text (Text from 2017 – 2018 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
INDU 440 Product Design and Development (3 credits) Prerequisite: MECH 311. Development processes and organizations, product planning, identifying customer needs, product specifications, concept generation, concept selection, concept testing, product architecture, industrial design, design for manufacturing, prototyping robust design, patents and intellectual property. Lectures: three hours per week.	INDU 440 Product Design and Development (3 credits) Prerequisite: MECH 311. Development processes and organizations, product planning, identifying customer needs, product specifications, concept generation, concept selection, concept testing, product architecture, industrial design, design for manufacturing, prototyping robust design, patents and intellectual property. Lectures: three hours per week. <i><u>NOTE: Students who have received credit for AERO 444 may not take this course for credit.</u></i>
Rationale: While AERO 444 focuses solely on aerospace engineering, the main focus of both AERO 444 and INDU 440 is on the design methods used for product development. The overlap is significant and therefore students who have received credit for AERO 444 should not be allowed to take INDU 440 for credit.	
Resource Implications: None.	
Other Programs within which course is listed: None.	

DOSSIER TITLE: MAY 2018 CHANGES

COURSE NUMBER: MECH 313

NEW COURSE NUMBER:

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Mechanical, Industrial and Aerospace Engineering **Degree:** B. Eng

Section Title: (if applicable) 71.60

Type of Change: (please fill in all the appropriate boxes with an “X”) **A separate form is required for each change.**

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

Present Text (Text from 2017 – 2018 Calendar)	Proposed Text
Paste description from current calendar in ‘present text’ (strike out text sections to be changed or deleted) and in ‘proposed text’ (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>MECH 313 Machine Drawing and Design (3 credits) Prerequisite: MECH 211. Introduction to engineering design and design process. Problem definition, solution formulation, model development and collaboration aspects of design process. The use of drawings and other graphical methods in the process of engineering design. Industrial standards and specifications, design of fits, linear and geometrical tolerances. Design projects based on design philosophies will involve design and selection of many standard machine components like mechanical drives, cams, clutches, couplings, brakes, seals, fasteners, springs, and bearings. Drawing representation of standard components. Design projects are an integral part of this course. Lectures: three hours per week. Tutorial: two hours per week.</p>	<p>MECH 313 Machine Drawing and Design (3.5 credits) Prerequisite: MECH 211. Introduction to engineering design and design process. Problem definition, solution formulation, model development and collaboration aspects of design process. The use of drawings and other graphical methods in the process of engineering design. Industrial standards and specifications, design of fits, linear and geometrical tolerances. Design projects based on design philosophies will involve design and selection of many standard machine components like mechanical drives, cams, clutches, couplings, brakes, seals, fasteners, springs, and bearings. Drawing representation of standard components. Design projects are an integral part of this course. Lectures: three hours per week. Tutorial: two hours per week. <u>Laboratory: 12 hours total.</u></p>
<p>Rationale: Students coming to MECH 390 (Mechanical Engineering Design Project) do not have sufficient proficiency in understanding machine components and assembly, tolerances and fits as well as mechanical drawing and CAD. The plan is to upgrade and move the anatomy of engineering lab from MECH 211 (Mechanical Engineering Drawing) to MECH 313 (Machine Drawing and Design) putting more emphasis on components and tolerances etc. A new lab content will be created for MECH 211 which will involve more emphasis on understanding dimensioning and drawing as well as integrating 2D drawings with 3D CAD. In this way the students will be better prepared for design projects and be more proficient with current CAD software.</p>	
<p>Resource Implications: There will be a need to hire laboratory instructors and the Faculty will be covering the cost.</p>	
<p>Other Programs within which course is listed: Certificate in Science and Technology</p>	

DOSSIER TITLE: MAY 2018 CHANGES

COURSE NUMBER: MECH 390

NEW COURSE NUMBER:

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Mechanical Engineering

Degree: B. Eng

Section Title: (if applicable) 71.60

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

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

Present Text (Text from 2017 – 2018 Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
MECH 390 Mechanical Engineering Design Project (3 credits) Prerequisite: MECH 311, 343; MECH 344 previously or concurrently. The design process; product cost, quality and time to market, open and concept design problems, problem description. Geometric and type synthesis. Direct and inverse design problems. Material selection and load determination. Mathematical modelling, analysis, and validation. Introduction to Computer-Aided Design and Engineering (CAD and CAE). Product evaluation for performance, tolerance, cost, manufacture, assembly, and other measures. Design documentation. A team-based design project is an intrinsic part of this course. Lectures: three hours per week. Tutorial: two hours per week.	MECH 390 Mechanical Engineering Design Project (3 credits) Prerequisite: <u>ENCS 282</u> ; MECH 311, 343; MECH 344 previously or concurrently. The design process; product cost, quality and time to market, open and concept design problems, problem description. Geometric and type synthesis. Direct and inverse design problems. Material selection and load determination. Mathematical modelling, analysis, and validation. Introduction to Computer-Aided Design and Engineering (CAD and CAE). Product evaluation for performance, tolerance, cost, manufacture, assembly, and other measures. Design documentation. A team-based design project is an intrinsic part of this course. Lectures: three hours per week. Tutorial: two hours per week.
Rationale: Students need to be familiar with technical writing techniques and skills prior to taking MECH 390 as it has a substantial design project report.	
Resource Implications: None.	
Other Programs within which course is listed: None.	

DOSSIER TITLE: MAY 2018 CHANGES

COURSE NUMBER: MECH 313

NEW COURSE NUMBER:

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Calendar for Academic Year: 2018/2019

Proposed Undergraduate or Graduate Curriculum Changes

Implementation Month/Year: May 2018

Faculty: Engineering and Computer Science

Department: Mechanical, Industrial and Aerospace Engineering

Program: Mechanical and Aerospace Engineering

Degree: B. Eng

Section Title: (if applicable) 71.60

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

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

Present Text (Text from 20XX – 20XX Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p>MECH 476 Generative Design and Manufacturing in Engineering (3 credits) Prerequisite: MECH 313; AERO 390 or MECH 390 previously or concurrently. Generative design is a form-finding process that can mimic nature's evolutionary approach to design. It can start with design goals and then explore innumerable possible permutations of a solution to find the best option. This course provides fundamental information on generative design and manufacturing in engineering. The core techniques from mathematics to artificial intelligence that are commonly used in the creative industry are discussed. The formal paradigms and algorithms used for generation as well as cloud computing are also covered. Lectures: three hours per week.</p>
<p>Rationale: Students in Mechanical Engineering and option B of Aerospace Engineering lack exposure to advanced design techniques that are currently used in industry and academia especially with regard to Additive Manufacturing processes such as 3D printing. This course will fill this gap by introducing students to techniques combining design and artificial intelligence. Introducing this course will provide our students with unique and relevant expertise and will further strengthen learning outcomes related to design, use of engineering tools and problem analysis.</p>	
<p>Resource Implications: MECH 476 will be offered as part of the normal rotation of elective courses.</p>	
<p>Other Programs within which course is listed: None.</p>	

CONCORDIA UNIVERSITY DEPARTMENT OF MECHANICAL, INDUSTRIAL AND AEROSPACE ENGINEERING	
MECH 476 – Generative Design and Manufacturing in Engineering (3 Credits) Fall 2018	
Instructor: Dr. T. H. Kwok Office: EV 004.239 Phone: (514) 848-2424 #3807 e-mail: tszho.kwok@concordia.ca	Lecture Time: Lecture Room: Office Hours: Course website on Moodle
Tutor: Email:	

Recommended Textbooks:

1. “Geometric Modeling and Reasoning of Human-Centered Freeform Products”, Charlie C. L. Wang, Springer, 2013.
2. “Generative Design: Visualize, Program, and Create with Processing”, Hartmut Bohnacker, Benedikt Gross, Julia Laub, Claudius Lazzaroni, Princeton Architectural Press, 2012.

Related Material:

- <https://www.autodesk.com/solutions/generative-design>

Lectures Schedule

Week (Date)	Topics	Note
1 ()	Introduction of Course	
2 ()	Introduction of Generative Design	
3 ()	Design Space & Measures	
4 ()	Evolving Design	
5 ()	Parametric Modeling	
6 ()	Paper Presentation	
7 ()	Rule-based and Agent Systems	
8 ()	Design Optimization	
9 ()	Design Automation	
10 ()	Digital Manufacturing	
11 ()	Digital Material Design	
12 ()	Project Presentation	
13 ()		

A brief description of the course

Generative design is a form finding process that can mimic nature’s evolutionary approach to design. It can start with design goals and then explore innumerable possible permutations of a solution to find the best option. This course provides fundamental information on generative design and manufacturing in engineering. The core techniques from mathematics to artificial intelligence that are commonly used across the creative industry will be discussed. The formal paradigms and algorithms used for generation as well as cloud computing are also covered.

Prerequisite: MECH 313; AERO 390 or MECH 390 pre-requisite or concurrently

Learning Outcomes:

This is a course aimed at Mechanical Engineering Students who will need to know how to create innovative design for advanced manufacturing that will influence the designs possibility, the mechanics of the system, and the performance of the product. It is also to give an insight to where this technology will take us in the future. This course should be seen as part of the whole process of Design and Production. By the end of this course, you are expected:

1. Define and explain generative design and computational creativity.
2. Ability to identify, describe, evaluate, critique, and contrast computationally creative systems.
3. Ability to describe and apply the algorithms used for generative design.
4. Ability to design, implement, and test generative systems by using generative design tools.

Presentation:

Each group will select a paper related to this course (and approved by the Instructor) and will prepare a 15 minute PowerPoint presentation (Week 6) giving an overview of the technical detail of the paper, as well as its major advantages/ disadvantages, applications, improvements, etc. Time will be set aside in the lecture sessions for each student to make the presentation to the rest of the class. Each talk will be followed by a short question period. Each student will submit a hardcopy of the report prior to presentation. Marks will be awarded for:

- Presentation style (audibility, structure, clarity, quality of visual aids, pace, team work, etc.)
- Technical content (understanding of subject & background, grasp of techniques, explanation, etc.)
- Reflection (key concepts, relationship between concepts, to life experiences, questions, etc.)
- Report (structure, content, reflective, visual aids, etc.)

Project:

There is a case-study project in this course. Each group will pick a part of interest, and you will need to re-design the part using the techniques learnt in this course to improve the part for requirements. You will experience the whole generative design process from identifying the character, interpretation and producing variations, to optimization. Autodesk Inventor could be used. Each group will give a 30 minute presentation presenting the whole design process and any concerns in Week 12. Details can be found in Project Description.

Grade Composition

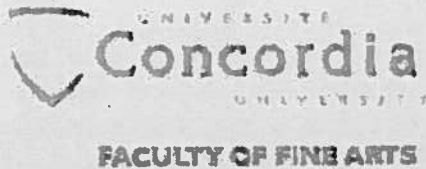
MECH 4XX	
Project:	50%
Presentation:	10%
Assignments (2):	20%
Final Exam	20%

NB1: "In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change".

NB2: The faculty has required each student at the beginning of the term to commit into performing his homework as individual or group work, to use references that are cited and make sure that he/she is not committing plagiarism. So far, such a document was required at the submission of each and every assignment. Starting this year, a statement of expectations of originality on the submitted work is required to every student at the beginning of the term. Please read carefully the document and sign it. You need to submit it along with your first assignment. This document is required to receive a grade at the completion of the course.

PLEASE FOLLOW THE INSTRUCTIONS BELOW

Download (<https://www.concordia.ca/encs/students/sas/expectation-originality.html>) and read the Expectations of Originality form, in which every individual will commit that his work during the term will be original and not copied from various sources or from other colleagues. You need to fill it in the form. You will submit the form along with the first submission to me. This is a requirement and you have to fulfill it, otherwise your work will not be marked.



INTERNAL MEMORANDUM

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

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

A handwritten signature in black ink, appearing to read 'Rebecca Duclos', written over the printed name in the 'FROM' field.

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

DATE: May 12, 2017

RE: Curriculum Dossier for the Department of Theatre, THEA-25

As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in THEA-25. The dossier was reviewed and unanimously approved by the Fine Arts Faculty Council at its meeting on May 12, 2017.

There are no resource implications.

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



FACULTY OF FINE ARTS

Internal Memorandum

To: Rebecca Duclos, Dean, Faculty of Fine Arts
From: Mark Sussman, Associate Dean, Academic Affairs
Date: April 26, 2017
Re: Curriculum dossier, Department of Theatre, THEA-25

The Faculty of Fine Arts Curriculum Committee has reviewed and unanimously approved the THEA-25 curriculum dossier from the Department of Theatre. We hereby submit this dossier for review at Faculty Council on May 12, 2017.

This document makes a number of minor corrections, adjustments, and course additions that were overlooked in the major curriculum dossier, THEA-22, implemented in the fall of 2016.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in black ink, appearing to read "Mark Sussman".

Mark Sussman, PhD
Associate Dean, Academic Affairs
Faculty of Fine Arts
mark.sussman@concordia.ca

Internal Memorandum

To: Faculty Curriculum Committee
From: Edward Little, Chair, Department of Theatre
Date: March 14, 2017
Subject: Curriculum updates to Theatre revised curriculum

This document outlines a number of minor corrections, adjustments, and course additions, the need for which have become evident with the launch of our new curriculum in Fall 2016. These proposed changes were approved by the Department of Theatre's Curriculum Committee on March 12, 2017, and Department Council on March 14, 2017. Specifically, these changes pertain to:

- Changes to course names and content aimed at clarifying the pedagogical arc of categories of courses (i.e. Voice, Movement, etc.) in the Specialization in Acting for the Theatre,
- Prerequisite changes to ensure that sequences and progressions for Acting for the Theatre courses accurately reflect course names, content, and the intended pedagogical arc of the specialization,
- The addition of complementary cross-listed public performance courses that will allow students to take specific public performance courses more than once for credit,
- The addition of courses to ensure that key subject areas such as Biomechanics and Viewpoints have individual course codes rather than being grouped as options within a single course such as Intensive Movement,
- Changes to the Acting for the Theatre program requirements to correct errors in categorization, and to include changes noted above,
- Prerequisite changes to allow Minor in Theatre students to enroll in specific classes without having to seek permission from the department,
- The addition of a course in Oral History Performance in the Specialization in Performance Creation,
- The addition of Performance Creation topics courses that specify the topic as either "Studio" or "Seminar" (current PERC topics courses have only one code for both studio and seminar offerings,
- Addition of the PERC topics codes to the specialization's program requirements.

THEA-25 Summary of Changes

Course	New course	Additional course code	Title	Description	Prerequisite	Deletion of note	Addition of note
ACTT 210			X	X			
ACTT 211			X				
ACTT 231				X	X		
ACTT 321			X				
ACTT 325			X				
ACTT 331			X	X			
ACTT 332			X	X	X		
ACTT 355			X				
ACTT 358			X	X		X	
ACTT 360					X		
ACTT 370	X						
ACTT 372	X						
ACTT 432			X				
ACTT 433*		X					
ACTT 434*		X					
ACTT 435*			X	X	X	X	
ACTT 436*			X	X		X	
ACTT 437*		X					
ACTT 438*		X					
ACTT 455	X						
ACTT 458	X						
ACTT 460			X	X	X	X	
ACTT 461		X					
ACTT 462			X	X	X	X	
ACTT 465						X	

ACTT 480			X	X			
ACTT 481			X				
PERC 211					X		
PERC 212					X		
PERC 321					X		
PERC 322					X		
PERC 323					X		
PERC 356							X
PERC 364	X						
PERC 398				X			
PERC 498				X			

***Courses 433, 434 and 435 complement each other, and will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in Creation Projects in multiple years of their program, for credit each time.**

***Courses 436, 437 and 438 complement each other, and will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in One-Act Projects in multiple years of their program, for credit each time.**

PROGRAM CHANGE: Program Requirements Specialization in Acting for the Theatre

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>60 BFA Specialization in Acting for the Theatre 18 ACTT 209³; DFTT 209³; PERC 211³, 212³, 303³, 306³ 42 ACTT 210³, 211³, 321³, 325³ 45 Chosen from ACTT 231³, 334³, 332³, 360³, 432³, 465³ 6 Chosen from ACTT 356³, 358³, 398³, 450³ 9 Chosen from ACTT 435³, 436³, 440³, 460³, 462³, 498³</p>	<p>60 BFA Specialization in Acting for the Theatre 18 ACTT 209³; DFTT 209³; PERC 211³, 212³, 303³, 306³ 15 ACTT 210³, 211³, 321³, 325³, <u>331</u>³ 18 Chosen from ACTT 231³, 332³, <u>355</u>³, <u>358</u>³, 360³, <u>370</u>³, <u>372</u>³, <u>398</u>³, 432³, <u>450</u>³, <u>455</u>³, <u>458</u>³, 465³, <u>498</u>³ 3 Chosen from <u>PERC 311</u>³, <u>312</u>³, <u>318</u>³, <u>321</u>³, <u>322</u>³, <u>323</u>³, <u>324</u>³, <u>353</u>³, <u>421</u>³; <u>ACTT</u> <u>480</u>³, <u>481</u>³ 6 Chosen from ACTT <u>433</u>³, <u>434</u>³, 435³, 436³, <u>437</u>³, <u>438</u>³, 440³, 460³, <u>461</u>³, 462³; <u>PERC 390</u>³, <u>490</u>³</p>
<p>Rationale: These changes correct errors in course codes and categorizations, and add courses that were intended to be added previously as cross listed course codes and regularizations of topics we offer often under Special Topics course codes, but were omitted in error from THEA 22. Specifically: ACTT 331 is being added as a required course because its focus, Scene Study, is core pedagogy for the program which merits two levels (as is currently the case with Voice and Movement for the Stage courses). ACTT 356 is being renumbered to become ACTT 355 to correct an internal inconsistency in THEA 22 (355 was used in some places and 356 in others). Five of the nine new courses are new in name and number only; ACTT 433, 434, 437, 438 and 461 are intended to be offered in coordination with existing Public Performance Project courses (ACTT 435, 436, 460 and 462) to allow students to enrol in multiple Public Performance Project courses of the same type (but of varying foci) in multiple years, for credit each time. Although students are required to take only six credits in this category (Public Performance Project courses), many of our students take more credits in this category and apply the additional credits towards general electives, to a limit of 15 credits. Of the remaining four new courses, two (ACTT 370, 372) are being created to regularize offerings that have been offered under Special Topics course codes (398 or 498) several times in recent years, and will be offered annually or bi-annually for the foreseeable future. The other two new courses (ACTT 455, 458) are being created to respond to the need for a fourth level of voice and movement training.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Program Requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Performance Creation
Degree: BFA Specialization in Performance Creation
Calendar Section/Graduate Page Number: 81.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>60 BFA Specialization in Performance Creation 18 DFTT 209³; PERC 209³, 211³, 212³, 303³, 306³ 3 PERC 210³ 3 Chosen from PERC 311³, 318³ 12 Chosen from PERC 312³, 321³, 322³, 323³, 324³, 421³ 12 Chosen from PERC 351³, 353³, 354³, 356³, 362³, 471³ 12 Chosen from PERC 384³, 386³, 388³, 390³, 408³, 481³, 482³, 490⁶</p>	<p>60 BFA Specialization in Performance Creation 18 DFTT 209³; PERC 209³, 211³, 212³, 303³, 306³ 3 PERC 210³ 3 Chosen from PERC 311³, 318³ 12 Chosen from PERC 312³, 321³, 322³, 323³, 324³, <u>398³</u>, 421³ 12 Chosen from PERC 351³, 353³, 354³, 356³, 362³, <u>364³</u>, <u>498³</u>, 471³ 12 Chosen from PERC 384³, 386³, 388³, 390³, 408³, 481³, 482³, 490⁶</p>
<p>Rationale: These changes add previously missing topics courses in both seminar and studio categories (PERC 398 and 498), and add a new course in Oral History Performance (PERC 364) to reflect the specialty of a recent faculty hire.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: ACTT 210 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 210 <i>Acting Foundation</i> (3 credits) Prerequisite: ACTT 209 or PERC 209 or written permission of the Department of Theatre. This studio course places increased emphasis on movement, voice, and text interpretation, working in a realistic style of physical actions such as Stanislavski’s work on embodiment. The course offers foundational principles for creating a role. <i>NOTE: Students who have received credit for TPER 210 may not take this course for credit.</i></p>	<p>ACTT 210 <u><i>Scene Study I</i></u> (3 credits) Prerequisite: ACTT 209 or PERC 209 or written permission of the Department of Theatre. This studio course places increased emphasis on movement, voice, and text interpretation, working in a realistic style of physical actions such as Stanislavski’s work on embodiment. The course offers foundational principles for creating a role. <u>with focus on contemporary and early modern realistic dramatic texts.</u> <i>NOTE: Students who have received credit for TPER 210 may not take this course for credit.</i></p>
<p>Rationale: This course has been renamed in order to clarify its content and relationship as a prerequisite for ACTT 331: Scene Study II. Genres of text for this course have been specified in order to clarify the pedagogical intention of the course within the Specialization.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Specialization in Design for the Theatre.</p>	

COURSE CHANGE: ACTT 211 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 211 Voice and Movement Foundation-(3 credits) Prerequisite: Enrolment in a sspecialization or written permission of the Department of Theatre. This studio course cultivates the expressive potential of the actor's instrument: the body, voice, and imagination. It aims to hone the basic tools of physical and of vocal expression. Students practise applying these tools in études, poetry performances, and scenes. <i>NOTE: Students who have received credit for TPER 231 may not take this course for credit.</i></p>	<p>ACTT 211 Voice and Movement <i>for the Stage I</i>-(3 credits) Prerequisite: Enrolment in <u>the S</u>pecialization <u>in Acting for the Theatre</u> or written permission of the Department of Theatre. This studio course cultivates the expressive potential of the actor's instrument: the body, voice, and imagination. It aims to hone the basic tools of physical and of vocal expression. Students practice applying these tools in études, poetry performances, and scenes. <i>NOTE: Students who have received credit for TPER 231 may not take this course for credit.</i></p>
<p>Rationale: This course has been renamed in order to better reflect its content and its foundational relationship to subsequent courses: ACTT 321 (Movement for the Stage II), ACTT 325 (Voice for the Stage II), ACTT 355 (Voice for the Stage III), and ACTT 358 (Movement for the Stage III). The prerequisite has been adjusted to reflect that the course is intended for Specialization in Acting for the Theatre students.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 231 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 231 Ensemble I (3 credits) Prerequisite: Written permission of the Department of Theatre. This studio class covers the elements of preparation for theatrical presentation with emphasis on the co-operative nature of theatre. Studio work includes instruction in sensory awareness, spatial relationships, improvisational techniques, and performer-audience relationships. <i>NOTE: Students who have received credit for this topic under a TPER 298 number may not take this course for credit.</i></p>	<p>ACTT 231 Ensemble I (3 credits) Prerequisite: Enrolment in the Specialization in Acting for the Theatre or written permission of the Department of Theatre. This studio class covers the elements of preparation for theatrical presentation with emphasis on the co-operative nature of theatre. Studio work includes ongoing movement and voice training, and instruction in sensory awareness, spatial relationships, improvisational techniques, and performer-audience relationships. <i>NOTE: Students who have received credit for this topic under a TPER 298 number may not take this course for credit.</i></p>
<p>Rationale: The prerequisite has been adjusted to allow eligible students to register without intervention by academic advisors. Areas of focus have been adjusted to more accurately reflect the aims of the course.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 321 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 321 <i>Movement for the Stage</i> (3 credits) Prerequisite: ACTT 211 or written permission of the Department of Theatre. This studio course is an introduction to various movement-based performance techniques, methods, or approaches, such as Decroux, Laban, LeCoq, Biomechanics, or somatic work. <i>NOTE: Students who have received credit for TPER 331 may not take this course for credit.</i></p>	<p>ACTT 321 <i>Movement for the Stage II</i> (3 credits) Prerequisite: ACTT 211 or written permission of the Department of Theatre. This studio course is an introduction to various movement-based performance techniques, methods, or approaches, such as Decroux, Laban, LeCoq, Biomechanics, or somatic work. <i>NOTE: Students who have received credit for TPER 331 may not take this course for credit.</i></p>
<p>Rationale: This course has been renamed in order to better reflect its content and its relationship to ACTT 211 Voice and Movement for the Stage I (the foundation course for all Voice and Movement for the Stage classes), and to ACTT 358 Movement for the Stage III and ACTT 458 Movement for the Stage IV (the courses designed to follow from this one).</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 325 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 325 <i>Voice for the Stage</i> (3 credits) Prerequisite: ACTT 211 or written permission of the Department of Theatre. Building on the voice and speech skills previously introduced, this course emphasizes embodiment, self-awareness, and freedom of breath; authentic, healthy, and expressive vocal use; and clarity and conviction in speaking text. <i>NOTE: Students who have received credit for TPER 345 may not take this course for credit.</i></p>	<p>ACTT 325 <i>Voice for the Stage II</i>(3 credits) Prerequisite: ACTT 211 or written permission of the Department of Theatre. Building on the voice and speech skills previously introduced, this course emphasizes embodiment, self-awareness, and freedom of breath; authentic, healthy, and expressive vocal use; and clarity and conviction in speaking text. <i>NOTE: Students who have received credit for TPER 345 may not take this course for credit.</i></p>
<p>Rationale: This course has been renamed in order to better reflect its relationship to ACTT 211 Voice and Movement for the Stage I (the foundation course for all Voice and Movement for the Stage classes), and to ACTT 355 Voice for the Stage III and ACTT 455 Voice for the Stage IV (the courses designed to follow from this one).</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 331 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 331 Scene Study (3 credits) Prerequisite: ACTT 210 or written permission of the Department of Theatre. In this studio course, students examine, develop, and refine their individual processes for analyzing, exploring, rehearsing, and performing scenes from dramatic texts. <i>NOTE: Students who have received credit for TPER 311 may not take this course for credit.</i></p>	<p>ACTT 331 Scene Study II (3 credits) Prerequisite: ACTT 210 or written permission of the Department of Theatre. In this studio course, students examine, develop, and refine their individual processes for analyzing, exploring, rehearsing, and performing scenes from dramatic texts, <u>with focus on non-realistic genres of text, such as existentialism, absurdism or expressionism.</u> <i>NOTE: Students who have received credit for TPER 311 may not take this course for credit.</i></p>
<p>Rationale: This course has been renamed, , and the description of its content has been expanded, in order to clarify its relationship to its prerequisite courses. ACTT 210 Scene Study I.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 332 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 332 <i>Acting Techniques</i> (3 credits) Prerequisite: ACTT 210 and 211 or written permission of the Department of Theatre. A thorough introduction to improvisation as a method of creation for the stage, using skills such as mask, commedia dell'arte, or clown techniques.</p>	<p>ACTT 332 <i>Improvisation</i> (3 credits) Prerequisite: ACTT 321 and 325; or written permission of the Department of Theatre. A thorough introduction to improvisation as a method of creation for the stage, using skills such as mask, commedia dell'arte, or the techniques of Keith Johnstone.</p>
<p>Rationale: This course has been renamed in order to better reflect its content. An example area of focus has been adjusted to more accurately reflect the aims of the course. The prerequisite has been adjusted to reflect the course's advanced level.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 355 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number:81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 355 <i>Intensive Voice Studio</i> (3 credits) Prerequisite: ACTT 325 or written permission of the Department of Theatre. This studio course provides a thorough introduction to a particular voice -based performance technique, method, or approach, such as choral singing for the theatre or slam poetry. <i>NOTE: Students who have received credit for TPER 355 may not take this course for credit.</i></p>	<p>ACTT 355 <i>Voice for the Stage III</i> (3 credits) Prerequisite: ACTT 325 or written permission of the Department of Theatre. This studio course provides a thorough introduction to a particular voice -based performance technique, method, or approach, such as choral singing for the theatre or slam poetry. <i>NOTE: Students who have received credit for TPER 355 may not take this course for credit.</i></p>
<p>Rationale: This course has been renamed in order to better reflect its relationship to the courses that precede it in sequence: ACTT 211 Voice and Movement for the Stage I and ACTT 325 Voice for the Stage II, and to the course designed to follow from this one: ACTT 455 Voice for the Stage IV.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 358 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 358 Intensive Movement Studio-(3 credits) Prerequisite: ACTT 321 or written permission of the Department of Theatre. Building on acquired skills, this course provides an intensive introduction to a particular movement-based performance technique, method, or approach, such as Chinese Opera or biomechanics as intended for acting specialists. <i>NOTE: Students who have received credit for TPER 431 may not take this course for credit.</i></p>	<p>ACTT 358 <i>Movement for the Stage III</i> 3 credits) Prerequisite: ACTT 321 or written permission of the Department of Theatre. Building on <u>previously</u> acquired skills, this course provides an intensive introduction to a particular movement-based performance technique, method, or approach, such as <u>the Viewpoints or the techniques of Eugenio Barba</u>, as intended for acting specialists.</p>
<p>Rationale: This course has been renamed in order to better reflect its relationship to the courses that precede it in sequence: ACTT 211 Voice and Movement for the Stage I and ACTT 321 Movement for the Stage II, and to the course designed to follow from this one: ACTT 458 Movement for the Stage IV. Example areas of focus have been adjusted to more accurately reflect the aims of the course. The note has been deleted because the adjusted focus of the course differs from the previous TPER 431 class.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 360 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 360 Ensemble II (3 credits) Prerequisite: ACTT 244 or written permission of the Department of Theatre. This studio course focuses on skill development and performance of a particular theatrical genre, such as Elizabethan verse, red-nose clown, or Brechtian epic theatre. <i>NOTE: Students who have received credit for TPER 325 may not take this course for credit.</i></p>	<p>ACTT 360 Ensemble II (3 credits) Prerequisite: ACTT <u>231</u> or written permission of the Department of Theatre. This studio course focuses on skill development and performance of a particular theatrical genre, such as Elizabethan verse, red-nose clown, or Brechtian epic theatre. <i>NOTE: Students who have received credit for TPER 325 may not take this course for credit.</i></p>
<p>Rationale: The prerequisite has been corrected to reflect the course's sequential relationship to ACTT 231: Ensemble I</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 370 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ACTT 370 Clown for the Actor (3 credits)</u> <u>Prerequisite: ACTT 321 and 325; or written permission of the Department of Theatre.</u> <u>Building on previously acquired skills in movement and voice, this course focuses on the development of clown characters and situations, with focus on Michel Dallaire's "Jeu Clownesque" approach to clown training and performance.</u> <u>NOTE: Students who have received credit for this topic under a TPER 498 number may not take this course for credit.</u></p>
<p>Rationale: This course has been created to regularize a course previously offered under a Special Topics code. The course has been successfully offered as TPER 498 for the past three years with the following enrolments: 2014-2015: 15/16 2015-2016: 16/16 2016-2017: 16/16</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 372 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ACTT 372 Stage Combat (3 credits)</u> <u>Prerequisite: ACTT 321 or written permission of the Department of Theatre. Building on previously acquired movement skills, this course focuses on the development of unarmed and armed stage combat skills for the actor.</u> <i><u>NOTE: Students who have received credit for this topic under a TPER 498 number may not take this course for credit.</u></i></p>
<p>Rationale: This course has been offered as a special topic several times over the past 10 years. The only data available in SIS indicates that in 2015-16 there were 18 students enrolled in the course, with a course capacity of 16.</p>	
<p>Resource Implications: No additional resources will be required, as these courses will be offered in rotation.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 432 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 432 <i>Intensive Acting Studio</i> (3 credits) Prerequisite: ACTT 321 and 325 or written permission of the Department of Theatre. Building on the skills developed in voice and movement classes, this studio course provides an intensive introduction to the performance of emotion, based on the Rasaboxes training as developed by Richard Schechner. <i>NOTE: Students who have received credit for this topic under a TPER 398 number may not take this course for credit.</i></p>	<p>ACTT 432 <i>Rasaboxes</i> (3 credits) Prerequisite: ACTT 321 and 325; or written permission of the Department of Theatre. Building on the skills developed in voice and movement classes, this studio course provides an intensive introduction to the performance of emotion, based on the Rasaboxes exercises as developed by Richard Schechner. <i>NOTE: Students who have received credit for this topic under a TPER 398 number may not take this course for credit.</i></p>
<p>Rationale: This course has been renamed in order to more accurately reflect its content.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 433 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ACTT 433 Creation Project A (3 credits)</u> <u>Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative creation of a theatre production.</u> <u>NOTE: Students enrolled in this course are required to pay a production fee.</u></p>
<p>Rationale: This course is new in name and number only; it complements the existing course ACTT 435: Creation Project, and will be offered in coordination with ACTT 434 and 435. ACTT 433, 434 and 435 will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in Creation Projects in multiple years of their program, for credit each time.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 433, 434 or 435 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (16) of the three courses will remain the same as the current allocations for ACTT 435.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 434 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ACTT 434 - Creation Project B (3 credits)</u> <u>Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative creation of a theatre production.</u> <u>NOTE: Students enrolled in this course are required to pay a production fee.</u></p>
<p>Rationale: This course is new in name and number only; it complements the existing course ACTT 435: Creation Project, and will be offered in coordination with ACTT 433 and 435. ACTT 433, 434 and 435 will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in Creation Projects in multiple years of their program, for credit each time.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 433, 434 or 435 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (16) of the three courses will remain the same as the current allocations for ACTT 435.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 435 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 435 <i>Creation Project</i> A (3 credits) Prerequisite: Completion of 18 credits in the Specialization in Acting for the Theatre or written permission of the Department. This studio course provides an introduction to a particular creative process, a specific work of dramatic literature, or to the work of a renowned stage artist. This course has a public performance outcome. <i>NOTE: Students who have received credit for TPER 333 may not take this course for credit.</i> <i>NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus.</i> <i>NOTE: Students enrolled in this course are required to pay a production fee.</i> <i>NOTE: Specific topics, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</i></p>	<p>ACTT 435 <i>Creation Project</i> <u>C</u> (3 credits) Prerequisite: <u>Written permission of the Department of Theatre.</u> This public performance course offers supervised application of theatrical skills in the collaborative creation of a theatre production. <i>NOTE: Students enrolled in this course are required to pay a production fee.</i></p>
<p>Rationale: This course is renamed to indicate its relationship with ACTT 433 and 434, in order to allow students to enrol in Creation Projects in multiple years of their program, for credit each time. The prerequisite has been adjusted to reflect the department's desire to individually approve students for access to this project-based class. Notes have been deleted to reflect that TPER 333 has not been offered in many years, students will not be required beyond class and lab times as shown in the official timetable, and no additional prerequisites will be required, beyond what is indicated here.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 433, 434 or 435 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (16) of the three courses will remain the same as the current allocations for ACTT 435.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 436 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 436 <i>Acting Studio</i> (3 credits) Prerequisite: Written permission of the Department of Theatre. This studio course involves working in an ensemble on all aspects of the creation of an existing script or of an original piece of theatre. The specific topics are listed in the class schedule. This course has a public performance outcome. <i>NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus.</i> <i>NOTE: Students enrolled in the course are required to pay a production fee.</i> <i>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</i></p>	<p>ACTT 436 <u><i>One-Act Project A</i></u> (3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance <u>course offers supervised application of theatrical skills in the collaborative realization of a theatre production of a one-act text from the worldwide body of dramatic literature.</u> <i>NOTE: Students enrolled in the course are required to pay a production fee.</i></p>
<p>Rationale: This course is renamed to indicate its relationship with ACTT 437 and 438. ACTT 436, 437 and 438 will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in One-Act Projects in multiple years of their program, for credit each time. The course description has been adjusted to clarify its focus. Notes have been deleted to reflect that students will not be required beyond class and lab times as shown in the official timetable, and that new courses are being added to the calendar to allow students to enroll in One-Act Projects in multiple years of their program, for credit each time.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 436, 437 or 438 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (22) of the three courses will remain the same as the current allocations for ACTT 436.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 437 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ACTT 437 - One-Act Project B (3 credits)</u> <u>Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of a one-act text from the worldwide body of dramatic literature.</u> <u>NOTE: Students enrolled in the course are required to pay a production fee.</u></p>
<p>Rationale: This course is new in name and number only; it compliments the existing course ACTT 436: One-Act Project, and will be offered in coordination with ACTT 436 and 438. ACTT 436, 437 and 438 will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in One-Act Projects in multiple years of their program, for credit each time.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 436, 437 or 438 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (22) of the three courses will remain the same as the current allocations for ACTT 436.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 438 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>ACTT 438 <i>One-Act Project C</i> (3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of a one-act text from the worldwide body of dramatic literature. NOTE: Students enrolled in the course are required to pay a production fee.</p>
<p>Rationale: This course is new in name and number only; it compliments the existing course ACTT 436: One-Act Project, and will be offered in coordination with ACTT 436 and 437. ACTT 436, 437 and 438 will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in One-Act Projects in multiple years of their program, for credit each time.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 436, 437 or 438 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (22) of the three courses will remain the same as the current allocations for ACTT 436.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 455 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ACTT 455 Voice for the Stage IV (3 credits)</u> <u>Prerequisite: ACTT 355 or written permission of the Department of Theatre. Building on previously acquired skills, this course provides an advanced exploration of a particular voice-based performance technique, method, or approach, such as singing, voice-over or dialects.</u></p>
<p>Rationale: This course has been created to respond to a need for a fourth level of voice training.</p>	
<p>Resource Implications: None. This course will be put into the rotation of electives as part of the department's existing envelope of credits.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 458 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ACTT 458 <i>Movement for the Stage IV (3 credits)</i></u> <u>Prerequisite: ACTT 358 or written permission of the Department of Theatre. Building on previously acquired skills, this course provides an advanced exploration of a particular movement-based performance technique, method, or approach, such as Decroux, Laban, Lecoq, biomechanics, or somatic work.</u> <u>NOTE: Students who have received credit for TPER 431 may not take this course for credit</u></p>
<p>Rationale: This course has been created to respond to a need for a fourth level of movement training.</p>	
<p>Resource Implications: None. This course will be put into the rotation of electives as part of the department's existing envelope of credits.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 460 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 460 Public Performance I (3 credits) Prerequisite: 24 credits in the Specialization in Acting for the Theatre; and written permission of the Department of Theatre. This is a public performance outcome course that offers supervised application of theatrical skills in the collaborative realization of a theatre production. <i>NOTE: Students who have received credit for PROD 411 may not take this course for credit.</i> <i>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</i> <i>NOTE: Students enrolled in this course are required to pay a production fee.</i> <i>NOTE: Extra time may be required for technical or production-related rehearsals.</i> <i>NOTE: Specific topics, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</i></p>	<p>ACTT 460 <u>Classical Text Project A</u> (3 credits) Prerequisite: <u>W</u>ritten permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production <u>of an iconic text from the worldwide body of dramatic literature, written by a widely-recognized playwright, such as Shakespeare, Kālidāsa, Ibsen, Chekhov, or Zeami.</u> <i>NOTE: Students enrolled in this course are required to pay a production fee.</i></p>
<p>Rationale: This course is renamed to indicate its relationship with ACTT 461 and 462. ACTT 460, 461 and 462 will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in Classical Text Projects in multiple years of their program, for credit each time. The course description has been adjusted to clarify its focus. Notes have been deleted to reflect that TPER 411 is not an accurate equivalency, that students will not be required beyond class and lab times as shown in the official timetable, and that new courses are being added to the calendar to allow students to enroll in Classical Text Projects in multiple years of their program, for credit each time.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 460, 461 or 462 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (16) of the three courses will remain the same as the current allocations for ACTT 460.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 461 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ACTT 461 Classical Text Project B (3 credits)</u> <u>Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of an iconic text from the worldwide body of dramatic literature, written by a widely-recognized playwright, such as Shakespeare, Kālidāsa, Ibsen, Chekhov, or Zeami.</u> <u>NOTE: Students enrolled in this course are required to pay a production fee.</u></p>
<p>Rationale: This course is new in name and number only; it complements the existing course ACTT 460:Classical Text Project A, and will be offered in coordination with ACTT 460 and 462. ACTT 460, 461 and 462 will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in Classical Text Projects in multiple years of their program, for credit each time.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 460, 461 or 462 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (16) of the three courses will remain the same as the current allocations for ACTT 460.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 462 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 462 Acting Project Mainstage (3 credits) Prerequisite: FFAR 250; 18 credits in a specialization of the Department of Theatre; and written permission of the Department. This studio course involves working in an ensemble on all aspects of the creation of an existing script or of an original piece of theatre. The specific topics are listed in the class schedule. This course has a public performance outcome. NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus. NOTE: Students enrolled in this course are required to pay a production fee. NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</p>	<p>ACTT 462 <u>Classical Text Project C</u> (3 credits) Prerequisite: <u>Written permission of the Department. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of an iconic text from the worldwide body of dramatic literature, written by a widely-recognized playwright, such as Shakespeare, Kālidāsa, Ibsen, Chekhov, or Zeami.</u> NOTE: Students enrolled in this course are required to pay a production fee.</p>
<p>Rationale: This course is renamed to indicate its relationship with ACTT 460 and 461. ACTT 460, 461 and 462 will be scheduled in sync (timetabled simultaneously), with the workload assignment of a single three credit course, which will allow students to enrol in Classical Text Projects in multiple years of their program, for credit each time. The course description has been adjusted to clarify its focus. Notes have been deleted to reflect that students will not be required beyond class and lab times as shown in the official timetable, and that new courses are being added to the calendar to allow students to enroll in Classical Text Projects in multiple years of their program, for credit each time.</p>	
<p>Resource Implications: None. Students enrolled in any of ACTT 460, 461 or 462 will participate in the same project. The number of instructors (1), the number of teaching credits (3) and the total capacity (16) of the courses will remain the same as the current allocations for ACTT 460.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 465 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 465 <i>Final Acting Project</i> (3 credits) Prerequisite: 48 credits in the Specialization in Acting for the Theatre; and written permission of the Department of Theatre. Admission is by audition or application. This studio course involves the supervised creation and performance of a solo or ensemble theatre piece, the development of audition technique, and other career -oriented skills. The emphasis is on crystallizing each student's unique theatrical identity, while solidifying collaborative skills. This course has a public performance outcome. NOTE: Students who have received credit for PROD 412 may not take this course for credit. NOTE: Students enrolled in the course are required to pay a production fee. NOTE: Extra time may be required for technical or production -related rehearsals. NOTE: Specific topics, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</p>	<p>ACTT 465 <i>Final Acting Project</i> (3 credits) Prerequisite: 48 credits in the Specialization in Acting for the Theatre; and written permission of the Department of Theatre. Admission is by audition or application. This studio course involves the supervised creation and performance of a solo or ensemble theatre piece, the development of audition technique, and other career -oriented skills. The emphasis is on crystallizing each student's unique theatrical identity, while solidifying collaborative skills. This course has a public performance outcome.</p>
<p>Rationale: Notes have been removed because PROD 412 was erroneously listed as equivalent; this course uses no production resources, and should therefore not have a fee associated; the course requires no additional rehearsal times; the prerequisite listed is sound.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 480 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 480 Designing an Acting Workshop (3 credits) Prerequisite: Written permission of the Department of Theatre. This studio course provides students with the opportunity to design a course framework under the guidance of the instructor that includes curriculum, implementation, and assessment for students. Students develop a philosophy of teaching and learning through sustained reflection of their own creative process and selected readings. <i>NOTE: Students who have received credit for this topic under a TDEV 498 number may not take this course for credit.</i></p>	<p>ACTT 480 <i>Designing an Acting Workshop</i> (3 credits) Prerequisite: Written permission of the Department of Theatre. This studio course provides students with the opportunity to design a course framework under the guidance of the instructor that includes curriculum, implementation, and assessment for students. Students develop a philosophy of teaching and learning through sustained reflection of their own creative process and selected readings. <i>NOTE: Students who have received credit for this topic under a TDEV 498 number may not take this course for credit.</i></p>
<p>Rationale: The course title has been corrected to reflect that there is only one level of Designing an Acting Workshop.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 481 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>ACTT 481 Designing an Acting Workshop II (3 credits) Prerequisite: ACTT 480 and written permission of the Department of Theatre. This advanced studio course builds on an acquired foundation to focus on the development of skills required in conducting an acting workshop: active observation, instructional strategies to deliver the curriculum, and assessment. <i>NOTE: Students who have received credit for this topic under a TDEV 498 number may not take this course for credit.</i></p>	<p>ACTT 481 <u>Conducting an Acting Workshop</u> (3 credits) Prerequisite: ACTT 480 and written permission of the Department of Theatre. This advanced studio course builds on <u>the skills acquired in ACTT 480</u> to focus on the development of skills required in conducting an acting workshop: active observation, instructional strategies to deliver the curriculum, and assessment. <i>NOTE: Students who have received credit for this topic under a TDEV 498 number may not take this course for credit.</i></p>
<p>Rationale: The course title has been corrected to reflect that this course engages with conducting an acting workshop, and that there is only one level of Conducting an Acting Workshop.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 211 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>PERC 211 <i>Theatre in the City</i> (3 credits) Prerequisite: Enrolment in a specialization of the Department of Theatre or written permission of the Department. This lecture course offers an introduction to the history of urban performance space and the variety of theatre buildings and production philosophies in Montreal. Students encounter the challenges of a small production project in collaboration with other students across the Department's specialization programs, mirroring the close co-operation between directors, actors, designers, and artisans working in the profession. <i>NOTE: Students who have received credit for PROD 211 may not take this course for credit.</i> <i>NOTE: Students enrolled in the course are required to pay a production fee.</i></p>	<p>PERC 211 <i>Theatre in the City</i> (3 credits) Prerequisite: Enrolment in a <u>program</u> of the Department of Theatre or written permission of the Department. This lecture course offers an introduction to the history of urban performance space and the variety of theatre buildings and philosophies informing production in Montreal. Students encounter the challenges of a small production project in collaboration with other students across the Department's specialization programs, mirroring the close co-operation between directors, actors, designers, and artisans working in the profession. <i>NOTE: Students who have received credit for PROD 211 may not take this course for credit.</i> <i>NOTE: Students enrolled in the course are required to pay a production fee.</i></p>
<p>Rationale: This change is to allow Minor in Theatre students to enrol in this course without seeking written permission.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Programs within which course is listed: BFA Specialization in Acting for the Theatre, BFA Specialization in Design for the Theatre, and BFA Specialization in Performance Creation.</p>	

COURSE CHANGE: PERC 212 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Acting for the Theatre
Degree: BFA Specialization in Acting for the Theatre
Calendar Section/Graduate Page Number:81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>PERC 212 <i>Dramaturgy I</i> (3 credits) Prerequisite: Enrolment in a specialization of the Department of Theatre or written permission of the Department. This lecture course offers an introduction to the multi-faceted role of dramaturgy in contemporary theatre practice including production dramaturgy and new play development. This foundational course covers approaches to script analysis from Aristotle to Brecht and beyond, including elements such as structure, semiotics, and style. <i>NOTE: Students who have received credit for THEA 211 may not take this course for credit.</i></p>	<p>PERC 212 <i>Dramaturgy I</i> (3 credits) Prerequisite: Enrolment in a program of the Department of Theatre or written permission of the Department. This lecture course offers an introduction to the multi-faceted role of dramaturgy in contemporary theatre practice including production dramaturgy and new play development. This foundational course covers approaches to script analysis from Aristotle to Brecht and beyond, including elements such as structure, semiotics, and style. <i>NOTE: Students who have received credit for THEA 211 may not take this course for credit.</i></p>
<p>Rationale: This change is to allow Minor in Theatre students to enrol in this course without seeking written permission.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Programs within which course is listed: BFA Specialization in Acting for the Theatre, BFA Specialization in Design for the Theatre, and BFA Specialization in Performance Creation.</p>	

COURSE CHANGE: PERC 321 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Performance Creation
Degree: BFA Specialization in Performance Creation
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>PERC 321 Introduction to Performance Studies (3 credits) Prerequisite: Enrolment in a specialization of the Department of Theatre or written permission of the Department. This seminar course introduces key texts in the interdisciplinary field of performance studies, and investigates a broad range of sites and practices from the realms of theatre, dance, and other cultural forms, from avant-garde to popular, aesthetic to political.</p>	<p>PERC 321 Introduction to Performance Studies (3 credits) Prerequisite: Enrolment in a program of the Department of Theatre or written permission of the Department. This seminar course introduces key texts in the interdisciplinary field of performance studies, and investigates a broad range of sites and practices from the realms of theatre, dance, and other cultural forms, from avant-garde to popular, aesthetic to political.</p>
<p>Rationale: This change is to allow Minor in Theatre students to enrol in this course without seeking written permission.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 322 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Performance Creation
Degree: BFA Specialization in Performance Creation
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>PERC 322 <i>Gender and Sexuality in Performance</i> (3 credits) Prerequisite: Enrolment in a specialization of the Department of Theatre or written permission of the Department. This seminar course provides a grounding in feminist and queer theory as critical tools for the analysis and creation of performance. The performance of gendered and queer identities is considered, as presented in everyday life and on stage.</p>	<p>PERC 322 <i>Gender and Sexuality in Performance</i> (3 credits) Prerequisite: Enrolment in a program of the Department of Theatre or written permission of the Department. This seminar course provides a grounding in feminist and queer theory as critical orientations for the analysis and creation of performance. The performance of gendered and queer identities is considered, as presented in everyday life and on stage.</p>
<p>Rationale: This change is to allow Minor in Theatre students to enrol in this course without seeking written permission.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 323 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Performance Creation
Degree: BFA Specialization in Performance Creation
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>PERC 323 <i>Post-Colonial Theory and Practice</i> (3 credits) Prerequisite: Enrolment in a specialization of the Department of Theatre or written permission of the Department. This seminar course in post-colonial theory provides students with flexible methodologies for examining the impact of colonialism on societies and cultures through the study of dramatic and other forms of literature and expression. The course covers key concepts such as hegemony, exoticism, identity, alterity, hybridity, and resistance, as these terms circulate within Canada and internationally.</p>	<p>PERC 323 <i>Post-Colonial Theory and Practice</i> (3 credits) Prerequisite: Enrolment in a program of the Department of Theatre or written permission of the Department. This seminar course in post-colonial theory provides students with flexible methodologies for examining the impact of colonialism on societies and cultures through the study of dramatic and other forms of literature and expression. The course covers key concepts such as hegemony, exoticism, identity, alterity, hybridity, and resistance, as these terms circulate within Canada and internationally.</p>
<p>Rationale: This change is to allow Minor in Theatre students to enrol in this course without seeking written permission.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 356 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Performance Creation
Degree: BFA Specialization in Performance Creation
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>PERC 356 <i>Puppetry and Performing Object Workshop</i> (3 credits) Prerequisite: ACTT 209 or PERC 209 or written permission of the Department of Theatre. This studio course introduces students to basic theories, practices, and history of performance with puppets and performing objects. It combines building, basic manipulation, and show-making techniques. Students work on short scenes for performance. <i>NOTE: Students who have received credit for THEA 316 may not take this course for credit.</i></p>	<p>PERC 356 <i>Puppetry and Performing Object Workshop</i> (3 credits) Prerequisite: ACTT 209 or PERC 209 or written permission of the Department of Theatre. This studio course introduces students to basic theories, practices, and history of performance with puppets and performing objects. It combines building, basic manipulation, and show-making techniques. Students work on short scenes for performance. <i>NOTE: Students who have received credit for THEA 316 may not take this course for credit.</i> <i>NOTE: Students enrolled in the course are required to pay a production fee.</i></p>
<p>Rationale: Students enrolled in the course are required to pay a production fee to cover the cost of required materials.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 364 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Performance Creation
Degree: BFA Specialization in Performance Creation
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>PERC 364 Oral History Performance (3 Credits)</u> <u>Prerequisite: ACTT 209 or PERC 209 or written permission of the Department of Theatre.</u> <u>This studio course explores key ethical, dramaturgical, and performative dimensions of the emergent field of oral history performance within the context of a range of forms that might include verbatim and documentary forms, applied theatre, playback theatre, community engaged performance, storytelling, performance art and digital media. This class has a public performance.</u> <u>NOTE: Students enrolled in the course are required to pay a production fee.</u> <u>NOTE: Students who have received credit for this topic under a PERC 398 number may not take this course for credit.</u></p>
<p>Rationale: This new course responds to the teaching expertise of our recently arrived Canada Research Chair in Oral History Performance.</p>	
<p>Resource Implications: None. This course is created to regularize a topic previously offered as a special topic (PERC 398) in 2016 and 2017; there were 12 students enrolled in the course, with a course capacity of 16.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 398 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Performance Creation
Degree: BFA Specialization in Performance Creation
Calendar Section/Graduate Page Number:81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>PERC 398 <i>Special Topics in Performance Creation</i> (3 credits) A seminar or-studio course exploring a topic in performance creation. <i>NOTE: Specific topics, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</i></p>	<p>PERC 398 <i>Special Topics in Performance Creation</i> (3 credits) A seminar course exploring a topic in performance creation. <i>NOTE: Specific topics, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</i></p>
<p>Rationale: This change specifies PERC 398 as a seminar topics course. This change works in complement with the change to PERC 498. These two courses are being adjusted to better differentiate seminar topics from studio topics, in order to clarify which courses may be counted towards each category of program requirements.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 498 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Theatre
Program: Specialization in Performance Creation
Degree: BFA Specialization in Performance Creation
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>PERC 498 <i>Special Topics in Performance Creation</i> (3 credits) A seminar or studio course exploring a topic in performance creation. <i>NOTE: Specific topics, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</i></p>	<p>PERC 498 <i>Special Topics in Performance Creation</i> (3 credits) A studio course exploring a topic in performance creation. <i>NOTE: Specific topics, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</i></p>
<p>Rationale: This change specifies PERC 498 as a studio topics course. This change works in complement with the change to PERC 398. These two courses are being adjusted to better differentiate seminar topics from studio topics, in order to clarify which courses may be counted towards each category of program requirements.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

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

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

DATE: September 26, 2017

**SUBJECT: GRADUATE CURRICULUM CHANGES (AHSC-27)
(CALENDAR – 2018/2019)
DEPARTMENT OF APPLIED HUMAN SCIENCES
FACULTY OF ARTS AND SCIENCE**

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

The Department of Applied Human Sciences is proposing to update the prerequisite requirements for AHSC 530, 537 and 538.

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



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



INTERNAL MEMORANDUM

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

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

DATE: September 8, 2017

SUBJECT: Graduate Calendar Curriculum Changes
Department of Applied Human Sciences
AHSC-27
Prerequisite changes for AHSC 530, 537, 538

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

The **Department of Applied Human Sciences** is updating the prerequisite requirements for three courses listed under the Graduate Diploma in Youth Work: AHSC 530 *Community Youth Development*, AHSC 537 *Internship II in Youth Work* and AHSC 538 *Extended Internship in Youth Work*. These changes will help to improve time to completion particularly for part-time students in this program.

Specifically, the change to AHSC 530 *Community Youth Development* reflects that the current prerequisite, ASHC 525 *Individual and Group Intervention with Youth*, is not needed for students to successfully complete this course. The changes to both AHSC 537 *Internship II in Youth Work* and AHSC 538 *Extended Internship II in Youth Work* are linked to Senate document US-2016-4-D20 (AHSC-22) where the previously existing Internship courses (AHSC 535 and AHSC 536) were each split into two parts, AHSC 533 and AHSC 537 or AHSC 538. With AHSC 533 now as a prerequisite for AHSC 537 and AHSC 538, these courses can be taken earlier in the program (after completing 12 credits instead of 24).

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

Reference documents:
FCC 2016.8_G-AHSC-27
ASFC 2017-4M-J

Department of Applied Human Sciences

AHSC-27

Memo from Chair

Prerequisite Change

AHSC 530	Community Youth Development
AHSC 537	Internship II in Youth Work (6 credits)
AHSC 538	Extended Internship in Youth Work (9 credits)

INTERNAL MEMORANDUM

TO: Paul Joyce, Associate Dean, Academic Programs, L-AD-306-2
FROM: Peter Morden, Chair, Applied Human Sciences, L-VE-223-02
DATE: April 27, 2017
SUBJECT: Curriculum Proposal AHSC-27



The Department of Applied Human Sciences is submitting the following proposal regarding the Graduate Diploma in Youth Work for your consideration. We are proposing small editorial changes to three of our course descriptions as follows:

1. Removal of the prerequisite AHSC 525 for the course AHSC 530. AHSC 525 has been deemed to be an unnecessary prerequisite for AHSC 530, and its removal will improve course flow for part-time program students.
2. Change to the prerequisite (reduce 24 credits completed to 12 credits completed) for the course AHSC 537. After changing the sequence of courses in 2016-2017, AHSC 533 Internship 1 is now taken concurrently with courses in the Winter semester; thus, students have fewer credits completed when they are to begin AHSC 537. It is felt that 12 credits completed will adequately prepare students to begin AHSC 537.
3. Change to the prerequisite (reduce 24 credits completed to 12 credits completed) for the course AHSC 538. After changing the sequence of courses in 2016-2017, AHSC 533 Internship 1 is now taken concurrently with courses in the Winter semester; thus, students have fewer credits completed when they are to begin AHSC 538. It is felt that 12 credits completed will adequately prepare students to begin AHSC 538.

These graduate curriculum changes are being proposed following recommendations from the AHSC Department Curriculum Committee and approval at the Full-time Faculty Committee at its meeting on April 6, 2017.

COURSE CHANGE: AHSC 530 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Applied Human Sciences
Program: Diploma in Youth Work
Degree: Graduate Diploma
Calendar Section/Graduate Page Number:Fall 2017

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>AHSC 530 Community Youth Development (3 credits) Prerequisite: AHSC 525. This course explores both historical and contemporary foundations of non-formal, community-based youth development in Canada and internationally. It focuses on creating opportunities for youth to engage with individuals, organizations and institutions at the community level. Various community youth development models are explored in-depth with practical applications for community-based youth programs, including life skills, assets, resiliency, and ecological models. Emphasis is placed on research, theory and practice applied in community youth development environments.</p>	<p>AHSC 530 Community Youth Development (3 credits) This course explores both historical and contemporary foundations of non-formal, community-based youth development in Canada and internationally. It focuses on creating opportunities for youth to engage with individuals, organizations and institutions at the community level. Various community youth development models are explored in-depth with practical applications for community-based youth programs, including life skills, assets, resiliency, and ecological models. Emphasis is placed on research, theory and practice applied in community youth development environments.</p>
<p>Rationale: Youth Work faculty members agree that AHSC 525 is not needed in order to successfully complete AHSC 530. This change will provide more flexibility to students in the program.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: AHSC 537 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Applied Human Sciences
Program: Diploma in Youth Work
Degree: Graduate Diploma
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>AHSC 537 Internship II in Youth Work (6 credits) <i>Prerequisites:</i> AHSC 533 and 24 credits completed in youth work with permission of the Department. This 220-hour internship is designed to provide a supervised apprenticeship in either a clinical or normative youth work setting that builds on the student's previous courses. The focus of this internship is that the student fully assumes all the duties and responsibilities of a youth worker in the same site selected for the first internship. The student's work is supervised and evaluated by an on-site field supervisor.</p>	<p>AHSC 537 Internship II in Youth Work (6 credits) <i>Prerequisites:</i> AHSC 533 and <u>12</u> credits completed in youth work with permission of the Department. This 220-hour internship is designed to provide a supervised apprenticeship in either a clinical or normative youth work setting that builds on the student's previous courses. The focus of this internship is that the student fully assumes all the duties and responsibilities of a youth worker in the same site selected for the first internship. The student's work is supervised and evaluated by an on-site field supervisor.</p>
<p>Rationale: This corrects an oversight associated with Senate document US-2016-4-D20. In that document, the internship course AHSC 535 <i>Internship in Youth Work</i> (9 credits) was split into two separate courses, AHSC 533 <i>Internship I in Youth Work</i> (3 credits) and AHSC 537 <i>Internship II in Youth Work</i> (6 credits). As a result of this, AHSC 533 <i>Internship I</i> can be taken earlier in the program such that students also can take Internship II (which requires AHSC 533 <i>Internship I in Youth Work</i> as a prerequisite) earlier in the program, having completed 12 credits instead of 24.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: AHSC 538 New Course Number:

Proposed Undergraduate or Graduate Curriculum ChangesCalendar for academic year: 2017/2018
Implementation Month/Year: Summer 2018Faculty/School: Arts and Science
Department: Applied Human Sciences
Program: Diploma in Youth Work
Degree: Graduate Diploma
Calendar Section/Graduate Page Number: Fall 2017**Type of Change:**
 Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2017/2018) calendar	Proposed Text
<p>AHSC 538 Extended Internship in Youth Work (9 credits) <i>Prerequisites:</i> AHSC 533 and 24 credits completed in youth work with permission of the Department. This 320-hour internship is designed to provide a full-time supervised experience in either a clinical or a normative youth work setting and requires additional hours to assist the student in building his/her application for licensing. The focus of this internship is that the student fully assumes all the duties and responsibilities of a youth worker in the same site selected for the first internship. The student's work is supervised and evaluated by an on-site field supervisor.</p>	<p>AHSC 538 Extended Internship in Youth Work (9 credits) <i>Prerequisites:</i> AHSC 533 and 12 credits completed in youth work with permission of the Department. This 320-hour internship is designed to provide a full-time supervised experience in either a clinical or a normative youth work setting and requires additional hours to assist the student in building his/her application for licensing. The focus of this internship is that the student fully assumes all the duties and responsibilities of a youth worker in the same site selected for the first internship. The student's work is supervised and evaluated by an on-site field supervisor.</p>
<p>Rationale: This corrects an oversight associated with Senate document US-2016-4-D20. In that document, the internship course AHSC 536 <i>Extended Internship in Youth Work</i> (12 credits) was split into two separate courses, AHSC 533 <i>Internship I in Youth Work</i> (3 credits) and AHSC 538 <i>Extended Internship II in Youth Work</i> (9 credits). As a result of this, AHSC 533 <i>Internship I in Youth Work</i> can be taken earlier in the program such that students also can take AHSC 538 <i>Extended Internship II in Youth Work</i> (which requires AHSC 533 <i>Internship I in Youth Work</i> as a prerequisite) earlier in the program, having completed 12 credits instead of 24.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

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

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

DATE: September 26, 2017

**SUBJECT: GRADUATE CURRICULUM CHANGES (PHIL-21)
(CALENDAR – 2018/2019)
DEPARTMENT OF PHILOSOPHY
FACULTY OF ARTS AND SCIENCE**

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

The Department of Philosophy is adding a new course, *PHIL 641 Philosophical Foundations of Biology*.

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



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



INTERNAL MEMORANDUM

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

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

DATE: September 8, 2017

SUBJECT: Graduate Calendar Curriculum Changes
Department of Philosophy
PHIL-21
New course PHIL 641 Philosophical Foundations of Biology

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

The **Department of Philosophy** proposes adding a new course, PHIL 641 *Philosophical Foundations of Biology*, to its graduate course offerings. This course was developed through consultation with the Department of Biology and will be the graduate equivalent of the undergraduate course BIOL 421/PHIL 441 *Philosophical Foundations of Biology* which is awaiting Senate approval.

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

Reference documents:
FCC 2016.8_G-PHIL-21
ASFC 2017-4M-K

Department of Philosophy

PHIL-21

Memo from Chair

New Course

PHIL 641 Philosophical Foundations of Biology

Department of Philosophy

12 December 2016

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

Re: Philosophy Curriculum Changes

The Department of Philosophy requests a changes to its course offerings in the MA program. These changes were approved at a Department meeting in November 2015. Given various staff turnovers these were delayed and not entered in Provotrack.

The addition is **PHIL 641 Philosophical Foundations of Biology**.

Rationale: This new course, which was initiated through discussions between the Biology and Philosophy Departments, is a graduate course that is also offered at the 400 level in our BA (as PHIL 441). It is cross-listed with BIOL 421, which has already been approved. The course will further develop interdisciplinary ties between the two departments, as encouraged by Concordia's new Strategic Directions. And it will allow students to become versed in the intersections between biology and philosophy, as clarified in the course description. With disciplines increasingly intersecting, this is an important type of course for Concordia's Strategic Direction called "Teach for Tomorrow".

Resource implications: There are minimal resource implications. Since this course requires specific expertise of faculty members, offering it would mean such members not offering other upper level/grad courses. On the other hand, it allows members with such expertise to give grad courses specific to their areas of expertise, which is important for our graduate program, and it increases our interdisciplinary offerings.

Sincerely,

David Morris
Chair and Professor of Philosophy

PROGRAM CHANGE: Master of/Magisteriate in Arts (Philosophy)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Philosophy
Program: MA in Philosophy
Degree: MA
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Master of/Magisteriate in Arts (Philosophy)</p> <p>Admission Requirements. ...</p> <p>Requirements for the Degree ...</p> <p>Master of/Magisteriate in Arts with Research Paper (Option A) ...</p> <p>Master of/Magisteriate in Arts with Thesis (Option B) ...</p> <p>Academic Regulations ...</p> <p>Courses</p> <p>All courses are worth 3 credits unless otherwise noted.</p> <p>A. History of Philosophy ...</p> <p>B. Aesthetics, Moral Philosophy, or Social and Political Philosophy ...</p>	<p>Master of/Magisteriate in Arts (Philosophy)</p> <p>Admission Requirements. ...</p> <p>Requirements for the Degree ...</p> <p>Master of/Magisteriate in Arts with Research Paper (Option A) ...</p> <p>Master of/Magisteriate in Arts with Thesis (Option B) ...</p> <p>Academic Regulations ...</p> <p>Courses</p> <p>All courses are worth 3 credits unless otherwise noted.</p> <p>A. History of Philosophy ...</p> <p>B. Aesthetics, Moral Philosophy, or Social and Political Philosophy ...</p>

C. Metaphysics, Epistemology or Philosophy of Science

PHIL 634 Selected Topics in Epistemology

Subject matter varies from term to term and from year to year. Students may re-register for this course provided that the course content has changed. Changes in content are indicated by the letter following the course number, e.g. PHIL 634A, PHIL 634B, etc.

PHIL 643 Selected Topics in Metaphysics

Subject matter varies from term to term and from year to year. Students may re-register for this course provided that the course content has changed. Changes in content are indicated by the letter following the course number, e.g. PHIL 643A, PHIL 643B, etc.

Note: Students who have received credit for this topic under a PHIL 640 or PHIL 642 number may not take this course for credit.

PHIL 644 Philosophy of Science

This course provides an analysis of philosophical issues raised by science, such as those concerning scientific evidence, concepts, theories, and explanation; or the intersection with ethical and social problems.

Note: Students who have received credit for PHIL 650 or 657 may not take this course for credit.

...

C. Metaphysics, Epistemology or Philosophy of Science

PHIL 634 Selected Topics in Epistemology

Subject matter varies from term to term and from year to year. Students may re-register for this course provided that the course content has changed. Changes in content are indicated by the letter following the course number, e.g. PHIL 634A, PHIL 634B, etc.

[PHIL 641 Philosophical Foundations of Biology](#)

[This course helps students critically engage biology's philosophical foundations. Topics typically include the nature of scientific reasoning, testing, and evidence in biology; how best to discover, define, and apply biological concepts; and how to structure the aims of biology to fit our diverse and changing societies.](#)

PHIL 643 Selected Topics in Metaphysics

Subject matter varies from term to term and from year to year. Students may re-register for this course provided that the course content has changed. Changes in content are indicated by the letter following the course number, e.g. PHIL 643A, PHIL 643B, etc.

Note: Students who have received credit for this topic under a PHIL 640 or PHIL 642 number may not take this course for credit.

PHIL 644 Philosophy of Science

This course provides an analysis of philosophical issues raised by science, such as those concerning scientific evidence, concepts, theories, and explanation; or the intersection with ethical and social problems.

Note: Students who have received credit for PHIL 650 or 657 may not take this course for credit.

...

Rationale:

PHIL 441/641 Philosophical Foundations of Biology

The new course PHIL 641 Philosophical Foundations of Biology is to be included in both our undergraduate and graduate course offerings (as PHIL 441 and PHIL 641 respectively). The course will further develop interdisciplinary ties between the two departments, as encouraged by Concordia's new Strategic Directions. And it will allow students to become versed in the intersections between biology and philosophy, as clarified in the course description. With disciplines increasingly intersecting, this is an important type of course for Concordia's Strategic Direction called "Teach for Tomorrow".

Resource Implications:

None. This course will be offered as part of the regular allocation in rotation with other courses.

COURSE CHANGE: PHIL 641 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Philosophy
Program: MA in Philosophy
Degree: MA
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PHIL 641 Philosophical Foundations of Biology This course helps students critically engage biology’s philosophical foundations. Topics typically include the nature of scientific reasoning, testing, and evidence in biology; how best to discover, define, and apply biological concepts; and how to structure the aims of biology to fit our diverse and changing societies.</p>
<p>Rationale: The new course PHIL 641 Philosophical Foundations of Biology is to be included in both our undergraduate and graduate course offerings (as PHIL 441 and PHIL 641 respectively). Requirements for graduate and undergraduate students will be defined the course syllabus. The course will further develop interdisciplinary ties between the two departments, as encouraged by Concordia’s new Strategic Directions. It will allow students to become versed in the intersections between biology and philosophy, as clarified in the course description. With disciplines increasingly intersecting, this is an important type of course for Concordia’s Strategic Direction called “Teach for Tomorrow”.</p>	
<p>Resource Implications: None. This course will be offered as part of the regular allocation in rotation with other courses.</p>	
<p>Other Programs within which course is listed: The undergraduate equivalent of this course PHIL 441 is proposed as a new course under PHIL-20. PHIL 441/641 Philosophical Foundations of Biology</p>	

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

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

DATE: September 26, 2017

**SUBJECT: GRADUATE CURRICULUM CHANGES (SOAN-30)
(CALENDAR – 2018/2019)
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
FACULTY OF ARTS AND SCIENCE**

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

The Department of Sociology and Anthropology is proposing to revamp the descriptions of the comprehensive exams.

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



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



INTERNAL MEMORANDUM

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

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

DATE: September 8, 2017

SUBJECT: Graduate Calendar Curriculum Changes
Department of Sociology and Anthropology
SOAN-30
Comprehensive exams requirement changes under PhD (Social and Cultural Analysis)

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

The **Department of Sociology and Anthropology** proposes updating the descriptions of the Comprehensive Exams to be more precise and to reflect better current practice within the department. Specifically, they adjust the time frame for the exams, how the examining committee is formed, the number of titles to be considered, and define what constitutes a pass. In addition, they remove reference to an oral component to the comprehensive exam as this has never really existed in practice.

They also make a number of simple housekeeping changes to the text to reflect calendar style.

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

Department of Sociology and Anthropology

SOAN-30

Memo from Interim Graduate Program Director

Requirements Change

Doctor of/Doctorate in Philosophy (Social and Cultural Analysis)

Course Description Editorial Change

SOAN 870 Thesis Proposal

INTERNAL MEMORANDUM

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

FROM: Beverley Best, Interim - Graduate Program Director,
Department of Sociology and Anthropology

DATE: Wednesday, March 29, 2017

SUBJECT: **revised description to the comprehensive exams**

The attached revised description for the comprehensive exams was presented and approved at the November 14, 2016 Departmental Assembly.

Please review this recommendation at Faculty Curriculum Committee. The requested changes to the comprehensive exams description reflect the current practice in the Department of Sociology and Anthropology.

PROGRAM CHANGE: Social and Cultural Analysis

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program: PhD (Social and Cultural Analysis)
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Doctor of/Doctorate in Philosophy (Social and Cultural Analysis)</p> <p>Admission Requirements. The normal requirement for admission to the PhD in Social and Cultural Analysis is a Master of/Magisteriate in Arts in sociology or in anthropology, with a minimum cumulative GPA of 3.00, from a recognized university. A superior academic record and strong references are both essential. The intended area of research is also a factor as admission is contingent on the availability of an appropriate research supervisor. Applicants who do not have the required background in either one of the disciplines will be required to take courses (undergraduate or graduate) before being admitted into the program. The number of credits required will vary depending on the student's personal background but will be limited to no more than 24 credits. Any student applying from outside Canada whose first language is other than English must demonstrate proficiency in the English language by writing the TOEFL iBT and obtaining a minimum score of 90.</p> <p>Requirements for the Degree</p> <ol style="list-style-type: none"> Credits. A fully-qualified candidate is required to complete a minimum of 90 credits. Residence Requirements. The minimum period of residence is two calendar years (6 terms) of full-time graduate study beyond the Master's degree or the equivalent in part-time study. Required Courses (12 credits). Students are required to take SOAN 800 (6 credits), 820 (3 credits) and 840 (3 credits). 	<p>Doctor of/Doctorate in Philosophy (Social and Cultural Analysis)</p> <p>Admission Requirements. The normal requirement for admission to the PhD in Social and Cultural Analysis is a Master of/Magisteriate in Arts in sociology or in anthropology, with a minimum cumulative GPA of 3.00, from a recognized university. A superior academic record and strong references are both essential. The intended area of research is also a factor as admission is contingent on the availability of an appropriate research supervisor. Applicants who do not have the required background in either one of the disciplines are required to take courses (undergraduate or graduate) before being admitted into the program. The number of credits required varies depending on the student's personal background but are limited to no more than 24 credits. Any student applying from outside Canada whose first language is other than English must demonstrate proficiency in the English language by writing the TOEFL iBT and obtaining a minimum score of 90.</p> <p>Requirements for the Degree</p> <ol style="list-style-type: none"> Credits. A fully-qualified candidate is required to complete a minimum of 90 credits. Residence Requirements. The minimum period of residence is two calendar years (6 terms) of full-time graduate study beyond the Master's degree or the equivalent in part-time study. Required Courses (12 credits). Students are required to take SOAN 800 (6 credits), 820 (3 credits) and 840 (3 credits).

4. **Elective Courses** (6 credits). Students may choose two 3-credit courses from the list below.
Note: Doctoral students ~~will be~~ asked to perform at a higher level as leaders in class discussions and ~~will be~~ given more in-depth work in the form of papers and oral presentations.

Anthropology

ANTH 600 Identity and Difference
ANTH 601 World Anthropologies
ANTH 610 Ethnographic Research and Ethics
ANTH 620 Writing Methods in Inter-Cultural Communication
ANTH 630 New Directions in Anthropological Research
ANTH 640 Special Topics I *
ANTH 641 Special Topics II *

Sociology

SOCI 602 Issues in Classical Sociological Theory
SOCI 603 Issues in Contemporary Sociological Theory
SOCI 612 Designing Sociological Research
SOCI 613 Techniques of Sociological Research
SOCI 620 Population and Society
SOCI 622 Studies in Race and Ethnicity
SOCI 625 Sociology of Culture
SOCI 626 North American Societies
SOCI 627 Social Movements and Social Change
SOCI 632 Sociology of the Family
SOCI 633 Sociology of Knowledge
SOCI 635 Gender Studies
SOCI 637 Development
SOCI 638 The City
SOCI 639 Social Problems
SOCI 640 Community Studies
SOCI 642 Studies in Governance
SOCI 644 Sociology of the Body
SOCI 645 Sociology of Men
SOCI 646 Globalization
SOCI 647 Democracy and Citizenship
SOCI 648 Health, Illness and Medicine
SOCI 649 Media and Communication
SOCI 652 Self and Subjectivity
SOCI 653 Intellectual Biography

5. **Comprehensive Examinations (12 credits)**. All candidates are required to write two 6-credit comprehensive exams (SOAN 850 and 860). The topics for these exams are set at the end of the first year and the exams completed within the second year of the program. Each comprehensive exam is assessed by a committee of three faculty members drawn from the two disciplines, and formed

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Note: Doctoral students are asked to perform at a higher level as leaders in class discussions and are given more in-depth work in the form of papers and oral presentations.

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in consultation with the [Graduate Program Director](#).

6. **Thesis Proposal (3 credits).** A candidate who has passed the comprehensive examinations must then submit a thesis proposal to the Graduate Program Director and the thesis committee (selected in consultation with the GPD). This proposal ~~will be~~ explained to, and defended before the thesis committee. If accepted, this constitutes the completion of SOAN 870 (3 credits).
7. **Thesis (57 credits).** The candidate who has passed the PhD comprehensive examinations and the thesis proposal ~~will~~ proceed to the final requirement. The thesis is expected to make an original contribution to knowledge, to be based on primary sources and to be presented in an acceptable literary form. The thesis ~~will~~ demonstrate knowledge of theories and methods associated with each discipline. The thesis ~~will~~ normally be no more than 400 pages in length in total. Subject to the approval of the GPD and the thesis committee, a component of the thesis can take the form of a film or CD Rom.
8. **Language Requirement.** Given that the bulk of the literature in the two disciplines is written in English and French, reading assignments are given in both languages. Students are required to work towards reading proficiency very quickly. Upon completion of their coursework, students are required to demonstrate reading proficiency in both languages before being permitted to begin the thesis portion of their program. The proficiency level is verified through the administration of a translation test at the end of the coursework period. In addition, students whose research topic requires the knowledge of a third language ~~will be~~ expected to take the necessary courses and demonstrate proficiency in that language before embarking on their research.

Academic Regulations

1. **GPA Requirement.** The academic progress of students is monitored on a periodic basis. To be permitted to continue in the program, students must obtain a minimum cumulative grade point average (GPA) of 3.00 based on a minimum of 12 credits. Students whose GPA falls below 3.00 are considered to be on academic probation during the following review period. Students whose GPA falls below 3.00 for two consecutive review periods are withdrawn from the program.
2. **C Rule.** Students who obtain a grade of C in a course are required to repeat the course or take another course. Students receiving more than one C grade ~~will be~~ withdrawn from the program.
3. **F Rule.** Students who receive a failing grade in the course of their PhD studies are withdrawn from the program. Students may apply for re-admission. Students who receive another failing grade after re-admission are withdrawn from the program without any further possibility of re-admission.
4. **Time Limits.** All work for a doctoral degree must be completed within 18 terms (6 years) of full-time study or 24 terms (8 years) of part-time study from the time of

drawn from the two disciplines, and formed in consultation with the [student's supervisor](#).

6. **Thesis Proposal (3 credits).** A candidate who has passed the comprehensive examinations must then submit a thesis proposal to the Graduate Program Director and the thesis committee (selected in consultation with the GPD). This proposal is explained to, and defended before the thesis committee. If accepted, this constitutes the completion of SOAN 870 (3 credits).
7. **Thesis (57 credits).** The candidate who has passed the PhD comprehensive examinations and the thesis proposal proceeds to the final requirement. The thesis is expected to make an original contribution to knowledge, to be based on primary sources and to be presented in an acceptable literary form. The thesis demonstrates knowledge of theories and methods associated with each discipline. The thesis is normally no more than 400 pages in length in total. Subject to the approval of the GPD and the thesis committee, a component of the thesis can take the form of a film or CD Rom.
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4. **Time Limits.** All work for a doctoral degree must be completed within 18 terms (6 years) of full-time study or 24 terms (8 years) of part-time study from the time of original registration in the program.

original registration in the program.

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

Required Courses

SOAN 800 General Seminar (6 credits)

This course focuses on orientating the common epistemological interests of sociological and anthropological approaches to social and cultural analysis in the four areas of specialization. In order to maximize interdisciplinary coverage, the seminar ~~will be~~ led by two faculty members, one trained in sociology and one in anthropology.

SOAN 820 Professional Development

This course is designed as a seminar in which guest speakers orally present the results of their work and practical information on various professional skills (professionalization). Students are exposed to a variety of research conducted in the two disciplines and acquire communication and teaching skills necessary for working in the real world (defined as both academic and non-academic). Students learn how to present research results to a variety of audiences, how to address issues related to university teaching, and how to deal with ethical issues in the research context. The course is graded as Pass/Fail. It is mandatory for all students in the program. Each week, students must submit a written report on the presentation of the previous week.

SOAN 840 General Seminar

Designed as a preparation to the research involved in the thesis, the second general seminar focuses on the development of writing and research capacities, preparing research proposals, addressing issues in theory and method in relation to various topics, covering literature reviews. One faculty member is responsible for this seminar.

SOAN 850 Comprehensive Exam I (6 credits)

SOAN 860 Comprehensive Exam II (6 credits)

Towards the end of their ~~4st~~ year in the program, and in consultation with ~~the Graduate Program Director~~, PhD students ~~will~~ form an advisory committee of three faculty members, including their ~~thesis~~ supervisor, to assist in the preparation of the comprehensive exams (6 credits each). A core reading list ~~of 50 to 100 titles is suggested as reasonable~~ for each ~~of the exams~~. ~~The first comprehensive exam is non-related to the thesis topic while the second is broadly connected to it (but not so closely as to be a potential chapter of the thesis). In both cases,~~ the ultimate goal of the exams is to establish a ~~future faculty member's~~ academic specialization. After completing ~~them~~, the student should have acquired sufficient background to teach a course and/or conduct advanced research in the area.

The examinations normally take place before the end of the student's second year in the program. Each exam takes the form of a written essay (20-25 pages) that the student has three weeks to write. ~~The submission of the written examination is followed in the next three weeks by an oral defense before the~~ advisory committee. Students who fail one of these exams are allowed to take it for a second time during the following term. A second failure leads to the students' withdrawal from the program.

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

Required Courses

SOAN 800 General Seminar (6 credits)

This course focuses on orientating the common epistemological interests of sociological and anthropological approaches to social and cultural analysis in the four areas of specialization. In order to maximize interdisciplinary coverage, the seminar is led by two faculty members, one trained in sociology and one in anthropology.

SOAN 820 Professional Development

This course is designed as a seminar in which guest speakers orally present the results of their work and practical information on various professional skills (professionalization). Students are exposed to a variety of research conducted in the two disciplines and acquire communication and teaching skills necessary for working in the real world (defined as both academic and non-academic). Students learn how to present research results to a variety of audiences, how to address issues related to university teaching, and how to deal with ethical issues in the research context. The course is graded as Pass/Fail. It is mandatory for all students in the program. Each week, students must submit a written report on the presentation of the previous week.

SOAN 840 General Seminar

Designed as a preparation to the research involved in the thesis, the second general seminar focuses on the development of writing and research capacities, preparing research proposals, addressing issues in theory and method in relation to various topics, covering literature reviews. One faculty member is responsible for this seminar.

SOAN 850 Comprehensive Exam I (6 credits)

SOAN 860 Comprehensive Exam II (6 credits)

Towards the end of their first year in the program, and in consultation with their thesis supervisor, PhD students form an advisory committee of three faculty members, including their supervisor, to assist in the preparation of the comprehensive exams (6 credits each). A core reading list consists of approximately 25 titles for each exam. The ultimate goal of the exams is to establish a candidate's academic specialization. After completing the exams, students should have acquired sufficient background to teach a course and/or conduct advanced research in the area.

The examinations normally take place before the end of the student's second year in the program. Each exam takes the form of a written essay (20-25 pages) that the student has three weeks to write. The student's advisory committee members evaluate the exam as earning a grade of pass or fail. To constitute a successful exam, it must receive a grade of pass from all three members of the committee. Students who fail one of these exams are allowed to take it for a second time during the following term. A second failure leads to the student's withdrawal from the program.

SOAN 870 Thesis Proposal

A candidate who has successfully completed the course requirements and the comprehensive exams must submit a thesis proposal to the Graduate Program Director and the thesis committee. The thesis committee, selected in consultation with the GPD, is

SOAN 870 Thesis Proposal

A candidate who has successfully completed the course requirements and the comprehensive exams must submit a thesis proposal to the Graduate Program Director and the thesis committee. The thesis committee, selected in consultation with the GPD, is composed of three members representing both Sociology and Anthropology. It may be the student's initial advisory committee. The thesis proposal should describe the topic of the thesis, situate it in the relevant literature, and discuss the intended research methods. The written version of the proposal is approved by the members of the thesis committee and followed by an oral defense before the committee members. Following this, the PhD candidate ~~will be~~ invited to present his thesis proposal in a departmental seminar.

SOAN 890 Thesis (57 credits)

Doctoral candidates submit a thesis based on their research and defend it in an oral examination. The thesis is expected to make an original contribution to knowledge, to be based on primary sources and to be presented in an acceptable form. The thesis should normally be no more than 400 pages in length (or equivalent if a non-literary format is used).

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Rationale:

The Department is clarifying the guidelines for the exams for both students and faculty members.

We did not remove the oral exam component from the Comprehensive Exams; rather, there never was an oral exam component for the comprehensive exams from day one. This description has never reflected the practice in the program and we are just catching this mistake now. The thesis proposal is the first oral exam for our PhD program students.

The department believes that 25 articles allow the students to explore a sufficient depth and breadth of the field to show their competency in the area. Using 50 to 100 articles was simply more than was necessary to show these competencies.

Resource Implications:

None.

COURSE CHANGE: SOAN 870 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program: Social and Cultural Analysis
Degree: PhD
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>SOAN 870 Thesis Proposal A candidate who has successfully completed the course requirements and the comprehensive exams must submit a thesis proposal to the Graduate Program Director and the thesis committee. The thesis committee, selected in consultation with the GPD, is composed of three members representing both Sociology and Anthropology. It may be the student's initial advisory committee. The thesis proposal should describe the topic of the thesis, situate it in the relevant literature, and discuss the intended research methods. The written version of the proposal is approved by the members of the thesis committee and followed by an oral defense before the committee members. Following this, the PhD candidate will be invited to present his thesis proposal in a departmental seminar.</p>	<p>SOAN 870 Thesis Proposal A candidate who has successfully completed the course requirements and the comprehensive exams must submit a thesis proposal to the Graduate Program Director and the thesis committee. The thesis committee, selected in consultation with the GPD, is composed of three members representing both Sociology and Anthropology. It may be the student's initial advisory committee. The thesis proposal should describe the topic of the thesis, situate it in the relevant literature, and discuss the intended research methods. The written version of the proposal is approved by the members of the thesis committee and followed by an oral defense before the committee members. Following this, the PhD candidate <u>is</u> invited to present his thesis proposal in a departmental seminar.</p>
<p>Rationale: Editorial change to present tense for calendar style.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None.</p>	

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

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

DATE: September 26, 2017

**SUBJECT: GRADUATE CURRICULUM CHANGES (SOAN-31)
(CALENDAR – 2018/2019)
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
FACULTY OF ARTS AND SCIENCE**

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

The Department of Sociology and Anthropology wishes to update the course titles for ANTH 601 and 620 and revamp the course description of ANTH 630.

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



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



INTERNAL MEMORANDUM

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

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

DATE: September 8, 2017

SUBJECT: Graduate Calendar Curriculum Changes
Department of Sociology and Anthropology
SOAN-31
Master of/Magisteriate in Arts (Social and Cultural Anthropology)

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

The **Department of Sociology and Anthropology** is proposing an update of two course titles (ANTH 601 and ANTH 620) and one course description (ANTH 630) to reflect better current language used in the discipline and the material covered in the courses.

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

Reference documents:
FCC 2016.6/G_SOAN-31
ASFC 2017-3M-N

Department of Sociology and Anthropology

SOAN-31

Memo from Interim Graduate Program Director

Editorial Changes

Master of/Magisteriate in Arts (Social and Cultural Anthropology)

Course Title Change

ANTH 601 Decolonizing Anthropology

ANTH 620 Writing Ethnography

Course Description Change

ANTH 630 New Directions in Anthropological Research

INTERNAL MEMORANDUM

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

FROM: Beverley Best, Interim - Graduate Program Director,
Department of Sociology and Anthropology

DATE: Wednesday, March 29, 2017; Revised - Tuesday April 4, 2017

SUBJECT: **Revised course titles and description for MA in Social and Cultural Anthropology**

The attached recommendation to change the course title for ANTH 601 and 620 as well up-date the description for ANTH 630 was presented and approved at the January 16, 2017 Departmental Assembly.

Please review this recommendation at Faculty Curriculum Committee. The requested changes to the course title for ANTH 601, 620 as well as an up-dated description for ANTH 630. The reasoning is that over time the language used in the discipline and the course content have evolved and the Department of Sociology and Anthropology felt that the proposed changes better reflected the activities of the Department.

PROGRAM CHANGE: Master of/Magisteriate in Arts (Social and Cultural Anthropology)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program: Social and Cultural Anthropology
Degree: MA
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Master of/Magisteriate in Arts (Social and Cultural Anthropology)</p> <p>Admission Requirements. ...</p> <p>Requirements for the Degree ...</p> <p>Academic Regulations ...</p> <p>Courses</p> <p>All courses listed below are worth 3 credits unless otherwise noted.</p> <p>ANTH 600 Identity and Difference This course explores the processes of social differentiation and identification.</p> <p>ANTH 601 World Anthropologies This course examines the roots of anthropological theory in Western culture and the decolonization of anthropology since the 1960s.</p> <p>ANTH 610 Ethnographic Research and Ethics This course explores the methods used to gather ethnographic material and the ethical dynamics of the fieldwork encounter, and the duties of the anthropologist as cultural mediator.</p>	<p>Master of/Magisteriate in Arts (Social and Cultural Anthropology)</p> <p>Admission Requirements. ...</p> <p>Requirements for the Degree ...</p> <p>Academic Regulations ...</p> <p>Courses</p> <p>All courses listed below are worth 3 credits unless otherwise noted.</p> <p>ANTH 600 Identity and Difference This course explores the processes of social differentiation and identification.</p> <p>ANTH 601 <u>Decolonizing Anthropology</u> This course examines the roots of anthropological theory in Western culture and the decolonization of anthropology since the 1960s.</p> <p>ANTH 610 Ethnographic Research and Ethics This course explores the methods used to gather ethnographic material and the ethical dynamics of the fieldwork encounter, and the duties of the anthropologist as cultural mediator.</p>

ANTH 620 Writing ~~Methods in Inter-Cultural Communication~~

This course examines a range of methods and styles for presenting ethnographic material, from ethnographic realism to fiction, and encourages further experimentation.

ANTH 630 New Directions in Anthropological Research

This course explores emergent concepts, methods and topics in anthropology.

'''

ANTH 620 Writing Ethnography

This course examines a range of methods and styles for presenting ethnographic material, from ethnographic realism to fiction, and encourages further experimentation.

ANTH 630 New Directions in Anthropological Research

This course explores emergent concepts, methods and topics in anthropology. [Content changes in accordance with the research focus of the professor leading the course.](#)

'''

Rationale:

The Department is updating the course titles and descriptions to better describe the course content.

Resource Implications:

None.

COURSE CHANGE: ANTH 601 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program: Social and Cultural Anthropology
Degree: MA
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

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

Present Text (from 2016/2017) calendar	Proposed Text
<p>ANTH 601 World Anthropologies This course examines the roots of anthropological theory in Western culture and the decolonization of anthropology since the 1960s.</p>	<p>ANTH 601 <u>Decolonizing Anthropology</u> This course examines the roots of anthropological theory in Western culture and the decolonization of anthropology since the 1960s.</p>
<p>Rationale: The Department is updating the course titles and descriptions to better describe the course content. "Decolonization" refers to a broad theoretical and methodological movement to include voices once marginalized by colonization. It brings together earlier bodies of post-colonial theory and the tradition of World Anthropologies. The course begins from a critique of the long-standing relationship between social science and colonialism and explores attempts to redress this history both within and beyond the academy.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: ANTH 620 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program: Social and Cultural Anthropology
Degree: MA
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

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

Present Text (from 2016/2017) calendar	Proposed Text
<p>ANTH 620 Writing Methods in Inter-Cultural Communication This course examines a range of methods and styles for presenting ethnographic material, from ethnographic realism to fiction, and encourages further experimentation.</p>	<p>ANTH 620 Writing <u>Ethnography</u> This course examines a range of methods and styles for presenting ethnographic material, from ethnographic realism to fiction, and encourages further experimentation.</p>
<p>Rationale: The Department is updating the course title to better describe the course content. The term "ethnography" is more appropriate as this is the central methodology used in social and cultural anthropology (our department's specialty) and in the course students are being trained in ethnographic writing.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: ANTH 630 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2017/2018
Implementation Month/Year: Summer 2018

Faculty/School: Arts and Science
Department: Sociology and Anthropology
Program: Social and Cultural Anthropology
Degree: MA
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

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

Present Text (from 2016/2017) calendar	Proposed Text
<p>ANTH 630 New Directions in Anthropological Research This course explores emergent concepts, methods and topics in anthropology.</p>	<p>ANTH 630 New Directions in Anthropological Research This course explores emergent concepts, methods and topics in anthropology. Content changes in accordance with the research focus of the professor leading the course.</p>
<p>Rationale: The Department is updating the core description to better describe the course content.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

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

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

DATE: September 26, 2017

**SUBJECT: GRADUATE CURRICULUM CHANGES (CES-14)
(CALENDAR – 2018/2019)
CENTRE FOR ENGINEERING IN SOCIETY
FACULTY OF ENGINEERING AND COMPUTER SCIENCE**

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

The Centre for Engineering in Society wishes to introduce a new course, *ENCS 6031 Cultures of Engineering Practice*.

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



cc: M. Debbabi, Associate Dean, Graduate Programs and Research, Faculty of Engineering and Computer Science
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

INTERNAL MEMORANDUM

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

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

CC: Ms. Frederica Martin
Academic Programs Analyst
School of Graduate Studies

DATE: June 1 2017

RE: **Graduate Curriculum Proposal for the 2018-19 Academic Year**
Faculty of Engineering and Computer Science

At its meeting on May 12th, 2017, the Council of the Faculty of Engineering and Computer Science reviewed and approved, as presented, the creation of a new course *ENCS 6031 Cultures of Engineering Practice*, proposed by the Centre for Engineering in Society (CES). The new course will enhance the Centre's offerings in the area of professional leadership skills.

Details of the course proposal are indicated and explained in the Department's internal memorandum and Provotrack dossier CES-14.

We kindly request that this dossier be placed on the next agenda of the Graduate Curriculum Committee.

Thank you for your consideration of this proposal.



**FACULTY OF ENGINEERING
AND COMPUTER SCIENCE**

Office of the Dean

INTERNAL MEMORANDUM

TO: Dr. Amir Asif
Chair of the Faculty Council
Faculty of Engineering and Computer Science

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

DATE: May 4, 2017

RE: **Graduate Curriculum Proposal for the 2018-19 Academic Year
Centre for Engineering in Society (CES)**

At its meeting on May 3, 2017, the Engineering and Computer Science Graduate Studies Committee (ECSGSC) reviewed and approved, with minor modifications, the creation of a new permanent course *ENCS 6031 Cultures of Engineering Practice*. The addition of the new course will enhance the Department's course offerings in the area of the professional leadership skills for engineering and computer science students.

Details of this curriculum item are indicated and explained in the Department's internal memorandum and Provotrack dossier CES-14.

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

Thank you for your consideration of this proposal.



Centre for Engineering in Society INTERNAL MEMORANDUM

TO: DR. MOURAD DEBABBI, ASSOCIATE DEAN, GRADUATE STUDIES
FROM: Dr. D. Dysart-Gale, Chair, Centre for Engineering in Society
DATE: APRIL 18, 2017
SUBJECT: PROPOSAL FOR ENCS 6031 Cultures of Engineering Practice

The Graduate Curriculum Committee of the Centre for Engineering in Society proposes the creation of a new four-credit graduate course, *Cultures of Engineering Practice*

The proposed course will provide graduate students with the necessary tools to become aware of cultural differences in professional contexts and how they can affect engineering practice.

We further request that this non-technical elective course be listed in the E09 topic area and open to MEng students.

We believe this unique and innovative course aligns with Concordia's strategic initiatives and positions ENCS as a leader in engineering education.

PROGRAM CHANGE: Topic Area E09

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Engineering and Computer Science
Department: Centre for Engineering in Society
Program: All course-based Master's Engineering Programs
Degree: MEng
Calendar Section/Graduate Page Number: Summer 2017

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
E09 - PROFESSIONAL LEADERSHIP SKILLS ENCS 6041 Creativity, Innovation, and Critical Thinking ENCS 6042 Communication Techniques for the Innovation Process ENCS 6821 Development and Global Engineering	E09 - PROFESSIONAL LEADERSHIP SKILLS ENCS 6031 Cultures of Engineering Practice ENCS 6041 Creativity, Innovation, and Critical Thinking ENCS 6042 Communication Techniques for the Innovation Process ENCS 6821 Development and Global Engineering
Rationale: The change reflects the addition of a new course	
Resource Implications: None.	

COURSE CHANGE: ENCS 6031 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Summer 2018

Faculty/School: Engineering and Computer Science
Department: Centre for Engineering in Society
Program: All course-based Master's Engineering Programs
Degree: MEng
Calendar Section/Graduate Page Number: Summer 2017

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>ENCS 6031 Cultures of Engineering Practice (4 credits) Topics include historical emergence of engineering throughout the world; cross-cultural dimensions of contemporary engineering practice; qualitative research methods for cultural analysis; technical communication across cultures. Case studies and a project are required.</p>
<p>Rationale: The professional practice of engineering operates differently in different cultures. In today's increasingly interconnected world, engineers are regularly involved in work that spans multiple cultures. For instance, on project teams, engineers often find themselves working closely with colleagues from other countries, even without leaving their normal workplace. Contemporary engineering professionals are also often required to travel to different parts of the world to carry out their work. This course provides students with the necessary tools to become aware of cultural differences in professional contexts and how they can affect engineering practice.</p> <p>Guests will be invited to each module to speak on the cultures of specific places.</p>	
<p>Resource Implications: The course will be part of a faculty member's teaching load and drawn from our current course allotment.</p>	
<p>Other Programs within which course is listed: None.</p>	

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

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

DATE: September 26, 2017

**SUBJECT: GRADUATE CURRICULUM CHANGES (ADMI-9)
(CALENDAR – 2018/2019)
PHD PROGRAM IN BUSINESS ADMINISTRATION
JOHN MOLSON SCHOOL OF BUSINESS**

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

For the sake of consistency with other graduate programs and counteract any confusion from potential students, the John Molson School of Business is proposing to remove the GMAT requirement (600+) from the calendar.

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




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

JOHN MOLSON
SCHOOL OF BUSINESS

Office of the Dean

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

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

FROM: Stéphane Brutus, Interim Dean, John Molson School of Business 

DATE: May 17, 2017

SUBJECT: Changes to the Admission Requirements for the PhD Program in Business
Administration (ADMI-9)

Please find attached the Changes to the Admission Requirements for the PhD Program in Business Administration (ADMI-9).

It was unanimously approved by the JMSB Faculty Council on May 12, 2017.

I respectfully request that this proposal be presented at the first 2017-2018 meeting of the Graduate Curriculum Committee on September 2017.

Thank you.

Attachment

TO: Stéphane Brutus, Interim Dean, John Molson School of Business

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

FROM: Anne-Marie Croteau, Associate Dean, Professional Graduate Programs and External Relations
Chair of the Faculty Academic Programs Committee, JMSB

DATE: May 04, 2017

SUBJECT: Changes to the Admission Requirements for the PhD Program in Business Administration (ADMI-9)

Please find attached the Proposal for Changes to the Admission Requirements for the PhD Program in Business Administration (ADMI-9).

This document was presented at the JMSB Faculty Academic Programs Committee on April 25, 2017. It was unanimously approved.

I respectfully request that the proposed changes be presented at the JMSB Faculty Council meeting on May 12, 2017 for consideration.

Attachment

Internal Memorandum

To: Anne-Marie Croteau, Associate Dean, Professional Graduate Programs
From: Thomas Walker, Associate Dean, Research and Research Programs
Date: April 13, 2017
Subject: Changes to the Admission Requirements for the PhD Program in Business Administration

Dear Anne-Marie,

Our office recently noticed a discrepancy between the PhD admission requirements listed on our website and our promotional materials on one hand and the graduate calendar on the other hand. The calendar currently lists a minimum GMAT score of 600 whereas our promotional materials and our website list a minimum GMAT score of 630.

To alleviate the potential for any misunderstandings by new applicants, I would like to submit the proposed changes in admission requirements for the PhD Program in Business Administration section of the Graduate Calendar.

The requested change would delete the currently listed GMAT requirement (600+) from the calendar, thereby aligning the calendar entry with other graduate programs in which the GMAT requirement is not specifically listed in the calendar but rather in the promotional materials and application documents distributed in print and online.

I hope this will assist in avoiding any misunderstandings by our applicants and will allow for flexibility in adjusting the GMAT requirements prior to every recruitment cycle based on our capacity and funding availability at the time. I respectfully request that the proposed changes be submitted to the next FAPC and Faculty Council meetings.

Please let me know if you require any additional information.

Thanks and all the best,

Thomas

PROGRAM CHANGE: Admission Requirements-GMAT score

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: John Molson School of Business
Department: All-JMSB Research
Program: Business Administration
Degree: Doctor of/Doctorate in Philosophy
Calendar Section/Graduate Page Number:Fall 2017

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p style="text-align: center;">Business Administration</p> <p>PhD Business Administration Website</p> <p>Doctor of/Doctorate in Philosophy (Business Administration)</p> <p>Admission Requirements. Students are accepted only for full-time study. To be considered for admission, applicants must have a master's degree or equivalent with high academic standing. Meritorious students enrolled in the Master of Science program at the John Molson School of Business who have completed all program requirements except for the thesis may apply for permission to proceed directly to doctoral studies in the same discipline without submitting a master's thesis. These students are expected to meet the same PhD program requirements as all other students. Applicants must select their area of specialization from the departments of Accountancy, Supply Chain and Business Technology Management, Finance, Management or Marketing, at the time of application. Enrolment in the program is strictly limited and applicants are selected on the basis of past academic record, letters of recommendation and the relevance of their proposed research to the areas of specialization of the department concerned. Applicants must submit proof of satisfactory performance (600+) on the Graduate Management Admissions Test (GMAT)</p>	<p style="text-align: center;">Business Administration</p> <p>PhD Business Administration Website</p> <p>Doctor of/Doctorate in Philosophy (Business Administration)</p> <p>Admission Requirements. Students are accepted only for full-time study. To be considered for admission, applicants must have a master's degree or equivalent with high academic standing. Meritorious students enrolled in the Master of Science program at the John Molson School of Business who have completed all program requirements except for the thesis may apply for permission to proceed directly to doctoral studies in the same discipline without submitting a master's thesis. These students are expected to meet the same PhD program requirements as all other students. Applicants must select their area of specialization from the departments of Accountancy, Supply Chain and Business Technology Management, Finance, Management or Marketing, at the time of application. Enrolment in the program is strictly limited and applicants are selected on the basis of past academic record, letters of recommendation and the relevance of their proposed research to the areas of specialization of the department concerned. Applicants must submit proof of satisfactory performance on the Graduate Management Admissions Test (GMAT) within</p>

within the previous five years. Requests to transfer to another specialization are treated within the normal application process in the new area of specialization.

the previous five years. Requests to transfer to another specialization are treated within the normal application process in the new area of specialization.

Rationale:
For consistency with current admission practices.

Resource Implications:
None

INTERNAL MEMORANDUM

TO: Dr Catherine Bolton, Vice-Provost, Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

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

DATE: May 31, 2017

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Exercise Science
EXCI-21
New Honours Programs in Kinesiology and Clinical Exercise
Physiology and Athletic Therapy; EXCI 323 deleted; stage note
changes

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

The Department of Exercise Science is proposing modifications to their Athletic Therapy (AT) and Kinesiology and Clinical Exercise Physiology (KCEP) programs to allow students access to an Honours option. Currently, students in the Exercise Science program are able to complete an Honours project while students in the professional programs (AT and KCEP) do not have this option. As an Honours program is “an integral part of a research stream (followed by MSc and PhD)” and some AT and KCEP graduates are interested in continuing in research, “the department is strongly motivated to remove the barrier impeding research training at the undergraduate level for our professional program students.”

To introduce these new options the department proposes streamlining and harmonizing the courses required for an Honours degree in all of their programs. First, all programs will require 12 credits of Honours-specific courses. This is a reduction from 18 in the existing Honours in Exercise Science. By careful planning, these 12 credits can be added to both the AT and KCEP professional programs without dramatically altering them and by increasing the program credit requirements by only six and nine credits, respectively. These changes allow students to complete both the professional requirements of their programs and also gain the added value of research experience. The advantage of added research experience manifests itself not only in “core research skills like scientific literature assessment and data validation”, but also in the

“design and evaluation of new training programs, approaches to new clinical populations, and integrating more closely into the clinical milieu.”

“There are no direct resource implications related to this program change. All courses already exist, and the Honours structure is already in place”.

Thank you for your consideration of this proposal.

Reference documents:

FCC 2016.7/U_EXCI-21

ASFC 2017-3M-H

Department of Exercise Science

EXCI-21

Memo from Department Curriculum Committee

New Program

BSc Honours in Kinesiology and Clinical Exercise Physiology (78 credits)

BSc Honours in Athletic Therapy (102 credits)

Program Changes

BSc Honours in Exercise Science (60 credits)

Course Deleted

EXCI 323 *Research Experience in Exercise Science*

Stage Note Change

EXCI 420 *Physical Activity Epidemiology*

EXCI 424 *Honours Seminar I: Issues and Methods in Exercise Science*

EXCI 425 *Honours Seminar II: Current Topics in Exercise Science*

EXCI 440 *Current Developments in the Biochemistry of Exercise*

EXCI 445 *Nutrition in Exercise and Sport*

EXCI 451 *Clinical Biomechanics*

EXCI 453 *Stress, Health and Disease*

EXCI 455 *Physical Activity, Health and Aging*

EXCI 458 *Pediatric Exercise Science*

EXCI 460 *Integrative Human Physiology*

EXCI 461 *Pharmacology for Sport and Exercise*

EXCI 471 *Pain Management Strategies*

EXCI 492 *Independent Study in Exercise Science*

New Course

EXCI 421 *Honours Seminar: Current Topics in Health and Exercise Science*

Prerequisite and Stage Note Change

EXCI 426 *Honours Thesis (6 credits)*

Memorandum

To: The Members of the Faculty Curriculum Committee
 From: The Exercise Science Curriculum Committee
 Date: March 31st, 2017
 Re: Request: Integration of the Honours option across all undergraduate programs in the Department of Exercise Science

Request:

To make the BSc Honours option compatible with all our BSc programs.

The overall change

We wish to add the Honours option to all our undergraduate programs. These proposed program additions were presented and discussed at a faculty meeting held on September 2nd 2016 and ultimately approved at the following department faculty meeting on October 7th, 2016.

It is currently offered as a stand-alone option, forcing students to choose between professional programs (Athletic Therapy, AT; and Kinesiology and Clinical Exercise Physiology, KCEP) and the Honours diploma, at the expense of the latter. We wish to add an Honours option to our AT and KCEP programs, to remove the program choice conflict. This will boost our Honours enrolment.

Current programs (Sept 2016)	New proposed programs
<ul style="list-style-type: none"> • BSc Major in Exercise Science • BSc Honours in Exercise Science 	<ul style="list-style-type: none"> • BSc Major in Exercise Science • BSc Honours in Exercise Science
<ul style="list-style-type: none"> • BSc in Athletic Therapy 	<ul style="list-style-type: none"> • BSc in Athletic Therapy • BSc Honours in Athletic Therapy
<ul style="list-style-type: none"> • BSc in Exercise Science; Specialization Clinical Exercise Physiology 	<ul style="list-style-type: none"> • BSc in Kinesiology and Clinical Exercise Physiology • BSc Honours in Kinesiology and Clinical Exercise Physiology
(Note: named changed to: BSc in Kinesiology and Clinical Exercise Physiology in EXCI-20)	

The rationale

The Honours program in the Department of Exercise Science is in its ninth active year (2008-2016), and is one of the four undergraduate program choices in our department. It has shown some academic success, as many Honours graduates have moved on to graduate school or to health-related professional schools (e.g., MD, MPt). To renew this program is important as it is meant to be an integral part of our research stream (followed by MSc, PhD) and should provide an opportunity for students to be exposed to research-oriented skills and careers.

While getting an Honours program represented an important step, our recruitment performance for this program has been low. Our AT and KCEP program enrolments have been growing or have been stable (with high graduation rates in these professional programs), but our Honours program has been struggling to maintain solid numbers. Active over the last 9 years, we got our first students in 2010, and since have graduated 12 Honours students (including 1 as a member of Science College),

with 6 students currently active in the program (3 in Science College). Despite the recent boost, due to low enrolment, two of the core Honours courses are without teaching load (EXCI424, EXCI425), and are given, for better or worse, merged with graduate courses.

One of the reasons for this difficulty in our Honours recruitment is likely the “program competition” described above, with AT and KCEP unintentionally being placed in opposition vs. the Honours program. Our professional programs offer the possibility to get certified and become an intervention expert in the AT context (e.g., working with a sports team as an injury prevention and rehabilitation expert), or KCEP context (e.g., working in a cardiac rehabilitation center as an exercise expert). More than just anecdotally, students have signified their research interest to the Academic Advisor, the Chair, or another professor; and when presented with the Honours option, knowing that they would have to leave their professional program in order to transfer into Honours, they would backtrack. This is unfortunate, as quite frequently a student interested in applying an intervention is also interested in the research leading to this intervention. As proof, we have had many AT and KCEP graduates successfully complete our MSc in Exercise Science. The department is strongly motivated to remove the barrier impeding research training at the undergraduate level for our professional program students.

In order to provide more evidence for this perception, the DCC conducted a survey of the interest of students for the Honours option, across our undergraduate programs to the 2nd year students in the course in EXCI-355, distributed on April 6th, 2016.

CONFIDENTIAL QUESTIONNAIRE

Over the years, several students have mentioned interest in both the AT/CEP Specializations AND the Honours program. However, the Department of Exercise Science Curriculum Committee (DCC) has recently addressed this topic and before proceeding further, would like to receive feedback from Major/AT/CEP students from this **very short survey**.

Question: If an AT/CEP Specialization with Honours was available to you, would you have applied to this program? (Please answer one only.)

- Definitely
- Possibly
- No

Which program are you in currently? _____

We received 105 responses: the responses came from 36 students in the AT program; 40 students in the CEP program; 25 students in the Major in Exercise Science; 3 students in the Honours program, and 1 student who did not identify his or her program. Removing from the calculation the students who picked two answers, here are the results, by program.

Responded “Definitely”:	Responded “Possibly”:	Responded “No”:
1. CEP (11 students, 30% of 38);	1. CEP (21 students, 57% of 38);	1. AT (12 students, 33% of 34);
2. AT (9 students, 28% of 34);	2. AT (13 students, 39% of 34).	2. Major (7 students, 28% of 24).
3. Major (4 students, 20% of 24).	3. Major (12 students, 52% of 24);	3. CEP (5 students, 13% of 38);

Considering the responses “Definitely”, 24 new students would be interested in taking Honours if it could be combined with the other specializations. To this total could be added some of the 46

students who answered “Possibly”. The CEP students seem to be particularly interested, as 84% of CEP respondents answered “Possibly” or “Definitely”. In addition, 64% of the AT respondents also answered “Possibly” or “Definitely”. This proves that there are indeed many students that would take an Honours option if it was offered in combination with AT or CEP.

A graphical description of these results follows in Figure 1, showing the variations across programs, but an overall interesting trend across all programs.

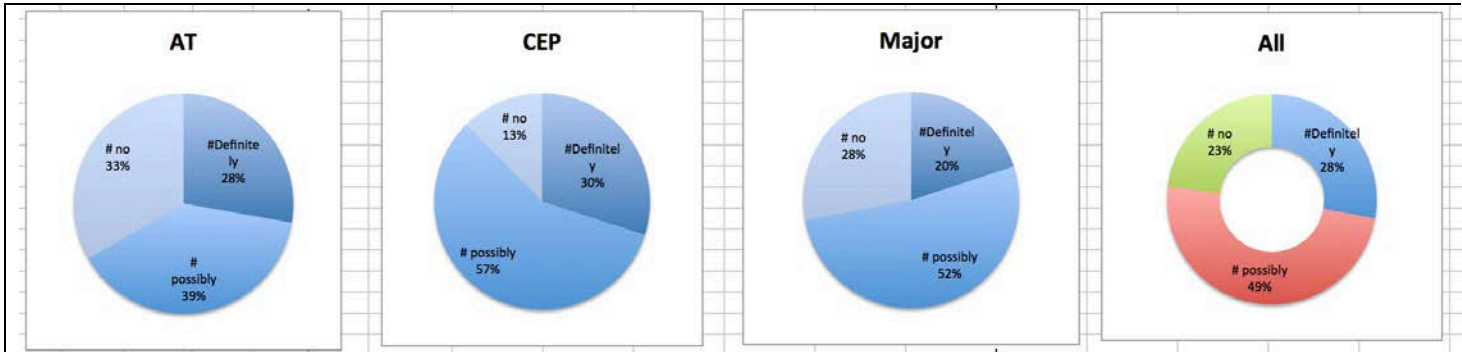


Figure 1. Separation of answers to the question, per program. Overall, 29% of AT and CEP respondents are interested in an Honours option combined with their professional program.

We also measured the interest in a more global manner, with a “strength of answer” composite score which includes both the “Definitely” and the “Possibly” responses. With this score (Figure 2), the most motivated contingent to attempt an Honours degree are unsurprisingly Honours students, followed in order by CEP students, AT students, and those in the Major. Overall, there is around 50% interest for our AT and CEP program students. This provides further evidence that professional program students could add to our Honours cohort.

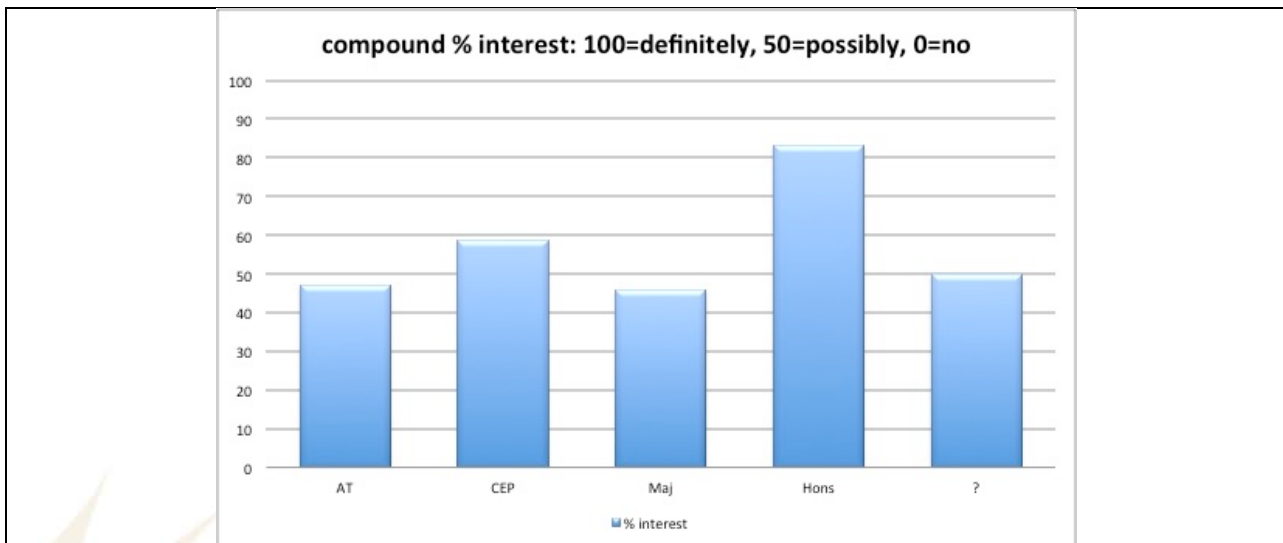


Figure 2. Compound score representing the percentage of interest as defined by the strength of the answer. A score of 100% is given for a response of “Definitely”, a score of 50% is given for a response of “Possibly”, and a score of 0% is given for a response of “No”. AT: Athletic Therapy; CEP: Clinical Exercise Physiology; Maj: Major in Exercise Science; Hons: Honours in Exercise Science. Overall, there is around 50% interest for our AT and CEP program students.

The proposed changes permitting AT and KCEP Honours

The changes proposed include a smaller list of Honours-only courses, leading to a simplification of the Honours program, and a merging with the AT and KCEP curricula.

A smaller list of courses

Our Honours-specific courses include one statistics course (EXCI 322), two research-internship courses (EXCI 323, 426) where the student needs a research supervisor, and two seminar courses (EXCI 424, 425) to discuss research topics. In order to simplify the program, our DCC proposes to remove the seminar courses to replace them with a new seminar course (EXCI 421 – Honours Seminar: Current Topics in Health and Exercise Science), and to remove the research experience course (EXCI 323 - Research Experience in Exercise Science). While affecting slightly the quantity of research exposure the removal of these two courses still provides a solid introduction to research. Over the years, we have seen that the two seminars have proven redundant. As an “introduction to research” set of seminars, we feel EXCI 421 will be adequate as one seminar course, to serve students in writing their Honours thesis.

Initial list of Honours courses	Modified list of Honours courses
EXCI 322 <i>Statistics for Exercise Science</i> (3 cr) EXCI 323 <i>Research Experience in Exercise Science</i> (3 cr) EXCI 424 <i>Honours Seminar I: Issues and Methods in Exercise Science</i> (3 cr) EXCI 425 <i>Honours Seminar II: Current Topics in Exercise Science</i> (3 cr) EXCI 426 <i>Honours Thesis</i> (6 cr)	EXCI 322 <i>Statistics for Exercise Science</i> (3 cr) EXCI 421 <i>Honours Seminar: Current Topics in Health and Exercise Science</i> (3 cr) EXCI 426 <i>Honours Thesis</i> (6 cr)
Total: 18 credits	Total: 12 credits

The remaining 12 credits offer: a basic research design background (EXCI 322), applications in the context of a seminar (EXCI 421), and the opportunity to write an Honours thesis (EXCI 426). These courses are also complemented by 400-level courses in each specialization. We are confident to be able to schedule these courses, as now only two are Honours-exclusive courses. In FAS Honours programs, these are usually in low numbers – e.g., there are no Honours-exclusive courses in the BSc Honours in Biology or in Chemistry. This contrasts with the Honours in Psychology, but this program has large enrolments that can accommodate Honours-exclusive courses. As a note, in Psychology, there is also a clinical/research synergy in the coursework, as we are trying to do here.

A harmonization with the professional programs

With three courses being integrated, EXCI 322, EXCI 421 and EXCI 426, we produced maps for the new regular Honours programs, along two new hybrid professional/research programs:

- BSc Major in Exercise Science (45 cr)/BSc Honours in Exercise Science (60 cr), which now includes all of the common first year;
- BSc in Athletic Therapy (96 cr) /BSc Honours in Athletic Therapy (102 cr)
- BSc in Kinesiology and Clinical Exercise Physiology (69 cr) /BSc Honours in Kinesiology and Clinical Exercise Physiology (78 cr)

There is no change in the first year (Stage 1). However, the course EXCI 322 affects Stage 2 in the Honours and Honours-CEP, and Stage 3 in the BSc Honours-AT. The courses EXCI 421 and EXCI 426 affect Stage 3 (Honours, Honours-KCEP), and Stage 4 (Honours-AT).

In the context of the credit load, students in the Honours combined with a specialization (KCEP-Hon or AT-Hon) will need to have an adjusted elective load to make their course schedules work. See below for the breakdown of the credits per stage.

	MAJOR	HONOURS	KCEP	KCEP-Hon	AT	AT-Hon
Stage 1	24	24	24	24	24	24
Stage 2	12	15	21	24	27	27
Stage 3	9	21	24	30	24	24
Stage 4	-	-	-	-	21	27
Total in program	45	60	69	78	96	102
Electives	45	30	21	18	24	18
Total	90	90	90	96	120	120

The KCEP-Hon and AT-Hon would thus require an 18-credit elective load. The reason for this requirement is that the programs are a combination of a competency-intensive program with the Honours elements. Combined, the resulting program has many internship/ thesis elements that should make use of the Summer semester for increased efficiency. Specifically, Stage 3 of the KCEP-Hon program has a 30-credit load. This will require that students have a good planning in optimal use of the summer semester (following Stage 2), to be used for EXCI 483 internship, electives, and maybe even start work on the Honours thesis.

Table 1 has the full course content maps.

Table 1. Proposed Honours Integrated Content Maps (Internships bolded. *: 6-cr course)

STAGE	PROGRAM					
	MAJOR (45 cr)	HONOURS (60 cr)	KCEP (69 cr)	KCEP-Hon (78 cr)	AT (96 cr)	AT-Hon (102 cr)
1	CATA 262 CATA 263 KCEP 210 EXCI 252 EXCI 253 EXCI 254 EXCI 258 EXCI 259	CATA 262 CATA 263 KCEP 210 EXCI 252 EXCI 253 EXCI 254 EXCI 258 EXCI 259	CATA 262 CATA 263 KCEP 210 EXCI 252 EXCI 253 EXCI 254 EXCI 258 EXCI 259	CATA 262 CATA 263 KCEP 210 EXCI 252 EXCI 253 EXCI 254 EXCI 258 EXCI 259	CATA 262 CATA 263 KCEP 210 EXCI 252 EXCI 253 EXCI 254 EXCI 258 EXCI 259	CATA 262 CATA 263 KCEP 210 EXCI 252 EXCI 253 EXCI 254 EXCI 258 EXCI 259
2	EXCI 310 EXCI 351 EXCI 352 EXC 360	EXCI 310 EXCI 322 EXCI 351 EXCI 352 EXCI 360	KCEP 311 KCEP 349 KCEP 383 EXCI 310 EXCI 351 EXCI 352 EXCI 360	KCEP 311 KCEP 349 KCEP 383 EXCI 310 EXCI 322 EXCI 351 EXCI 352 EXCI 360	CATA 337 CATA 339 CATA 348 CATA 365* EXCI 310 EXCI 351 EXCI 352 EXCI 360	CATA 337 CATA 339 CATA 348 CATA 365* EXCI 310 EXCI 351 EXCI 352 EXCI 360
3	EXCI 445 EXCI 460 Choose 1 from: EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 455 EXCI 458 EXCI 461 EXCI 471 EXCI 492	EXCI 420 EXCI 421 EXCI 426* EXCI 445 EXCI 460 Choose 1 from: EXCI 440 EXCI 451 EXCI 453 EXCI 455 EXCI 458 EXCI 461 EXCI 471	KCEP 411 KCEP 449 KCEP 483 EXCI 445 EXCI 460 Choose 3 from: EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 455 EXCI 458 EXCI 461 EXCI 471 EXCI 492	KCEP 411 KCEP 449 KCEP 483 EXCI 421 EXCI 426* EXCI 445 EXCI 460 Choose 2 from EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 455 EXCI 458 EXCI 461 EXCI 471	CATA 437 CATA 439 CATA 462 CATA 475* EXCI 460 Choose 2 from: KCEP 311 KCEP 411 EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 461	CATA 437 CATA 439 CATA 462 CATA 475* EXCI 322 EXCI 460 Choose 1 from: KCEP 311 KCEP 411 EXCI 420 EXCI 440 EXCI 451 EXCI 453 EXCI 461
4					CATA 441 CATA 485 CATA 495 EXCI 445 EXCI 471 Choose 2 from: CATA 447 EXCI 455 EXCI 458 EXCI 461 EXCI 492 MANA 300	CATA 441 CATA 485 CATA 495 EXCI 421 EXCI 426* EXCI 445 EXCI 471 Choose 1 from: CATA 447 EXCI 455 EXCI 458 EXCI 461 MANA 300

The professional training in AT and KCEP

The graduates from our two professional programs, in AT and KCEP, after they become certified with their respective professional association, are poised to integrate a workforce that is intensely lobbying for recognition at the provincial level with the *Office des Professions du Québec*.

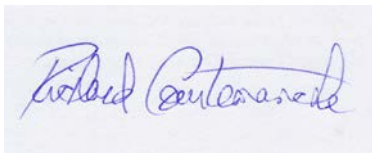
Getting research training within their degree would only help future graduates of our AT program. Many of the research programs of our faculty members comprise rehabilitation and applied physical therapeutics aspects, providing trainees with an environment where their skills and knowledge as an athletic therapist can be put to work in a research context. In addition, getting exposed to research methods, data validation processes, and critical assessments of scientific literature can serve the career of future athletic therapists. Via the *Corporation des Thérapeutes du Sport du Québec*, they have submitted an application for an order around eight years ago (circa 2008) to the *Office des Professions*. A provisional decision was to provide them with recognition of practice, so they are currently operating under a decree (#345-2012) under the supervision of the *Collège des Médecins du Québec*. The application for an order has been resubmitted and is being reviewed. As evidenced by the fact that the job placement of our AT-certified MSc graduates has been excellent, more elaborate research training at the undergraduate level would only enhance their professional profile.

Similarly, research training within their degree would also help graduates of our CEP program. The Kinesiologists – the *Fédération des Kinésiologues du Québec* professional workforce – have also submitted an application in 2013 for an order to the *Office des Professions* that is being reviewed. After succeeding at certification, our CEP graduates can join the FKQ. Many faculty members in the department also do research in the professional area of CEP/kinesiology. Research trainees can use their skills and knowledge as exercise physiologists in a research context, where they can address the design and evaluation of new training programs, approach new clinical populations, and integrate more closely with the clinical milieu. KCEP grads will also benefit from core research skills like scientific literature assessment and data validation. The job placement of our CEP MSc graduates has been excellent and further undergraduate research training would only promote that trend.

Resource implications

There are no direct resource implications related to this program change. All courses already exist, and the Honours structure is already in place. We hope that the proposed changes will be well considered by the FCC.

Kind regards,



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PROGRAM CHANGE: BSc Honours in Kinesiology and Clinical Exercise Physiology

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Honours in Kinesiology and Clinical Exercise Physiology
Degree: BSc
Calendar Section/Graduate Page Number:31.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>78 BSc Honours in Kinesiology and Clinical Exercise Physiology</p> <p><i>Stage I</i> 24 CATA 262³, 263³; EXCI 252³, 253³, 254³, 258³, 259³; KCEP 210³</p> <p><i>Stage II</i> 24 EXCI 310³, 322³, 351³, 352³, 360³; KCEP 311³, 349³, 383³</p> <p><i>Stage III</i> 24 EXCI 421³, 426⁶, 445³, 460³; KCEP 411³, 449³, 483³ 6 Chosen from EXCI 420³, 440³, 451³, 453³, 455³, 458³, 461³, 471³</p> <p><i>NOTE: Students seeking admission to the honours program must apply to the Department Honours Committee normally following the completion of 24 program credits. Students must meet the Faculty of Arts and Science regulations concerning the honours program. For additional information concerning programs and courses, students should consult the Department.</i></p>
<p>Rationale: The Honours in Kinesiology and Clinical Exercise Physiology will provide students with an opportunity to get an initiation to research in a supervised setting. Trainees can use their skills and knowledge as exercise physiologists in a research context, where they can address the design and evaluation of new training programs, approach new clinical populations, and integrate more closely with the clinical milieu. KCEP students will also benefit from core research skills like scientific literature assessment and data validation.</p> <p>NOTE to CALENDAR EDITOR: Please ensure that link to Faculty of Arts and Science Honours Regulations is active on new system (former section 31.003).</p>	
<p>Resource Implications: None</p>	

PROGRAM CHANGE: BSc Honours in Athletic Therapy

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Honours in Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number:31.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>102 BSc Honours in Athletic Therapy</p> <p><i>Stage I</i></p> <p>24 CATA 262³, 263³; EXCI 252³, 253³, 254³, 258³, 259³; KCEP 210³</p> <p><i>Stage II</i></p> <p>27 CATA 337³, 339³, 348³, 365⁶; EXCI 310³, 351³, 352³, 360³</p> <p><i>Stage III</i></p> <p>21 CATA 437³, 439³, 462³, 475⁶; EXCI 322³, 460³</p> <p>3 Chosen from EXCI 420³, 440³, 451³, 453³, 461³; KCEP 311³, 411³</p> <p><i>Stage IV</i></p> <p>24 CATA 441³, 485³, 495³; EXCI 421³, 426⁶, 445³, 471³</p> <p>3 Chosen from CATA 447³; EXCI 455³, 458³, 461³; MANA 300³</p> <p><i>NOTE: Students seeking admission to the honours program must apply to the Department Honours Committee normally following the completion of 24 program credits. Students must meet the Faculty of Arts and Science regulations concerning the honours program. For additional information concerning programs and courses, students should consult the Department.</i></p>
<p>Rationale:</p> <p>The Honours in Athletic Therapy will provide students with an opportunity to get an initiation to research in a supervised setting. Trainees can use their skills and knowledge as athletic therapists in a research context, where they can address the design and evaluation of treatment/rehabilitation approaches in a clinical or performance population, and integrate more closely with the clinical or field milieu. In addition, getting exposed to research methods, data validation processes, and critical assessments of scientific literature can serve the career of future athletic therapists.</p> <p>NOTE TO CALENDAR EDITOR: Please ensure that link to Arts and Science regulations (Honours) is active in new system (former 31.003).</p>	
<p>Resource Implications:</p> <p>None</p>	

PROGRAM CHANGE: BSc Honours

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: BSc Honours in Exercise Science
Degree: BSc
Calendar Section/Graduate Page Number:31.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>66 BSc Honours in Exercise Science <i>Stage I</i> 24 CATA 262³, 263³, EXCI 252³, 253³, 254³, 258³, 259³; KCEP 210³ <i>Stage II</i> 48 EXCI 310³, 322³, 323³, 351³, 352³, 360³ <i>Stage III</i> 24 EXCI 420³, 424³, 425³, 426⁶, 445³, 460³ 3 Chosen from EXCI 440³, 451³, 453³, 455³, 458³, 461³, 471³ NOTE: Students seeking admission to the honours must apply to the Department Honours Committee normally following the completion of 24 program credits. Students must meet the Faculty of Arts and Science regulations concerning the honours (\$31.003). For additional information concerning programs and courses, students should consult the Department.</p>	<p>60 BSc Honours in Exercise Science <i>Stage I</i> 24 CATA 262³, CATA 263³; EXCI 252³, 253³, 254³, 258³, 259³; KCEP 210³ <i>Stage II</i> 15 EXCI 310³, 322³, 351³, 352³, 360³ <i>Stage III</i> 18 EXCI 420³, <u>421³</u>, 426⁶, 445³, 460³ 3 Chosen from EXCI 440³, 451³, 453³, 455³, 458³, 461³, 471³ NOTE: Students seeking admission to the honours <u>program</u> must apply to the Department Honours Committee normally following the completion of 24 program credits. Students must meet the Faculty of Arts and Science regulations concerning the honours <u>program</u>. For additional information concerning programs and courses, students should consult the Department.</p>
<p>Rationale: Courses EXCI 323 <i>Research Experience in Exercise Science</i>, EXCI 424 <i>Honours Seminar I: Issues and Methods in Exercise Science</i> and EXCI 425 <i>Honours Seminar II: Current Topics in Exercise Science</i> are removed and EXCI 421 <i>Honours Seminar: Current Topics in Health and Exercise Science</i> is added to the Honours program. The Honours option will provide students with an opportunity to get an initiation to research in a supervised setting (EXCI 426 <i>Honours Thesis</i>). In addition, they will get exposed to research methods, data validation processes, and critical assessments of scientific literature (EXCI 322 <i>Statistics for Exercise Science</i>, EXCI 421 <i>Honours Seminar: Current Topics in Health and Exercise Science</i> and EXCI 426 <i>Honours Thesis</i>) that can serve their scientific career.</p> <p>In EXCI-20 a common first year core (24 credits) was introduced into all of the programs in EXCI. This added six credits to the existing Honours program taking it to a total of 66 credits. In this proposal (EXCI-21) we are broadening the Honours program to include both AT and KCEP students. In doing this nine upper level course credits (EXCI 323, 424, 425) are removed and replaced by one new course three credit course (EXCI 421). The net effect of this is to return the original Honours program to 60 credits.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20. Please ensure that link to Arts and Science regulations (Honours) is active in new system (former 31.003).</p>	
<p>Resource Implications: None</p>	



COURSE CHANGE: EXCI 323 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Honours in Exercise Science
Degree: BSc Honours
Calendar Section/Graduate Page Number: 31.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 323 Research Experience in Exercise Science (3 credits) Prerequisites: EXCI 310 previously or concurrently; successful completion of Stage I* of the major and enrolment in the honours. This course provides students with hands-on research experience. They learn a new technique, engage in data collection, and produce a literature review in an area related to the research of the supervising professor. Laboratory only. * Stage I consists of: CATA 262, 263; EXCI 252, 253, 254, 258, 259; KCEP 210</p>	
<p>Rationale: We propose to remove the research experience course (EXCI 323 - Research Experience in Exercise Science). While affecting slightly the quantity of research exposure, the remaining course offerings still provide a solid introduction to research.</p> <p>In the context of the laboratories in Exercise Science, which take an important place, experiential learning is front and center. Our students get exposed and practice many health and movement measurements. For professional program students, in addition, AT and KCEP program students get strong additional opportunities to experience real-life measurements and interventions in the context of their internships (AT: 1200 hours; CEP: 240 hours). While not research, this level of practical experience in intervention is very strong. These professional programs, merged with Honours, then represent a combination of a competency-intensive program with the Honours elements.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: EXCI 420 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 420 Physical Activity Epidemiology (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT programs. This course surveys the health-related aspects of exercise, physical activity, and physical fitness from the perspective of epidemiology. Topics include an introduction to the epidemiological process, the relationship between physical activity and disease (e.g. cardiovascular disease, obesity, cancer, mental illness), the biological mechanisms for healthy adaptations to physical activity, the behavioural determinants of physical activity, and public policy implications of the current literature. <i>NOTE: Students who have received credit for this topic under an EXCI 498 number may not take this course for credit.</i> * Stage II of major consists of: EXCI 310, 351, 352, 360. Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360. Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>	<p>EXCI 420 Physical Activity Epidemiology (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT programs. This course surveys the health-related aspects of exercise, physical activity, and physical fitness from the perspective of epidemiology. Topics include an introduction to the epidemiological process, the relationship between physical activity and disease (e.g. cardiovascular disease, obesity, cancer, mental illness), the biological mechanisms for healthy adaptations to physical activity, the behavioural determinants of physical activity, and public policy implications of the current literature. <i>NOTE: Students who have received credit for this topic under an EXCI 498 number may not take this course for credit.</i> * Stage II of major consists of EXCI 310, 351, 352, 360. Stage II of honours consists of EXCI 310, 322, 351, 352, 360. Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>
<p>Rationale: As EXCI 323 is being removed from the calendar, the stage notes introduced in EXCI-20 are being updated. NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: EXCI 421 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Honours in Exercise Science, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>EXCI 421 Honours Seminar: Current Topics in Health and Exercise Science (3 credits) Prerequisite: EXCI 322; enrolment in an honours program or permission from the Department. Using a combination of guest speakers and student presentations, this seminar is geared to critically examining current issues and methods in health and exercise science. Its emphasis is on theoretical and/or methodological issues as they relate to selected topics from these areas. Examples of topics include ethical issues and new emerging theories in health and exercise science, and utility of a particular research technique or methodology. Lectures only. <i>NOTE: Students who have received credit for EXCI 424 or 425 may not take this course for credit.</i></p>
<p>Rationale: We propose to remove the two seminar courses (EXCI 424 and EXCI 425) and replace them with a new seminar course (EXCI 421 <i>Honours Seminar: Current Topics in Health and Exercise Science</i>). A single seminar that considers the continuum between theory and methods provides the quality and pedagogy needed for students to advance at the undergraduate level and gives them a solid introduction to research.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 424 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Honours in Exercise Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 424 Honours Seminar I: Issues and Methods in Exercise Science (3 credits) Prerequisite: Completion of Stage II* in the honours. Using a combination of guest speakers and student presentations, this seminar is geared to critically examining current issues and methods in exercise science. Its emphasis is on practical and methodological issues as they relate to selected topics from these areas. Examples of topics include ethical issues and new emerging theories in exercise science, and utility of a particular research technique or methodology. Lectures only. * Stage II consists of: EXCI 310, 322, 323, 351, 352, 360.</p>	
<p>Rationale: We propose to remove the two seminar courses (EXCI 424 and EXCI 425) and replace them with a new seminar course (EXCI 421 <i>Honours Seminar: Current Topics in Health and Exercise Science</i>). A single seminar that considers the continuum between theory and methods provides the quality and pedagogy needed for students to advance at the undergraduate level and gives them a solid introduction to research.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 425 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Honours in Exercise Science
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

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

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 425 Honours Seminar II: Current Topics in Exercise Science (3 credits) Prerequisite: Completion of Stage II* in the honours. Using a combination of guest speakers and student presentations, this seminar is geared to critically examining current topics in exercise science. Its emphasis is on the theoretical basis of issues as they relate to selected topics in the student's specific areas of research. Lectures only. * Stage II consists of: EXCI 310, 322, 323, 351, 352, 360.</p>	
<p>Rationale: We propose to remove the two seminar courses (EXCI 424 and EXCI 425) and replace them with a new seminar course (EXCI 421 <i>Honours Seminar: Current Topics in Health and Exercise Science</i>). A single seminar that considers the continuum between theory and methods provides the quality and pedagogy needed for students to advance at the undergraduate level and gives them a solid introduction to research.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 426 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Honours in Exercise Science, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 426 Honours Thesis (6 credits) Prerequisites: EXCI 425 previously or concurrently; completion of Stage II* in the honours. This course requires the student to propose and conduct a study and submit a thesis according to a recognized and approved scientific journal format. The work is supervised by a thesis chair selected by the student from within the Department. * Stage II consists of: EXCI 310, 322, 323, 351, 352, 360.</p>	<p>EXCI 426 Honours Thesis (6 credits) Prerequisite: EXCI <u>421</u> previously or concurrently; enrolment in an honours program and completion of Stage II* in the honours. This course requires the student to propose and conduct a study and submit a thesis according to a recognized and approved scientific journal format. The work is supervised by a thesis chair selected by the student from within the Department. * Stage II consists of EXCI 310, 322, 351, 352, 360.</p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: EXCI 440 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 440 <i>Current Developments in the Biochemistry of Exercise</i> (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course offers an in-depth examination of the current topics and literature in biochemistry, cellular and molecular biology, and physiology as they relate to the adaptations associated with physical activity, exercise training, or disease. The course is designed to integrate knowledge from the disciplines of Exercise Science, Biochemistry, and Biology, to facilitate the synthesis and evaluation of new ideas, and to promote the effective oral and written communication of these ideas. <i>NOTE: Students who have received credit for this topic under an EXCI 498 number may not take this course for credit.</i> * Stage II of major consists of: EXCI 310, 351, 352, 360. Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360. Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>	<p>EXCI 440 <i>Current Developments in the Biochemistry of Exercise</i> (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course offers an in-depth examination of the current topics and literature in biochemistry, cellular and molecular biology, and physiology as they relate to the adaptations associated with physical activity, exercise training, or disease. The course is designed to integrate knowledge from the disciplines of Exercise Science, Biochemistry, and Biology, to facilitate the synthesis and evaluation of new ideas, and to promote the effective oral and written communication of these ideas. <i>NOTE: Students who have received credit for this topic under an EXCI 498 number may not take this course for credit.</i> * Stage II of major consists of EXCI 310, 351, 352, 360. Stage II of honours consists of EXCI 310, 322, 351, 352, 360. Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: EXCI 445 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 445 Nutrition in Exercise and Sport (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course provides an overview of the anatomy and in-depth study of the physiology of the digestive system prior to examining the significance of carbohydrates, lipids, and proteins as essential nutritional requirements for physical activity and optimal performance. The importance of trace minerals and vitamins is also discussed. Specific issues such as the use of nutritional beverages, ergogenic aids, eating disorders, and nutritional concerns of athletes are some of the topics presented. Lectures only. * <i>Stage II of major consists of: EXCI 310, 351, 352, 360.</i> <i>Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360.</i> <i>Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383.</i> <i>Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</i></p>	<p>EXCI 445 Nutrition in Exercise and Sport (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course provides an overview of the anatomy and in-depth study of the physiology of the digestive system prior to examining the significance of carbohydrates, lipids, and proteins as essential nutritional requirements for physical activity and optimal performance. The importance of trace minerals and vitamins is also discussed. Specific issues such as the use of nutritional beverages, ergogenic aids, eating disorders, and nutritional concerns of athletes are some of the topics presented. Lectures only. * <i>Stage II of major consists of EXCI 310, 351, 352, 360.</i> <i>Stage II of honours consists of EXCI 310, 322, 351, 352, 360.</i> <i>Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383.</i> <i>Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</i></p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 451 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 451 Clinical Biomechanics (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course addresses biomechanical aspects of the most common structural and neurological abnormalities of the spine resulting in pathological gait. It also addresses the mechanics of tissue and joint injury of the head, neck, torso, and extremities. Lectures only. * <i>Stage II of major consists of: EXCI 310, 351, 352, 360.</i> <i>Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360.</i> <i>Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383.</i> <i>Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</i></p>	<p>EXCI 451 Clinical Biomechanics (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course addresses biomechanical aspects of the most common structural and neurological abnormalities of the spine resulting in pathological gait. It also addresses the mechanics of tissue and joint injury of the head, neck, torso, and extremities. Lectures only. * <i>Stage II of major consists of EXCI 310, 351, 352, 360.</i> <i>Stage II of honours consists of EXCI 310, 322, 351, 352, 360.</i> <i>Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383.</i> <i>Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</i></p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: EXCI 453 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number:31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 453 Stress, Health and Disease (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course is an introduction to the role stress plays in health and disease. Topics dealt with in this seminar-based course include defining and measuring stress, the relationship between stress and disease (e.g. cardiovascular disease, asthma, cancer, infectious illness), the pathophysiology of stress, and current issues and controversies in behavioural medicine. NOTE: Students who have received credit for EXCI 320 or for this topic under an EXCI 398 number may not take this course for credit. * Stage II of major consists of: EXCI 310, 351, 352, 360. Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360. Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>	<p>EXCI 453 Stress, Health and Disease (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course is an introduction to the role stress plays in health and disease. Topics dealt with in this seminar-based course include defining and measuring stress, the relationship between stress and disease (e.g. cardiovascular disease, asthma, cancer, infectious illness), the pathophysiology of stress, and current issues and controversies in behavioural medicine. NOTE: Students who have received credit for EXCI 320 or for this topic under an EXCI 398 number may not take this course for credit. * Stage II of major consists of EXCI 310, 351, 352, 360. Stage II of honours consists of EXCI 310, 322, 351, 352, 360. Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: EXCI 455 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 455 <i>Physical Activity, Health and Aging</i> (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course addresses the health status, physical fitness, exercise patterns, and effectiveness of exercise prescription for the well elderly and those exhibiting symptoms of chronic diseases which commonly accompany the aging process. Lectures and laboratory. * Stage II of major consists of: EXCI 310, 351, 352, 360. Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360. Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>	<p>EXCI 455 <i>Physical Activity, Health and Aging</i> (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course addresses the health status, physical fitness, exercise patterns, and effectiveness of exercise prescription for the well elderly and those exhibiting symptoms of chronic diseases which commonly accompany the aging process. Lectures and laboratory. * Stage II of major consists of EXCI 310, 351, 352, 360. Stage II of honours consists of EXCI 310, 322, 351, 352, 360. Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 458 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 458 Pediatric Exercise Science (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP and BScAT program. This course introduces students to the anatomical, physiological, and psychosocial issues related to exercise and physical activity in children. Topics include influence on growth and health, injury potential, endurance exercise, weight training, youth in sport, competitive and collaborative play, stress in childhood, and the strategies for improving exercise habits of children. Lectures only * Stage II of major consists of: EXCI 310, 351, 352, 360. Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360. Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>	<p>EXCI 458 Pediatric Exercise Science (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP and BScAT program. This course introduces students to the anatomical, physiological, and psychosocial issues related to exercise and physical activity in children. Topics include influence on growth and health, injury potential, endurance exercise, weight training, youth in sport, competitive and collaborative play, stress in childhood, and the strategies for improving exercise habits of children. Lectures only * Stage II of major consists of: EXCI 310, 351, 352, 360. Stage II of honours consists of EXCI 310, 322, 351, 352, 360. Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: EXCI 460 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 460 Integrative Human Physiology (3 credits) Prerequisite: Completion of Stage II* in the Major, Honours, KCEP or BScAT program. This course uses physiological homeostasis and the function of major organ systems as its basis. Students learn how the different systems act in an integrative fashion and how the body adjusts to various challenges to the maintenance of homeostasis. The focus is on five specific organ systems - the neural, muscular, cardiovascular, respiratory and renal systems. Students learn how these systems interactively function during health, exercise and disease. * <i>Stage II of major consists of: EXCI 310, 351, 352, 360.</i> <i>Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360.</i> <i>Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383.</i> <i>Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</i></p>	<p>EXCI 460 Integrative Human Physiology (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course uses physiological homeostasis and the function of major organ systems as its basis. Students learn how the different systems act in an integrative fashion and how the body adjusts to various challenges to the maintenance of homeostasis. The focus is on five specific organ systems - the neural, muscular, cardiovascular, respiratory and renal systems. Students learn how these systems interactively function during health, exercise and disease. * <i>Stage II of major consists of EXCI 310, 351, 352, 360.</i> <i>Stage II of honours consists of EXCI 310, 322, 351, 352, 360.</i> <i>Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383.</i> <i>Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</i></p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 461 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 461 Pharmacology for Sport and Exercise (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course provides the latest information on over-the-counter and prescription medications commonly used in sport. It offers a sound review of pharmacology and pharmacokinetic principles and explores the latest practice implications for certified athletic therapists and exercise specialists. The course includes indications, contraindications, and side effects of common therapeutic medications used in sport. Class discussions also cover natural products and the effects of their interactions with prescription and non-prescription pharmaceuticals. * Stage II of major consists of: EXCI 310, 351, 352, 360. Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360. Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383; Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>	<p>EXCI 461 Pharmacology for Sport and Exercise (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course provides the latest information on over-the-counter and prescription medications commonly used in sport. It offers a sound review of pharmacology and pharmacokinetic principles and explores the latest practice implications for certified athletic therapists and exercise specialists. The course includes indications, contraindications, and side effects of common therapeutic medications used in sport. Class discussions also cover natural products and the effects of their interactions with prescription and non-prescription pharmaceuticals. * Stage II of major consists of EXCI 310, 351, 352, 360. Stage II of honours consists of EXCI 310, 322, 351, 352, 360. Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383; Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 471 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2017

Faculty/School: Arts and Science
Department: Exercise Science
Program: Major, Honours, KCEP and Athletic Therapy
Degree: BSc
Calendar Section/Graduate Page Number:31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 471 Pain Management Strategies (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course relates theory and research to the practical experiences of client/athletic-practitioner interactions, relationships, and interventions. It addresses pain management principles as they relate to illness, injury, and rehabilitation. * <i>Stage II of major consists of: EXCI 310, 351, 352, 360.</i> <i>Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360.</i> <i>Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383.</i> <i>Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</i></p>	<p>EXCI 471 Pain Management Strategies (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course relates theory and research to the practical experiences of client/athletic-practitioner interactions, relationships, and interventions. It addresses pain management principles as they relate to illness, injury, and rehabilitation. * <i>Stage II of major consists of EXCI 310, 351, 352, 360.</i> <i>Stage II of honours consists of EXCI 310, 322, 351, 352, 360.</i> <i>Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383.</i> <i>Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</i></p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 492 New Course Number:

Proposed Undergraduate or Graduate Curriculum ChangesCalendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
 Department: Exercise Science
 Program: Major, Honours, KCEP and Athletic Therapy
 Degree: BSc
 Calendar Section/Graduate Page Number: 31.120

Type of Change:

Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Change to Stage note

Present Text (from 2017/2018) calendar	Proposed Text
<p>EXCI 492 Independent Study in Exercise Science (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course provides an opportunity to conduct a small-scale scientific research project under the supervision of a faculty member from the Department. In consultation with a faculty member, the student selects a topic, formulates a research methodology, collects data, analyzes the results, and writes a formal research report. <i>NOTE: Students who have received credit for EXCI 491 may not take this course for credit.</i> * Stage II of major consists of: EXCI 310, 351, 352, 360. Stage II of honours consists of: EXCI 310, 322, 323, 351, 352, 360. Stage II of KCEP consists of: EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of: CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>	<p>EXCI 492 Independent Study in Exercise Science (3 credits) Prerequisite: Completion of Stage II* in the major, honours, KCEP or BScAT program. This course provides an opportunity to conduct a small-scale scientific research project under the supervision of a faculty member from the Department. In consultation with a faculty member, the student selects a topic, formulates a research methodology, collects data, analyzes the results, and writes a formal research report. <i>NOTE: Students who have received credit for EXCI 491 may not take this course for credit.</i> * Stage II of major consists of EXCI 310, 351, 352, 360. Stage II of honours consists of EXCI 310, 322, 351, 352, 360. Stage II of KCEP consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383. Stage II of BScAT consists of CATA 337, 339, 348, 365; EXCI 310, 351, 352, 360.</p>
<p>Rationale: Deletion of EXCI 424 and 425 and replacing it with a new course EXCI 421 requires this change. As EXCI 323 is being removed from the calendar, the stage notes that were introduced under EXCI-20 are being updated.</p> <p>NOTE TO CALENDAR EDITOR: present text reflects changes proposed under EXCI-20.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

INTERNAL MEMORANDUM

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

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

DATE: September 11, 2017

SUBJECT: Undergraduate Calendar Curriculum Changes
School of Community and Public Affairs
SCPA-15
New Minor and Certificate in Immigration Studies

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

The **School of Community and Public Affairs** is proposing a new Minor in Immigration Studies and a new Certificate in Immigration Studies. As immigration is a major contemporary issue today it is likely that these options “will be of interest to many of our current students, future students and to practitioners working in the field of immigration, migration and diversity in Montreal and Quebec”.

While both the Minor and the Certificate will share common courses and “present common themes of the immigrant experience, such as pushes and pulls, encountering differences, and integration” they will be targeted to different audiences. The Minor will be directed to students already at Concordia in programs in departments such as Communication Studies, Journalism, Political Science, Sociology and Anthropology, History, Applied Human Sciences, Philosophy, Irish Studies, Psychology, Geography, Urban Studies, Women’s Studies and Child Studies, for example, while the Certificate “will be of interest to professionals already working in the field of immigration as well as individuals who wish to pursue a career in this area”.

Both the Minor and the Certificate will build on existing areas of strength in the Faculty of Arts and Science and take full advantage of available research expertise and course offerings. Moreover, they will enhance partnerships with the community sector and public engagement.

The attached proposal provides a justification, description and structure for the Minor and Certificate, explains why they fit well at Concordia, lists other comparable programs in Quebec and Canada, and includes resources required. Almost everything required to offer the Minor and Certificate already is in place and the additional resources required were agreed to by the Provost's Office in the signed and approved Letter of Intent.

Thank you for your consideration of this proposal.

Reference documents:
FCC 2016.8/U-SCPA-15
ASFC 2017-4M-A

School of Community and Public Affairs

SCPA-15

Memo from Interim Chair

New Program

Minor in Immigration Studies

Certificate in Immigration Studies

New Course

SCPA 212 *Introduction to Global Migration: Theories and Issues*

SCPA 315 *Immigration in Quebec and Canada*

SCPA 481 *Settlement and Integration*

SCPA 482 *Field Project in Immigration, Migration and Diversity*



**FACULTY OF
ARTS AND SCIENCE**

School of Community and
Public Affairs

TO: Paul Joyce, Vice-Dean, Faculty of Arts and Science
FROM: Chedly Belkhodja, Principal, School of Community and Public Affairs
DATE: December 7, 2016
RE: Minor and Certificate Programs in Immigration Studies

Dear Dr. Joyce,

The School of Community and Public Affairs (SCPA) is pleased to put forth a new minor and a new certificate in Immigration Studies. We are convinced that this new curriculum initiative will be beneficial to our School, Faculty and University. We strongly believe that these new programs will be of interest to many of our current students, future students and to practitioners working in the field of immigration, migration and diversity in Montreal and Quebec.

School of Community and Public Affairs

Minor and Certificate in Immigration Studies

Contact

Chedly Belkhodja
Professor and Principal
School of Community and Public Affairs
CI 204
chedly.belkhodja@concordia.ca
Phone : 2576

The School of Community and Public Affairs is proposing two new undergraduate programs, a Minor and a Certificate in Immigration Studies. The purpose of creating two programs is to attract different groups of students. The two programs will introduce students to key concepts, research and analysis in the politics, geography, history, sociology and anthropology of migration. It will enable students to understand the nature of both internal and international immigration and its role as an intrinsic part of broader processes of policy formulation, social change and globalisation, in order to gain a more theoretical and comprehensive understanding of human mobility. Both programs will also present common themes of the immigrant experience, such as pushes and pulls, encountering differences, and integration.

Justifications and Program Descriptions

Immigration, migration and diversity are major contemporary issues in Canada and elsewhere around the world. Individuals emigrate from one country to another for a variety of complex reasons. Some are forced to flee because of war, persecution or environmental concerns, others for personal and economic reasons. On the other hand, countries are developing policies and practices to welcome and integrate newcomers into not only large cities but also regions and rural settings.

In Canada and Quebec, immigrants play an important economic, social and demographic role. However, many negative elements such as poverty, psychological problems, isolation, language and cultural barriers and in the worst cases resentment, discrimination and racism confront immigrants upon their arrival in their new home.

These situations clearly demonstrate the need for the creation of such programs and could make Concordia a leader in this field of study. In our view, Concordia is the perfect setting to study immigration history, policy and processes for several reasons. First and foremost, the ethnocultural composition of our student population, staff and professorial ranks makes this an ideal place to study these issues.

Furthermore, Montreal is one of the most ethnically diverse cities in Canada composed of more than 120 cultural communities. Finally, Montreal has numerous community organizations working in this area with which the SCPA can forge strategic alliances.

Students enrolled in the two programs will leave with theoretical and practical tools to be effective and knowledgeable in the field of immigration. The School of Community and Public Affairs will offer a unique pedagogical approach putting the emphasis on knowledge sharing and experiential learning. Our experience with the Community Economic Development Graduate Program gives the SCPA the ability to train practitioners. The two new programs would involve partnerships with the community sector and public engagement. Research opportunities will also be provided to students to engage with the community sector and develop their skills before applying to graduate schools.

The two programs build on existing areas of strength in the Faculty of Arts and Science, utilizing resources that are for the most part in place. Our school, because of the nature of the proposed programs, could become a hub of research expertise activity in areas such as immigration policies, integration and settlement, social and political unrest, social inclusion, and the challenges that arise with social pluralism. Already Dr. Belkhodja and Dr. Salée of the SCPA are working on some of these issues with colleagues from other Departments and Colleges at Concordia and at other universities in Montreal. They are part of the Center for the Evaluation of Policies in Immigration (CEPI), a new research initiative at Concordia. Concordia University has also reached a critical mass of tenure-track faculty in a wide range of departments whose research and teaching involves immigration and diversity issues. A non-exhaustive list includes Chedly Belkhodja and Daniel Salée, School of Public and Community Affairs; Mireille Paquet and Antoine Bilodeau, Political Science; Danielle Gauvreau, Jean Philippe Warren, and Greg Nielsen, Sociology and Anthropology; Gada Marhouse, Simone de Beauvoir; Alan Nash, Geography, Planning and Environment; Elena Benelli, Classics, Modern Languages and Linguistics; Michael Kenneally and Jane G. V. McGaughey, Irish Studies; Paul Bandia, Études françaises.

We have also been involved in discussions with a vast network of partners in the community sector. These organizations include the Center for Research Action on Race Relations (CRARR), *Carrefour de liaison et d'aide multiethniques* (CLAM), PROMIS, Project Genesis, Canadian Council for Refugees (CCR), *Table de concertation des organismes au service des personnes réfugiées et immigrantes* (TCRI), Association of Quebec Muslims in favour of secularism (AMAL), and Centraide of Greater Montreal. We will also develop networks outside Montreal and throughout Canada as well as internationally. These important linkages will benefit our new programs adding an important research component and practical element. One of our primary goals is to bring the expertise of these organizations into the classroom and take the classroom

outside the walls of the university. There is a need for trained professionals who can work efficiently on the issues of immigration and diversity.

The Minor will be of potential interest to students already involved or entering programs in Communication and Journalism, Political Science, Sociology and Anthropology, History, Applied Human Sciences, Philosophy, Irish Studies, Psychology, Geography, Urban Studies, Women's Studies and Child Studies for example.

The Certificate will potentially attract a new clientele of students to Concordia University. The program will be of interest to professionals already working in the field of immigration as well as individuals who wish to pursue a career in this area. Our 30-credit Certificate will undoubtedly be of interest to service providers working in the field of immigration, individuals involved in the community sector, social workers and government employees working with immigrant population. This certification will enable them to acquire academic credential without having to complete an entire B.A.

The curriculum will be very similar in both programs but a substantive field project will be added to the certificate. This innovative curriculum initiative is the product of ongoing discussion between the SCPA and *La Table de concertation des organismes au service des personnes réfugiées et immigrantes* (TCRI). TCRI is a grouping of 126 organizations dedicated to the defense and promotion of the rights and the protection of refugees and immigrants in Quebec (<http://tcri.qc.ca/>). Stephan Reichhold is the Executive Director of TCRI. He is very interested in establishing such a community/university partnership and he strongly believes there is a need for this type of practical learning.

This proposal has been developed in consultation with Chairs of Political Science, Sociology/Antropology, Geography/Urban Studies, Irish Studies, Religious Studies and History. In our series of meetings, we also had a conversation with The Montreal Institute for Genocide and Human Rights Studies (MIGS).

Program Structure

Two programs: Minor (24 credits) and Certificate (30 credits).

The Minor program will comprise **24 credits**, structured as follows:

- 1) **SCPA 212** – Introduction to Global Migration: Theories and Issues (3 credits)
- 2) **SCPA 315** – Immigration in Quebec and Canada (3 credits)
- 3) **SCPA 481** – Settlement and Integration (3 credits)
- 4) **Approved Courses:** 15 credits chosen from a list of approved courses

The Certificate program will comprise **30 credits**, structured as follows:

- 1) **SCPA 212** – Introduction to Global Migration: Theories and Issues (3 credits)
- 2) **SCPA 315** – Immigration in Quebec and Canada (3 credits)
- 3) **SCPA 481** – Settlement and Integration (3 credits)
- 4) **SCPA 482** – Field Project in Immigration, Migration and Diversity (3 credits)
- 5) Approved Courses: 18 credits chosen from a list of approved courses

Other Comparable Programs in Quebec and Canada

The proposed programs will offer different perspectives and approaches comparatively to programs presently offered in other institutions. First and foremost, our perspective will be interdisciplinary rather than anchored in a particular discipline, which will allow our students to approach immigration issues from a wide variety of disciplinary perspectives. Our approach will also differ from other programs by having a dual emphasis on the fundamental role of non-profit organizations in the immigration process and the importance of advocacy in policy formulation which will enable our students to become engaged participants in this field.

In the province of Quebec, the Université du Québec à Montréal (UQAM) offers a certificate in immigration and ethnic relations housed in the department of sociology. This program is built around two streams: a theoretical perspective and an intervention perspective in disciplines such as Social work and Psychology. The most similar program would be an Undergraduate Certificate in Refugee and Migration Studies at York University (<http://crs.info.yorku.ca/programs/certificate>). Ryerson University which is recognized as a leader in field offers an MA program in Immigration and Settlement Studies. <http://www.ryerson.ca/graduate/programs/immigration-settlement-studies/>

The Chair of the program Dr. Harald Bauder and Dr. John Shields who also teaches in the program were both very supportive of our initiative. The possibility of future collaboration between our institutions was also very well received. Graduates from our programs could further their studies at the Graduate level at Ryerson.

Institution	Program	Home	Characteristics
Undergraduate Programs in Quebec			
UQAM	Certificat en immigration et relation interethniques	Sociology	Ethnicity, Intercultural and Racism Issues
McGill	Minor Concentration Canadian Ethnic and Racial Studies (18 cr.)	Sociology	Ethnicity and History of Ethnocultural Communities
Undergraduate Programs in Canada			
York University	Certificate in Refugee and Migration Studies	Center for Refugee Studies	Focus on refugee issues
Carleton University	Specialization in Migration and Disaporas (20 cr)	International Studies	Globalization and International Relations
Western University	Minor in Refugee and Migrant Studies	Anthropology	
UBC	Certificate in Immigration: Laws, Policies and Procedures	Continuing Studies	Focus on practical elements for immigration consultants and lawyers
University of Victoria	Diploma Program in Intercultural Education	Continuing Studies	Intercultural and Diversity Issues; anti-oppressive posture

New courses

SCPA 212 *Introduction to Global Migration: Theories and Issues* (3 credits)

This course explores key concepts and paradigms of immigration, migration and diversity issues confronting nation-states around the globe and examines questions relating to illegal immigration, refugee movements, economic migrants, temporary migration and population displacement due to conflict and environmental issues and the subject of integration.

SCPA 315 *Immigration in Quebec and Canada* (3 credits)

This course focuses on immigration and diversity policies as well as the social consequences of immigration and multiculturalism in Canadian and Quebec contexts. Students learn about the evolution of policy in these areas as well as covering topics such as public opinion and reactions toward immigration, advantages and challenges of multiculturalism versus integration, and the theoretical debates surrounding immigration and models of integration (assimilation, civic integration, multiculturalism).

SCPA 481 *Settlement and Integration* (3 credits)

This course examines the experiences of immigrants and refugees in Canada, focusing on the social, cultural and political processes of their integration and/or marginalization. In this context, it explores immigrant-based agencies and social movements, and equitable approaches to settlement services and community development to help newcomers adapt to their new environment. It also looks at integration outcomes of immigrants: employment, education, housing, participation.

SCPA 482 *Field Project in Immigration* (3 credits)*

***This course is reserved for students pursuing the Certificate**

This course is a field project undertaken under the auspices of a non-profit organization working in the domain of immigration. Students in small groups will be asked to work on a substantive project and/or program of significance to community organization. The analysis provided by the students will be shared with the organization enabling students to be directly involved and engaged in the field of immigration as practitioners.

The SCPA has already a vast network with key players in immigration, diversity and race relations in Montreal and the province of Quebec. Our primary goal is to bring their expertise into the classroom. The Principal and our Coordinator of our programs will assume the coordination of the field project at no additional cost to the Faculty.

Approved Courses

Courses for Minor and Certificate

ANTH 202 *Introduction to Culture* (3 credits)

An introduction to the anthropological study of culture. The course begins with a consideration of the concepts, models, and methods used by anthropologists. This is followed by an examination of the many ways in which peoples of the world, past and present, have organized the activities, institutions, and belief systems that sustain social life. The course concludes with a discussion of the relevance of cultural anthropology to contemporary issues.

GEOG 210 *Geography of Global Change* (3 credits)

This course examines a variety of geographical changes related to globalization. It focuses mainly on the global political system and the global economy, and also considers transport and communications systems, culture, and environmental issues.

GEOG 220 *The Human Environment: Place, Space, and Identity* (3 credits)

This course examines how geographers construct the meaning of place, the unique identity of places, the contests over identity of place, and how space is socially constructed. The ways in which these have been affected by migration and globalization are then examined within the context of an already constituted social and geographical unevenness (political, economic, environmental, and cultural).

GEOG 318 *Shifting Borders of Globalization* (3 credits)

Prerequisite: GEOG 220, or completion of 30 credits for students enrolled in a Social Science program, or permission of the Department. This course critically examines how globalization processes are altering relationships between space, place and identity. Economic, political, cultural and technological change provide a framework for understanding the processes, but the focus of the course is the transformation of social and cultural worlds and identities. Using a wide variety of case studies, the course investigates how global processes are altering ethnic, national, social and gender identities and their associated geographical structures.

GEOG 321 *A World of Food* (3 credits)

Prerequisite: 24 university credits. This course examines the geographical processes that have affected the production and consumption of food from the beginnings of agriculture to the rise of genetically modified organisms, and considers the part played by different patterns of diet and cuisine in shaping distinctive regions at the global and local scale.

NOTE: Students who have received credit for this topic under a GEOG 398 number may not take this course for credit.

HIST 212 (also listed as *IRST 210*)

The Irish in Canada (3 credits)

From 17th-century fishermen and traders arriving in Newfoundland to displaced victims of the Famine in the 19th century, to contemporary immigrants from Ireland, the Irish have had a presence in all parts of Canada from the earliest days of settlement. This course examines the emigration and settlement patterns of Irish immigrants in the various regions of Canada across a period of three centuries, paying particular attention to their role in the social, economic, political, cultural, and educational development of Canadian society. The course explores the various strategies by which Irish immigrants both adapted to and transformed the particular host society in which they found themselves, and looks at other immigrant communities as a means of understanding the special contribution of the Irish to Canada.

NOTE: Students who have received credit for IRST 210 or for this topic under a HIST or IRST 398 number may not take this course for credit.

HIST 283 ***The 20th Century: A Global History*** (3 credits)

This course introduces students to the history of some of the forces and institutions that have shaped the history of the world in the 20th century, which has been characterized by widespread warfare, genocides, and massive violations against human rights and the natural environment. It has also been a time of unprecedented prosperity of some groups and parts of the globe, as well as an era of tremendous scientific advances.

NOTE: Students who have received credit for HISW 283, LOYC 210, or for this topic under a HIST 298 number may not take this course for credit.

HIST 302 ***Natives and Newcomers*** (3 credits)

Prerequisite: See N.B. number (1). This course examines the interaction of European colonists with the first peoples of eastern North America before 1800. The emphasis is on cultural exchanges between colonists and Natives in the areas of religion, trade, diplomacy, and warfare.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 308 ***Cultures in Contact: A History of Migrations to North America*** (3 credits)

Prerequisite: See N.B. number (1). This course traces the journeys of men, women, and children who left their homelands and came to North America in search of economic opportunities and political and religious freedoms. Focusing on the 19th- and 20th-century waves of migration, students examine the communities migrants created, the discrimination they faced, and the manifold ways in which they, in turn, changed their host societies.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

IRST 303 *The Global Irish* (3 credits)

This interdisciplinary course examines the Irish experience of emigration, exile, resettlement, and diaspora, emphasizing the Great Famine and its legacy in shaping Irish communities in Canada and elsewhere. It highlights debates about the impact of the Famine, the significance of Grosse-Île in Irish and Irish-Canadian cultural memory, the relationship between Irish emigration and nationalism, immigrant women and how Irish communities adopted a self-image of exile.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

POLI 339 *(also listed as SCPA 339)*

Quebec Politics and Society/La vie politique québécoise (3 credits)

Prerequisite: POLI 204 or permission of the Department. This course is a study of the changing party structure and political issues in Quebec and their relationship to constitutional, cultural, and economic factors.

On étudiera dans ce cours l'évolution structurelle des partis et des questions politiques au Québec en fonction de facteurs d'ordre constitutionnel, culturel et économique.

NOTE: Students who have received credit for POLI 211 or SCPA 211 may not take this course for credit.

NOTE: The course will be offered in both English and French on a rotational basis. Please consult the Undergraduate Class Schedule for details.

POLI 340 *Canadian Political Culture* (3 credits)

Prerequisite: POLI 204 or permission of the Department. This course approaches Canadian politics from a societal perspective. The objective is to develop a better understanding of Canada's political culture through a cross-time and cross-national analysis.

POLI 349 *Political and Social Theory and the City* (3 credits)

Prerequisite: POLI 206 or permission of the Department. This course examines the theoretical and ideological aspects of city government in historical and normative perspective.

RELI 312 *Justice and Social Conflict in a Globalized World* (3 credits)

This course considers ethical issues arising in the context of social, legal, and political relations. These issues are discussed in relation to both traditional and contemporary moral perspectives, both religious and non-religious. Topics covered typically include discussions of social and economic inequality, welfare, poverty, just punishment, business ethics, public ethics, economic development, and sustainable development.

NOTE: Students who have received credit for RELI 332 may not take this course for credit

SOCI 230 (also listed as ANTH 230)

Race and Ethnic Relations (3 credits)

Prerequisite: See N.B. number (3). Race and ethnicity are examined as bases of social differentiation. Ethnic group relations are analyzed in relation to stratification and the exercise of power. The course further involves exploration of the phenomena of discrimination, prejudice, and intergroup accommodation.

NOTE: Students who have received credit for ANTH 230 may not take this course for credit.

SOCI 381 (also listed as ANTH 381)

Ethnic Communities in Canada (3 credits)

Prerequisite: See N.B. numbers (1) and (3). This course aims at familiarizing students with the social factors and dynamics of contemporary ethno-cultural communities in Canada. Topics may include the immigration process and settlement; community development, structures, and organizations; the ethnic family; socio-economic status and achievement; cultural continuity and change; minority-majority relations and relations with other ethno-cultural communities.

NOTE: Students who have received credit for ANTH 381 may not take this course for credit.

THEO 233 ***Religious Pluralism in a Secular Culture*** (3 credits)

This course focuses on the relationships between religion, pluralism, and secular culture. It deals specifically with secularization, secularism and theological responses that are rooted in historical discourses of church/state relations.

THEO 343 ***Religion and Politics*** (3 credits)

Focusing on the relationship between church, state, and democracy, this course examines the intersection of religion and politics by studying the connections between moral values and political beliefs in different settings around the world. It explores how religious beliefs have shaped politics and have impacted democratization, education, and citizenship. At the same time, it reflects on the way in which politics has affected religious life and religious organizations.

Resource Implications

Almost all of what is required to mount the Minor and Certificate already is in place. However, three new course sections (SCPA 212 – Introduction to Global Migration: Theories and Issues, SCPA 315 – Immigration in Quebec and Canada, and SCPA 481 – Settlement and Integration) are required to ensure the coherence and completeness of both the Minor and Certificate. In addition, a small amount of funds is required in year one for advertising (\$1500) and for recruitment (\$1000). All of these resource needs have been addressed in the Letter of Intent which was previously signed and approved by the Provost's Office. The fourth new course SCPA 482 – Field Project in Immigration which is reserved for students in the Certificate will be coordinated by the Principal of the School and the existing program coordinator such that there will be no additional costs associated with it.

Additional Financial Contribution

The School of Community and Public Affairs strongly believes that both the minor and Certificate in Immigration Studies will be of interest to many students and practitioners. In order to ensure that enrolment in these programs meets and exceeds our goals, the SCPA will embark upon a recruitment and a promotional campaign on the web and on social media. Furthermore, the SCPA will also be represented at various activities organized by agencies working in the field of immigration. In order to do this, the SCPA will invest \$4000 from its development fund in the first three years of operation of the programs.

Cost Revenue Table for Certificate in Immigration Studies

Concordia University		Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
FTEs for Yr 1 students (10 FTE/term/3 terms)	10	6.66	2.00				8.66
FTEs for Yr 2 students	10		6.66	2.00			8.66
FTEs for Yr 3 students	10			6.66	2.00		8.66
FTEs for Yr 4 students	10				6.66	2.00	8.66
FTEs for Yr 5 students	10					6.66	6.66
Student Enrolment		6.66	8.66	8.66	8.66	8.66	41.30
Revenue							
Tuition Revenue (\$1017.82 per term per FTE x 2 terms)	2,036	13,560	17,632	17,632	17,632	17,632	84,087
Teaching grant (base of \$3,507.92/FTE x 1)	3,507		23,363	30,379	30,379	30,379	114,501
Variable support grant (per raw FTE \$1,658.65)	1,659		14,367	14,367	14,367	14,367	57,468
Total Anticipated University Revenue		13,560	55,362	62,378	62,378	62,378	256,056
Expenses							
Course sections (3) From the Provost's Office	10,838	32,515	32,515	32,515	32,515	32,515	162,575
Advertising From the Provost's Office		1,500					1,500
Recruitment From the Provost's Office		1,000					1,000
Total Anticipated Expenses (Faculty Arts and Science)		35,015	32,515	32,515	32,515	32,515	165,075
Anticipated Gain (Loss) for the University		(21,455)	22,847	29,863	29,863	29,863	90,981

Notes:

An enrolment of 10 students per year is conservative in our estimate.

The 30 credits required are spread over two years and three terms, but could be completed in two terms of full-time study.

An attrition rate of two students per year has been included.

PROGRAM CHANGE: Minor in Immigration Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: School of Community and Public Affairs
Program: Minor in Immigration Studies
Degree:
Calendar Section/Graduate Page Number:31.540

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>24 Minor in Immigration Studies 9 SCPA 212³, 315³, 481³ 15 Chosen from ANTH 202³; ANTH/SOCI 230³, 381³; GEOG 210³, 220³, 318³, 321³; HIST 212³/IRST 210³; HIST 283³, 302³, 308³; IRST 303³; POLI/SCPA 339³; POLI 340³, 349³; RELI 312³; THEO 233³, 343³</p>
<p>Rationale: The Minor will be of potential interest to students already involved or entering programs in Political Science, Sociology and Anthropology, History, Applied Human Sciences, Philosophy, Psychology, Geography, Urban Studies, and Child Studies for example. Furthermore, the immigrant experience is an important characteristic of the personal background of a number of Concordia students, many of them already involved at the community level with organizations working with immigrants.</p>	
<p>Resource Implications: Three-course sections (nine credits) granted upon the creation of the program by the Office of the Provost in the Letter of Intent.</p>	

PROGRAM CHANGE: Certificate in Immigration Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: School of Community and Public Affairs
Program: Certificate in Immigration Studies
Degree:
Calendar Section/Graduate Page Number:31.540

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>30 Certificate in Immigration Studies 12 SCPA 212³, 315³, 481³, 482³ 18 Chosen from ANTH 202³; ANTH/SOCI 230³, 381; GEOG 210³, 220³, 318³, 321³; HIST 212³/IRST 210³; HIST 283³, 302³, 308³; IRST 303³; POLI/SCPA 339³; POLI 340³, 349³; RELI 312³; THEO 233³, 343³</p>
<p>Rationale: The Certificate will enable practitioners and individuals interested in the field of immigration to obtain an academic certification which will combine theory and practice without having to complete an entire BA. The Certificate will potentially attract a new clientele of students to Concordia University. The program will be of interest to professionals already working in the field as well as individuals who wish to pursue a career in this area.</p>	
<p>Resource Implications: Three-course sections (nine credits) granted upon the creation of the program by the Office of the Provost in the LOI.</p>	

COURSE CHANGE: SCPA 212 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: School of Community and Public Affairs
Program: Minor, Certificate in Immigration Studies
Degree:
Calendar Section/Graduate Page Number:31.540

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>SCPA 212 <i>Introduction to Global Migration: Theories and Issues</i> (3 credits) This course explores key concepts and paradigms of immigration, migration and diversity issues confronting nation-states around the globe and examines questions relating to illegal immigration, refugee movements, economic migrants, temporary migration and population displacement due to conflict and environmental issues and the subject of integration.</p>
<p>Rationale: This introductory course will be a required course for students in both the Minor and Certificate in Immigration Studies. This course introduces students to the study of immigration and migration and will examine the various theoretical perspectives as well as the major issues in the area of immigration. This course will enable students to acquire the basic knowledge and concepts associated with the field of immigration.</p>	
<p>Resource Implications: The allotment of nine credits for this course and two other 3-credit courses has been granted by the Office of the Provost in the Letter of Intent.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SCPA 315 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: School of Community and Public Affairs
Program: Minor, Certificate in Immigration Studies
Degree:
Calendar Section/Graduate Page Number:31.540

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>SCPA 315 <i>Immigration in Quebec and Canada</i> (3 credits) This course focuses on immigration and policies as well as the social consequences of immigration and multiculturalism in Canadian and Quebec contexts. Students learn about the evolution of policy in these areas as well as covering topics such as public opinion and reactions toward immigration, advantages and challenges of multiculturalism versus integration, and the theoretical debates surrounding immigration and models of integration (assimilation, civic integration, multiculturalism).</p>
<p>Rationale: This intermediate course is required because it will focus mainly on Montreal, Quebec and Canada. Students will be exposed to a range of policy issues and debates surrounding immigration. This course will build upon the knowledge acquired in SCPA 212 by students, enabling them to compare and contrast visions and approaches to immigration.</p>	
<p>Resource Implications: The allotment of nine credits, for three 3-credit courses, has been granted by the Office of the Provost in the Letter of Intent.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SCPA 481 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: School of Community and Public Affairs
Program: Minor, Certificate in Immigration Studies
Degree:
Calendar Section/Graduate Page Number:31.540

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>SCPA 481 <i>Settlement and Integration</i> (3 credits) This course examines the experiences of immigrants and refugees in Canada, focusing on the social, cultural and political processes of their integration and/or marginalization. In this context, it explores immigrant-based agencies and social movements, and equitable approaches to settlement services and community development to help newcomers adapt to their new environment. It also looks at integration outcomes of immigrants: employment, education, housing, participation.</p>
<p>Rationale: This advanced course was designed to acquaint students to the framework of settlement services and the fundamental role of non-profit organizations in the integration of refugees and immigrants in Canada. This fundamental course will enable our students to better understand the pivotal role of these agencies in the initial stage of their arrival to their new homeland.</p>	
<p>Resource Implications: Three-course sections (nine credits) granted upon the creation of the program by the Office of the Provost in the Letter of Intent.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SCPA 482 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: May 2018

Faculty/School: Arts and Science
Department: School of Community and Public Affairs
Program: Certificate in Immigration Studies
Degree:
Calendar Section/Graduate Page Number:31.540

Type of Change:

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

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>SCPA 482 <i>Field Project in Immigration, Migration and Diversity</i> (3 credits) Prerequisite: Enrolment in Certificate in Immigration; SCPA 212, 315. This course is a field project undertaken under the auspices of a non-profit organization working in the domain of immigration. Students in small groups are asked to work on a substantive project and/or program of significance to a community organization. The analysis provided by the students are shared with the organization enabling students to be directly involved and engaged in the field of immigration as practitioners.</p>
<p>Rationale: This is the capstone course for students in the certificate program. Students will work directly with an organization involved in the field of immigration. This hands-on approach will enable students pursuing the Certificate to gain field experience in the domain of immigration.</p>	
<p>Resource Implications: This will necessitate the creation of a new course. This course will be administered by Principal of the School of Community and Public Affairs with the assistance of the Coordinator of Academic Programs and Curriculum Development of the SCPA. Consequently, this course will be given without additional financial resource implication for the Faculty of Arts and Science.</p>	
<p>Other Programs within which course is listed: None.</p>	

Nicole Freeman

From: Chedly Belkhodja
Sent: October-06-17 4:09 PM
To: Nicole Freeman
Subject: FW: Minor and Certificate in Immigration Studies

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From: Monica Mulrennan
Sent: April-11-17 12:15 PM
To: Chedly Belkhodja <chedly.belkhodja@concordia.ca>
Cc: Anne Pollock-Mckenna <annie.pollock@concordia.ca>
Subject: RE: Minor and Certificate in Immigration Studies

Dear Chedly

I am delighted to hear that the proposal for the new Minor and Certificate in Immigration Studies is advancing. I am also pleased to confirm that GPE looks forward to collaborating with SCPA and will reserve seats in GEOG 210, 220, 318 and 321 to support this.

You will be interested to know that we recently wrapped up our search for the TT hire in Migration Geographies. Our recommended candidate is Nalini Mobahir who will be a wonderful addition to our department. You'll see from her CV (attached) that she is also well placed to make an excellent contribution to the Minor and Certificate, including a GEOG 398 course on "Refugees and Forced Migration in Today's World".

Best regards

Monica

Dr. Monica E. Mulrennan
Associate Professor and Chair
Department of Geography, Planning and Environment (GPE)
Concordia University
Hall Building, H1255.19
1455 de Maisonneuve Blvd. W.
Montreal, Quebec H3G 1M8

Telephone: 514 848-2424 ext 2055

<http://irmlab.weebly.com/>
<http://cicada.world/>

From: Chedly Belkhodja
Sent: April-11-17 9:06 AM
To: Monica Mulrennan <Monica.Mulrennan@concordia.ca>
Subject: Minor and Certificate in Immigration Studies

Part 6

Perry Calce
Coordinator Academic Programs and Curriculum Development
School of Community and Public Affairs
Concordia University
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Fax: (514) 848-2577
Email: perry.calce@concordia.ca
Web: <http://scpa-eapc.concordia.ca>

From: Chedly Belkhodja
Sent: April-12-17 4:09 PM
To: Perry V Calce <perry.calce@concordia.ca>
Subject: Fw: Minor and Certificate in Immigration Studies

....

From: Peter Gossage
Sent: April 12, 2017 3:08 PM
To: Chedly Belkhodja
Subject: Re: Minor and Certificate in Immigration Studies

Hi Chedly,

Nice to hear from you. As a department, we are certainly in support of this initiative and wish you well in bringing it through the approval process. I ran your specific request past our UPD and UPA and got the following reactions:

HIST 283: This course is not offered on an annual basis, so it is difficult to plan on reserving a specific number of seats in any given year. Of course, we would not say no if the Dean's office chose in its wisdom to add a section to our course envelope for this purpose ...

HIST 306: Our UPD, Gavin Taylor, writes as follows: "...306 doesn't really have anything to do with immigration. I suspect they may have confused it with Hist 308 (Cultures in Contact: A History of Migrations to North America)." Is that the case?

Alors, à suivre ...

Salutations bien cordiales,

Peter

=====

Peter Gossage, PhD
Professor and Chair
Department of History

Concordia University
1455 De Maisonneuve Blvd. West
Montreal, Quebec H3G 1M8
(514) 848-2424 ext. 2709
Peter.Gossage@Concordia.ca

From: Chedly Belkhodja
Sent: April 11, 2017 9:28 AM
To: Peter Gossage
Subject: Minor and Certificate in Immigration Studies

Dear Peter,

I hope this finds you well. As you know, I am finalizing the SCPA proposal for a new Minor and Certificate in Immigration Studies and I hope to have this approved by Faculty Council on May 12th. Further to our conversation with you and Nora, would it be possible for you to write me a short e-mail confirming that your Department is willing to collaborate with the SCPA by reserving seats in the following course (see below). Paul Joyce would like to see the confirmation of partnerships as part of our proposal.

Thank you very much for your time in this matter. Please do not hesitate to contact me should you have any questions.

Best regards,
Chedly

HIST 283 *The 20th Century: A Global History* (3 credits)

This course introduces students to the history of some of the forces and institutions that have shaped the history of the world in the 20th century, which has been characterized by widespread warfare, genocides, and massive violations against human rights and the natural environment. It has also been a time of unprecedented prosperity of some groups and parts of the globe, as well as an era of tremendous scientific advances.

NOTE: Students who have received credit for HISW 283, LOYC 210, or for this topic under a HIST 298 number may not take this course for credit.

HIST 306 *History and the Public* (3 credits)

Prerequisite: See N.B. number (1). This course is an examination of the practice of history outside the academy and an introduction to the critical analysis of presentations of history in public and popular culture. Topics include archives, corporate and popular history, museums and historic sites, preservation, film and television, theme parks, and anniversary commemorations. A special emphasis is placed on public controversies and ethical dilemmas involving historical interpretations.

Chedly Belkhodja

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Fax : 514.848.2577

From: Chedly Belkhodja
Sent: April-11-17 12:24 PM
To: Perry V Calce <perry.calce@concordia.ca>
Subject: FW: Minor Immigration Studies

To add to our document
Chedly

From: Michael Kenneally
Sent: April-11-17 12:18 PM
To: Chedly Belkhodja <chedly.belkhodja@concordia.ca>
Cc: Jane McGaughey <jane.mcgaughey@concordia.ca>; Canadian Irish Studies
<cdnirish.fas@concordia.ca>
Subject: Re: Minor Immigration Studies

Dear Chedly,

Thank you for the update on the SCPA proposal for a new Minor and Certificate in Immigration Studies. I am very pleased to confirm that the School of Irish Studies will collaborate with the SCPA by reserving up to ten places for your students in **IRST 303 *The Global Irish***.

Good luck with moving the proposal forward.

Best regards,

Michael

Prof. Michael Kenneally, Principal,
School of Irish Studies
Research Chair in Canadian Irish Studies
Honorary Consul General of Ireland
Concordia University, Hall Building, 1001-05
1455 De Maisonneuve Blvd. West
Montreal, QC H3G 1M8
514 848 2424 ext. 7389
www.cdnirish.concordia.ca

From: Chedly Belkhodja <chedly.belkhodja@concordia.ca>
Date: Tuesday, April 11, 2017 at 9:07 AM
To: ". ." <michael.kenneally@concordia.ca>
Subject: Minor Immigration Studies

Dear Micheal,

I hope this finds you well. As you know, I am finalizing the SCPA proposal for a new Minor and Certificate in Immigration Studies and I hope to have this approved by Faculty Council on May 12th. Further to our conversation would it be possible for you to write me a short e-mail confirming that your Department is willing to collaborate with the SCPA by reserving seats in the following course (see below). Paul Joyce would like to see the confirmation of partnerships as part of our proposal.

Thank you very much for your time in this matter. Please do not hesitate to contact me should you have any questions.

Best regards,
Chedly

IRST 303 *The Global Irish* (3 credits)

This interdisciplinary course examines the Irish experience of emigration, exile, resettlement, and diaspora, emphasizing the Great Famine and its legacy in shaping Irish communities in Canada and elsewhere. It highlights debates about the impact of the Famine, the significance of Grosse-Île in Irish and Irish-Canadian cultural memory, the relationship between Irish emigration and nationalism, immigrant women and how Irish communities adopted a self-image of exile.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

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Part 5

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Web: <http://scpa-eapc.concordia.ca>

From: Chedly Belkhodja
Sent: April-12-17 9:47 AM
To: Perry V Calce <perry.calce@concordia.ca>
Subject: Fw: Minor and Certificate

From: msokolon@gmail.com <msokolon@gmail.com> on behalf of Marlene K. Sokolon
<marlene.sokolon@concordia.ca>
Sent: April 11, 2017 5:22 PM
To: Chedly Belkhodja
Subject: Re: Minor and Certificate

Hi Chedly:
The answer from Paul is as I suspected, but not a problem.

But we do though have a problem with POLI213 - which is a course that will be eliminated from the calendar if passed by Senate - it was part of our package last Faculty Council meeting. Do you need another course? If so I suggest POLI349: Political and Social Theory and the City - which has a significant component on immigration /diversity from a local perspective . . .

Sorry!
Marlene

Marlene K. Sokolon, PhD
Chair, Department of Political Science
Concordia University
1455 de Maisonneuve Blvd. West
Montreal, Quebec H3G 1M8
514-848-2424 ex.5065

On Tue, Apr 11, 2017 at 9:14 AM, Chedly Belkhodja <chedly.belkhodja@concordia.ca> wrote:

Dear Marlene,

I hope this finds you well. 1. I am finalizing the SCPA proposal for a new Minor and Certificate in Immigration Studies and I hope to have this approved by Faculty Council on May 12th.

Further to our conversation would it be possible for you to write me a short e-mail confirming that your Department is willing to collaborate with the SCPA by reserving seats in the following course (see below). Paul Joyce would like to see the confirmation of partnerships as part of our proposal.

2. Paul responded negatively to my request of adding 3 credits to our project. His analysis was that the 9 credits in the LOI were for three new courses at the SCPA. My strategy was to take 3 for a 400 level course in the certificate (internship/project) and have POLI participate by creating a new course on immigration. Not sure anymore...I really want this to move forward.

Thank you very much for your time in this matter. Please do not hesitate to contact me should you have any questions.

Best regards,

Chedly

POLI 213 *Contemporary Issues in Global Politics* (3 credits)

This course introduces students to major trends and issues in world politics, such as human rights, refugees, ethnic conflict, environmental degradation, migration, and the peacekeeping role of the U.N.

POLI 339 *(also listed as SCPA 339)*

Quebec Politics and Society/La vie politique québécoise (3 credits)

Prerequisite: POLI 204 or permission of the Department. This course is a study of the changing party structure and political issues in Quebec and their relationship to constitutional, cultural, and economic factors.

POLI 340 *Canadian Political Culture* (3 credits)

Prerequisite: POLI 204 or permission of the Department. This course approaches Canadian politics from a societal perspective. The objective is to develop a better understanding of Canada's political culture through a cross-time and cross-national analysis.

Chedly Belkhodja

Directeur

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Part 4

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From: Lynda Clarke
Sent: April-11-17 4:11 PM
To: Perry V Calce <perry.calce@concordia.ca>
Cc: Chedly Belkhodja <chedly.belkhodja@concordia.ca>; Munit Merid <Munit.Merid@concordia.ca>
Subject: New Minor and Certificate in Immigration Studies

Hi: I have checked with the usual instructor, Marc Lalonde, and he is fine with this. I don't think I need to pass it by our department (and we have had our last meeting of the year, anyway).
As for reserving spaces – please refer to munit.merid@concordia.ca, Assistant to the Chair, when this is needed, and she will refer to whomever is Chair at that time.
Sincerely, Lynda C. (Interim Chair)

From: Perry V Calce
Sent: Tuesday, April 11, 2017 2:33 PM
To: Lynda Clarke <lynda.clarke@concordia.ca>
Cc: Chedly Belkhodja <chedly.belkhodja@concordia.ca>
Subject: New Minor and Certificate in Immigration Studies

Dear Dr. Clarke,

The School of Community and Public Affairs is proposing to the Faculty of Arts and Science a new Minor and Certificate in Immigration Studies. We have identified a very interesting course from the Religions and Cultures Department that we feel could be beneficial for some of our students;

RELI 312 *Justice and Social Conflict in a Globalized World* (3 credits)

We would be grateful if you would allow us to use this course as part of the possible elective courses for our new programs. This would require 5 to 7 reserved seats for our future students. We anticipate that our new Minor and Certificate will be launched in 2018-2019. Dr. Joyce would like to see the confirmation of partnerships as part of our proposal.

Thank you very much for your time in this matter. Please do not hesitate to contact me should you have any questions.

Perry

Perry Calce
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From: Danielle Gauvreau
Sent: April 18, 2017 3:34 PM
To: Chedly Belkhodja
Cc: Sheri Kuit
Subject: RE: Minor and Certificate in Immigration Studies

Bonjour Chedly et merci pour ton message.

The course SOCI-ANTH 230 is a very popular course and we won't be able to guarantee more than a few seats in it (typically around 7). Depending on how many courses students can choose from and how the Minor grows, this may be a problem and we may need an additional section to accommodate more students (this is a problem we currently have with the Minor in Law and Society). But for now it is OK. If you would like an alternative, I may also suggest ANTH 202 Intro to culture for which we have an online version that can accommodate a very large number of students (600!).

As for the other course you mention, SOCI-ANTH 381, this is not a course that we offer every year, so it may not always be an option for students enrolled in the Minor.

Please do not hesitate to contact me if you have more questions.

Danielle

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

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

De : Chedly Belkhodja
Envoyé : mardi 11 avril 2017 09:23
À : Danielle Gauvreau
Objet : Minor and Certificate in Immigration Studies

Bonjour Danielle,

Paul Joyce me demande une confirmation écrite des départements qui ont accepté de participer à notre programme de mineur en immigration. J'avais eu quelques discussion avec Greg à ce sujet. Ci-joint la proposition soumise à la FAS.

I hope this finds you well. As you know, I am finalizing the SCPA proposal for a new Minor and Certificate in Immigration Studies and I hope to have this approved by Faculty Council on May

12th. Further to our conversation would it be possible for you to write me a short e-mail confirming that your Department is willing to collaborate with the SCPA by reserving seats in the following course (see below). Paul Joyce would like to see the confirmation of partnerships as part of our proposal.

Thank you very much for your time in this matter. Please do not hesitate to contact me should you have any questions.

SOCI 230 (also listed as ANTH 230)

Race and Ethnic Relations (3 credits)

Prerequisite: See N.B. number (3). Race and ethnicity are examined as bases of social differentiation. Ethnic group relations are analyzed in relation to stratification and the exercise of power. The course further involves exploration of the phenomena of discrimination, prejudice, and intergroup accommodation.

NOTE: Students who have received credit for ANTH 230 may not take this course for credit.

SOCI 381 (also listed as ANTH 381)

Ethnic Communities in Canada (3 credits)

Prerequisite: See N.B. numbers (1) and (3). This course aims at familiarizing students with the social factors and dynamics of contemporary ethno-cultural communities in Canada. Topics may include the immigration process and settlement; community development, structures, and organizations; the ethnic family; socio-economic status and achievement; cultural continuity and change; minority-majority relations and relations with other ethno-cultural communities.

NOTE: Students who have received credit for ANTH 381 may not take this course for credit.

Chedly Belkhodja
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Part 3

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Fax: (514) 848-2577
Email: perry.calce@concordia.ca
Web: <http://scpa-eapc.concordia.ca>

From: Marie-France Dion
Sent: April-11-17 12:47 PM
To: Perry V Calce <perry.calce@concordia.ca>
Cc: Chedly Belkhodja <chedly.belkhodja@concordia.ca>
Subject: Re: New Minor and Certificate in Immigration Studies

Hi Perry,

This would be great and we can certainly make sure that places are available for your students and I can also make sure they offered regularly. Just let me know what I need to do.

Marie-France

Dr. Marie-France Dion
Chair Department of Theological Studies
Concordia University
(514) 848-2424 (ext. 2483)
m-f.dion@concordia.ca

From: Perry V Calce
Sent: April 11, 2017 12:27 PM
To: Marie-France Dion
Cc: Chedly Belkhodja
Subject: New Minor and Certificate in Immigration Studies

Dear Dr. Dion.

The School of Community and Public Affairs is proposing to the Faculty of Arts and Science a new Minor and Certificate in Immigration Studies. We have identified some very interesting courses from the Theology Department;

THEO 233	Religious Pluralism in a Secular Culture (3 credits)
THEO 234	Pilgrim Bodies, Sacred Journeys (3 credits)
THEO 343	Religion and Politics (3 credits)

We would be grateful if you would allow us to use these courses as part of the possible elective courses for our new programs. This would require 5 to 7 reserved seats for our future students. We anticipate that our new Minor and Certificate will be launched in 2018-2019. Dr. Joyce would like to see the confirmation of partnerships as part of our proposal.

Thank you very much for your time in this matter. Please do not hesitate to contact me should you have any questions.

Perry

Perry Calce
Coordinator Academic Programs and Curriculum Development
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**SENATE
OPEN SESSION
Meeting of November 10, 2017**

AGENDA ITEM: Recommendation regarding an amendment to the membership of Senate to add a non-voting member from among the ENCS part-time faculty members

ACTION REQUIRED: For approval

SUMMARY: On recommendation of Steering Committee, Senate is being asked to approve an amendment to its membership to include the addition of a part-time faculty member from among the Faculty of Engineering and Computer Science (ENCS) as a non-voting member of Senate.

BACKGROUND: Currently, there is no part-time representation from ENCS serving on Senate, all five seats being filled by full-time faculty members, given that the threshold of courses taught by part-time faculty members has not reached the 30% threshold set out in Article 61 k) of the By-Laws, in which case one of the five seats would automatically be attributed to a part-time faculty member.

However, in recognition of the contributions of part-time faculty members to the Faculty, including the fact that approximately 20% of the courses in ENCS are taught by part-time faculty members, and following several discussions since last Fall between the Faculty and CUPFA, the ENCS Faculty Council supports an amendment to the By-Laws, endorsed by CUPFA, to add a part-time faculty member as a non-voting member, with the proviso that this member has taught a course in the last twelve months and is elected by the part-time members of the Faculty following a call for nominations.

In accordance with the terms set out in Article 62 with respect to other faculty members on Senate, the regular term of this member would normally be three years.

DRAFT MOTION:

Whereas ENCS acknowledges the contributions of its part-time faculty members, including the fact the latter teach approximately 20% of the courses;

Whereas it is advisable to add a part-time faculty member from among ENCS as a non-voting member of Senate, until such time that the threshold set out in Article 61 k) of the By-Laws has been met, which would cause one of the five voting members to be a part-time faculty member;

Whereas, following discussions with the part-time faculty association, it has been agreed that this proposed non-voting seat be occupied by a part-time faculty member for a three-year term, pursuant to a call for nominations and election conducted from among part-time faculty members who have taught at least one course in ENCS in the last twelve months; and

Whereas it is understood that to remain eligible to serve on Senate for the full three-year term, the part-time faculty member must teach at least one course in ENCS in each of the first two years of his or her three-year term;

Be it resolved that, on recommendation of Steering Committee, Senate approve the addition of a part-time faculty member from ENCS as a non-voting member of Senate and recommend to the Board of Governors approval of the amendments set out in Articles 61 to 63 of the By-Laws.

PREPARED BY:

Name: Danielle Tessier
Date: November 1, 2017



SECTION 11 MEMBERSHIP OF SENATE

Article 61

The Senate shall be composed of fifty-three (53) voting members and ~~ten (10)~~ eleven (11) non-voting members, as follows:

Voting members

- a) The President and Vice-Chancellor;
- b) The Provost and Vice-President, Academic Affairs;
- c) The Vice-President, Research and Graduate Studies;
- d) The Dean of the Faculty of Arts and Science;
- e) The Dean of the Faculty of Engineering and Computer Science;
- f) The Dean of the Faculty of Fine Arts;
- g) The Dean of the John Molson School of Business;
- h) The Dean of Graduate Studies;
- i) The University Librarian;
- j) Fourteen (14) faculty members who shall be appointed from among the faculty of the Faculty of Arts and Science, one of whom shall be a part-time faculty member;
- k) Five (5) faculty members who shall be appointed from among the faculty of the Faculty of Engineering and Computer Science, one of whom may be a part-time faculty member, unless the number of course sections taught by part-time faculty members surpasses 30% of the total, in which case one of the five shall be a part-time faculty member;
- l) Four (4) faculty members who shall be appointed from among the faculty of the Faculty of Fine Arts, one of whom shall be a part-time member;
- m) Four (4) faculty members who shall be appointed from among the faculty of the John Molson School of Business, one of whom shall be a part-time faculty member;

- n) One (1) librarian who shall be appointed from among the professional librarians;
- o) Twelve (12) undergraduate students who shall be appointed by the Concordia Student Union, with representation from each Faculty;
- p) Four (4) graduate students who shall be appointed by the Graduate Students' Association, with representation from each Faculty whenever possible;

Non-voting members

- q) The Vice-President, Advancement and External Relations;
- r) The Vice-President, Services;
- s) The Chief Financial Officer;
- t) The Chief Communications Officer;
- u) The University Registrar;
- v) The Deputy Provost;
- w) The Director, Centre for Continuing Education;
- x) The Secretary-General;
- y) Two (2) members of the administrative and support staff, appointed in accordance with the procedures used to appoint the representatives of the administrative and support staff of the Board of Governors;

z) One (1) part-time faculty member who shall be appointed from among the Faculty of Engineering and Computer Science, unless the number of course sections taught by part-time faculty members surpasses 30% of the total, in which case the part-time member shall be appointed a voting member in accordance with Article 61 k).

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Article 62

Senators who are ex-officio as provided under Article 61 a) through i) and q) through x) shall be Senators for the duration of their term of office.

Senators who are appointed under Article 61 j) through n), ~~and y)~~ and z) shall serve for a term of three (3) years or less, as stipulated in the resolutions of appointment. Senators who are appointed under Article 61 o) and p) shall serve for a term of one (1) year or less, as stipulated in the resolutions of appointment.

Senators who are appointed under Article 61 j) through n), ~~and y)~~ and z) may serve a maximum

of two consecutive terms, following which one (1) year shall elapse before they become eligible for reappointment. Senators who are appointed under Article o) and p) may serve a maximum of three consecutive terms, following which one (1) year shall elapse before they become eligible for reappointment.

The term of any Senator appointed under Article 61 j) through n), ~~and y)~~ and z) which is two (2) years or less, and of any Senator appointed under Article 61 o) and p) which is six (6) months or less, shall not be taken into account in the application of this restriction on length of continuous membership.

Senators shall remain in office until replaced by their successors.

Article 63

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

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

d) The part-time faculty member appointed under article 61 z) shall have taught at least one course in the Faculty of Engineering and Computer Science in the last twelve months prior to being appointed and shall teach at least one course in the Faculty of Engineering and Computer Science in each of the first two years of his or her three-year term.

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**SENATE
OPEN SESSION
Meeting of November 10, 2017**

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

ACTION REQUIRED: For information

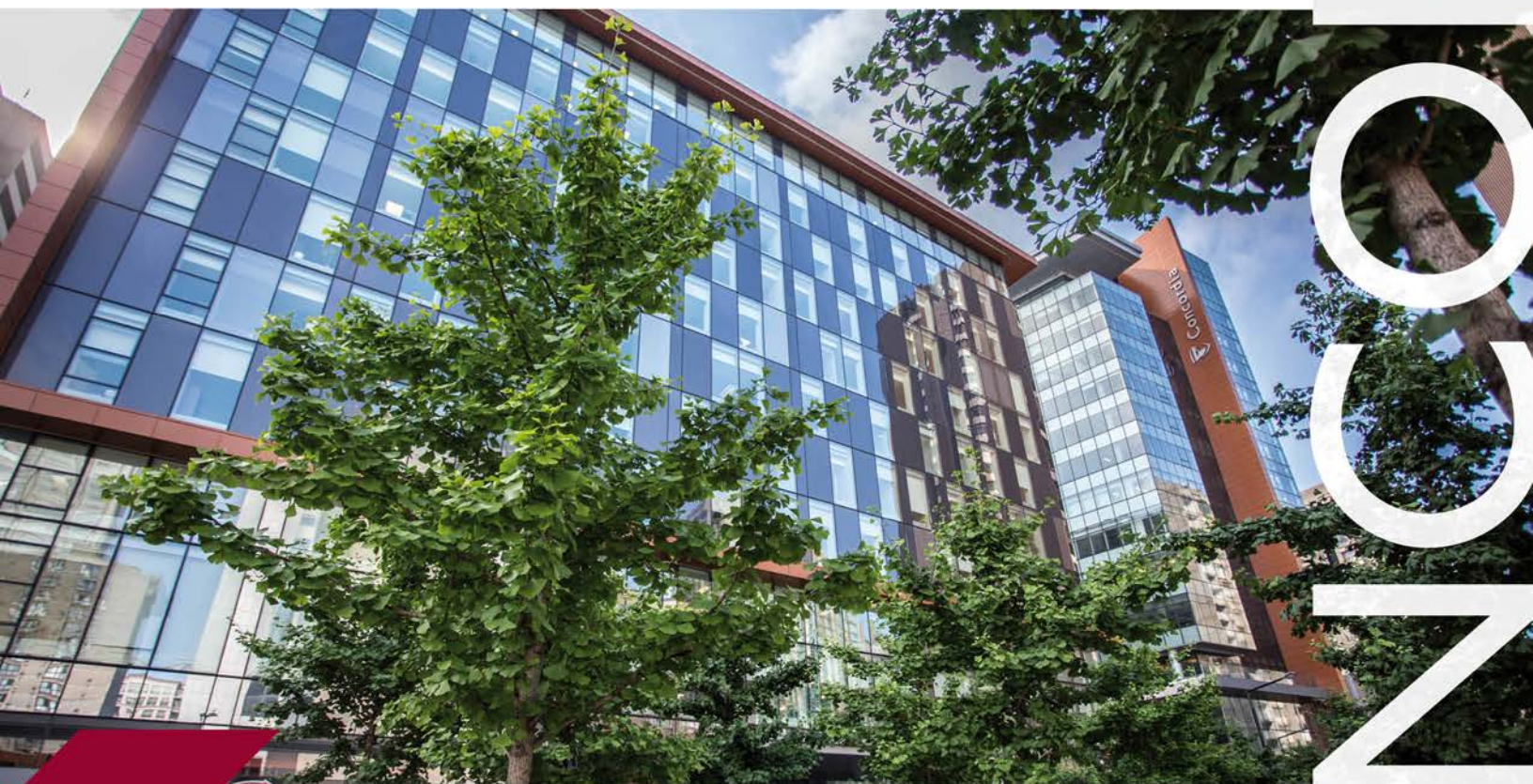
SUMMARY: The *Code of Rights and Responsibilities* ([BD-3](#)) provides for the filing of an annual report detailing the activities of the Office of Rights and Responsibilities, including statistics on the complaints received, a copy of which shall be submitted to Senate for information purposes. The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

PREPARED BY:

Name: Danielle Tessier
Date: October 17, 2017

OFFICE OF RIGHTS AND RESPONSIBILITIES

Promoting Fairness on Campus



ANNUAL REPORT 2016-17

SEPTEMBER 2017

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Office of Rights and Responsibilities - Annual Report 2016-2017

Introduction

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

This 2016-2017 Annual Report refers to the activities of the Office from May 1, 2016 to April 30, 2017.

Mandate of the Office and Key Policies

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

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

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

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

For more information about the Office and its services, please refer to the [ORR website](#).

Education, Outreach, Promotion and Collaboration

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

In this context, throughout the 2016-2017 year, ORR participated in and/or presented at a variety of University events, fairs, and activities. Outreach activities also included providing information to other educational institutions and organizations regarding ORR policies and approaches to behavioural incidents and concerns.

Recommendations

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

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

General Recommendations

It is recommended that information sharing processes be reviewed with regard to “*Student of Concern*” (“**SOC**”) cases in which there are separate, yet related incidents, impacting various University units so as to ensure optimal coordination and response. In this regard, it is recommended that when such situations arise an *ad hoc* group is constituted for this purpose. The *ad hoc* group could be convened by Security Services which would normally have the reports of incidents across the University. The members of this group would normally include representation from the Office, from Legal Services and where applicable, other stakeholders.

Past Recommendations

Following collaboration with the Registrar’s Office, the Office is pleased to report that the 2015-2016 recommendation regarding the review of processes related to the re-admission of SOCs has been satisfactorily addressed. Additional measures have been developed such as a new method of implementing on-campus restrictions and training.

Data Analysis and Statistical Review

Activity Summary and Breakdown of Requests for Assistance

Below is a snapshot of the Office’s activity for the 2016-2017 academic year, including the breakdowns by type of contact, the distribution of services by classification and month, Complainant/Respondent demographics and types of infractions reported.

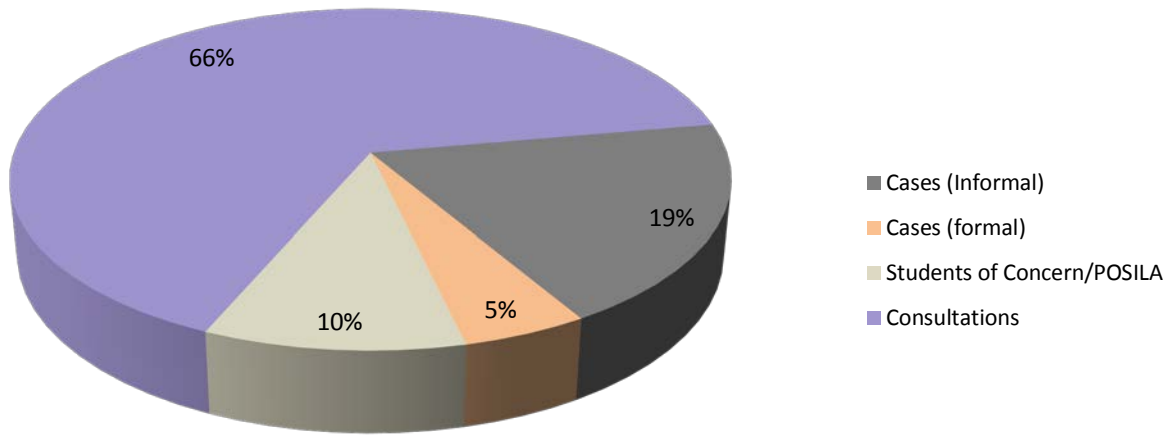
The Office may assist Members with behavioural complaints/concerns in the following ways:

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

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

Requests for assistance during 2016-2017 totaled 286. The breakdown by percentage is displayed in Chart A.

CHART A: DISTRIBUTION OF SERVICES (2016-2017)



Consultations accounted for a majority of all services provided. With regard to cases, informal resolution was employed significantly more often than formal resolution (19% versus 5%). 6 new formal complaints were processed this year in addition to 8 active formal complaints carried over from the previous reporting year, comprising approximately 5% of the Office’s activity.

The number of active cases involving SOCs and threat assessments was 29, up from the 19 administered in 2015-2016, and accounted for 10% of overall activity. SOC and threat assessment cases most often involve safety concerns, medical/mental health issues, and/or serious disciplinary matters, generally requiring an immediate response and intervention, and, more often than not, comprehensive cross-sectorial coordination.

TABLE 1: REQUESTS FOR ASSISTANCE (2016-2017)

2016-2017 Academic Year	Cases	Consultations	Total
May 1, 2016 - April 30, 2017	98	188	286

TABLE 2: 3 YEAR ANNUAL COMPARISON

Year	Months	Cases	Consultations	Total
2014-2015	12	126/144 ¹	162/164 ¹	288/308 ¹
2015-2016	12	95/147 ¹	184/192 ¹	279/339 ¹
2016-2017	12	98	188	286

¹ Includes additional consultations or complaints related to exceptional circumstances

Requests for assistance totalled 286 (98 cases and 188 consultations) as displayed in Tables 1 and 2 in 2016-2017. Overall requests for assistance (excluding those arising from exceptional circumstances) have remained stable throughout the last three year period. It should be noted that the statistics in Table 2 do not include requests of an administrative nature. In ORR reporting for years prior to this annual report, such requests were included and were referred to as “Other Requests”.

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

Case Type	2016-2017	2015-2016	2014-2015
Informal	55	63/66 ¹	90
Formal	14	14/63 ¹	13/31 ¹
SOC/Threat Assessment	29	19 ²	23
Total Cases	98	95/147¹	126/144¹

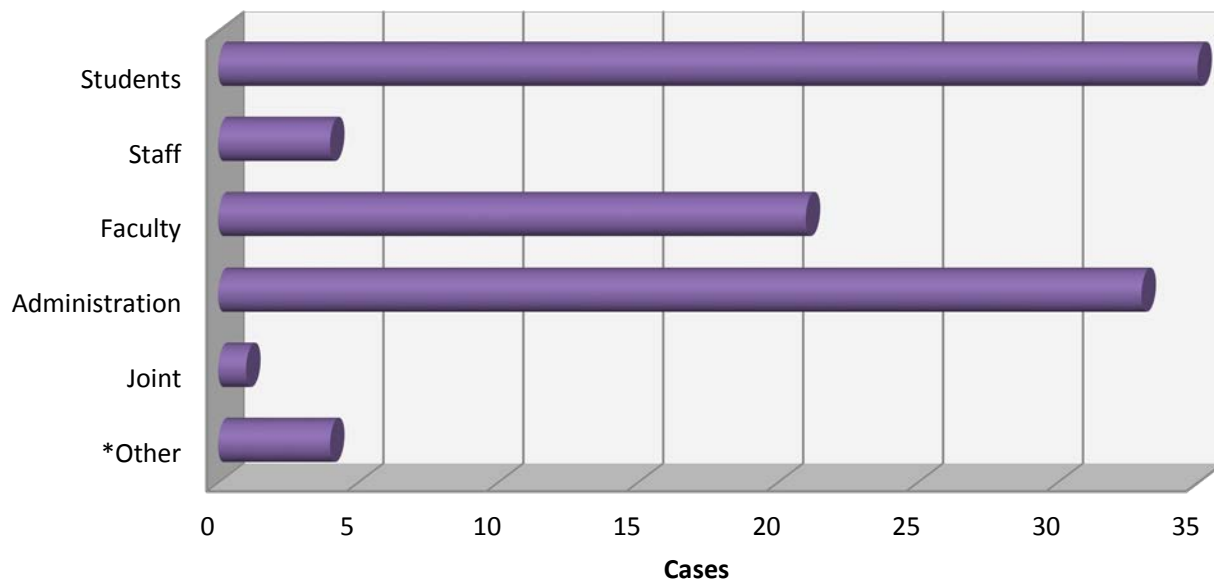
¹ Includes additional cases related to exceptional circumstances
² There were actually 18 SOC cases and one additional informal case that was also counted as an SOC case

Who is seeking assistance?

The term “Complainant” is used to refer to any member of the University community who is directly affected by someone’s behaviour and who raises a concern with the Office. The conduct in question should be within the scope of the Code. If warranted, a case file is opened regardless of whether informal resolution was sought or a formal complaint was launched.

CHART B: COMPLAINANT DEMOGRAPHICS (CASES)

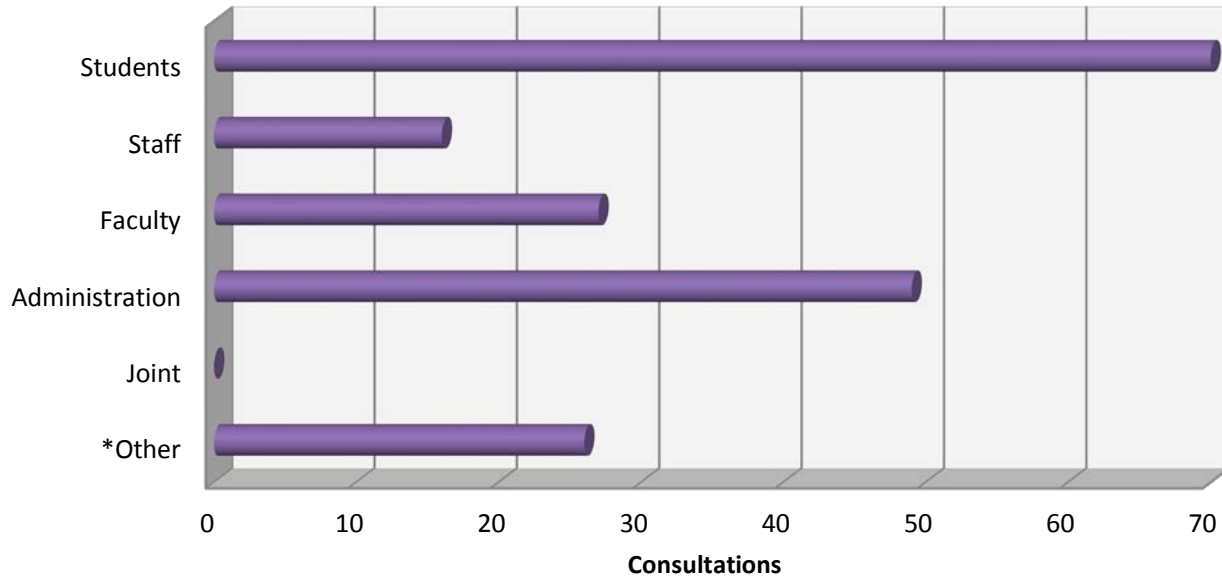
Requests for assistance/complaints were generated by:



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

CHART C: COMPLAINANT DEMOGRAPHICS (CONSULTATIONS)

Requests for assistance/complaints were generated by:



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

Who are complaints being made against?

The term "Respondent" refers to the person against whom a complaint is made. A "Respondent" is any Member who is alleged to be responsible for undesirable behaviour described as an offense/infraction under the Code, thereby giving rise to a Complainant seeking resolution within the scope of the Code.

CHART D: RESPONDENT DEMOGRAPHICS (CASES)

Complaints were generated against:

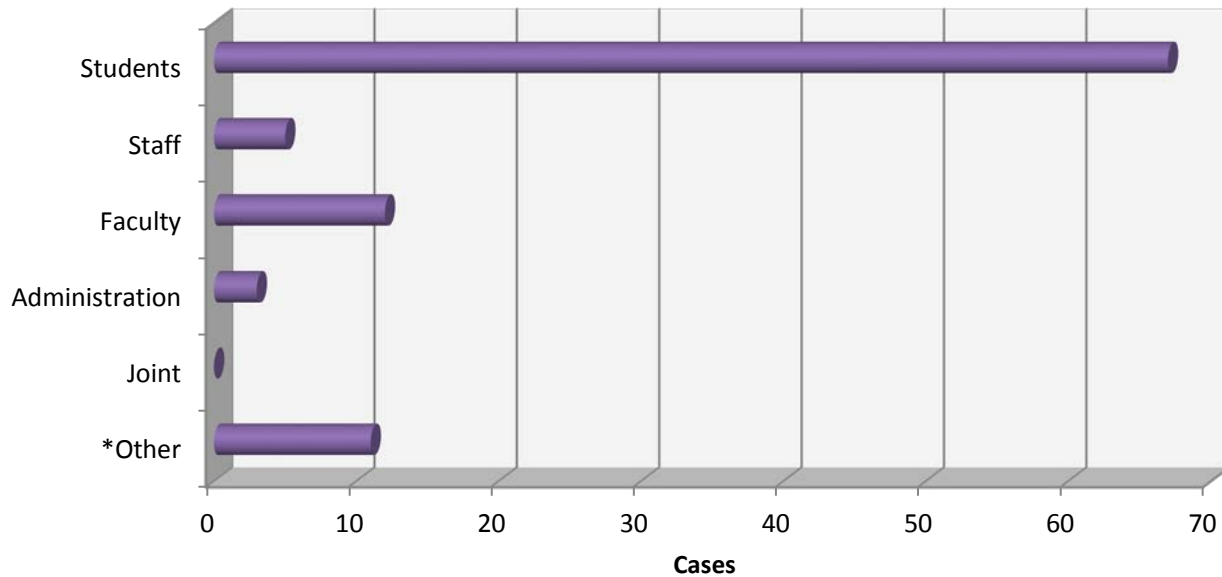
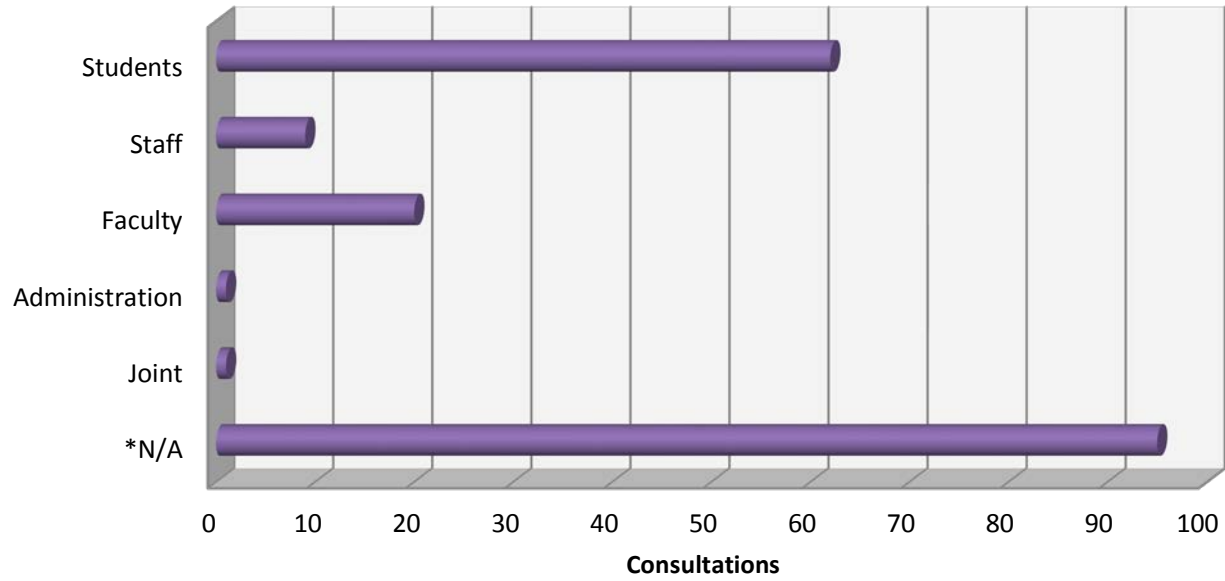


CHART E: RESPONDENT DEMOGRAPHICS (CONSULTATIONS)

Complaints were generated against:



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

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

TABLE 4: BREAKDOWN OF CASES (98) AND CONSULTATIONS (188) BY INFRACTIONS

Offence	Code	In 98 Cases	In 188 Consults	Total Infractions
Harassment	28a	34	33	67
Sexual Harassment	28b	15	8	23
Psychological Harassment	28c	6	3	9
Discrimination	28d	5	9	14
Communication of Discriminatory Matter	28e	3	7	10
Threatening or Violent Conduct	28f	17	4	21
Offences against property	29a	1	1	2
Furnishing False Information/Accusation/Emergency	29b	2	0	2
Maliciously activating fire alarms	29c	0	0	0
Bomb threats	29d	2	0	2
Theft or abuse of computing facilities or computer time	29e	1	0	1
Unauthorized entry into University property	29f	0	1	1
Obstruction or disruption of work or studies	29g	8	5	13
Camping or Lodging on University property	29h	0	0	0
Forging or altering University documents	29i	1	1	2
Hazing	29j	0	0	0
Unlawful use, sale, distribution, etc. of controlled substances	29k	0	0	0
Possession or use of explosives or destructive devices	29l	0	0	0
Possession or use of firearms, chemicals, or other weapons	29m	0	0	0
Unauthorized or duplication of University's name, logos, etc.	29n	0	0	0
Unlawful offense in the University context	29o	0	0	0
Student-of-concern/Threat Assessment/POSILA	(n/a)	29	4	33
*Miscellaneous Consultations	(n/a)	0	121	121

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

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

In 2016-2017, the Office observed decreases in all harassment categories (general harassment, sexual harassment, and psychological harassment) and threatening/violent conduct while reported incidents of discrimination and communication of a discriminatory matter were higher. The Office also received an increase in new or ongoing requests for assistance involving Students of Concern and POSILA (up to 33 from 24 in 2015-

2016) and a significant decrease in complaints related to the obstruction/disruption of University activity. There were no other material variations in the number of reports regarding other Code infractions.

Data regarding sexual assault was manually generated this year as was the case in previous annual reports. In 2016-2017, the Office received a total of 23 reports involving sexual harassment (15 cases and 8 consultations). 2/15 of the cases under the umbrella of sexual harassment involved allegations of sexual assault. Of those 2, one was filed as a formal complaint. Out of 8 sexual harassment consultations, one of the Complainants reported incidents of sexual assault.

CHART F: PRESENTING ISSUES (CASES) 2016 -2017

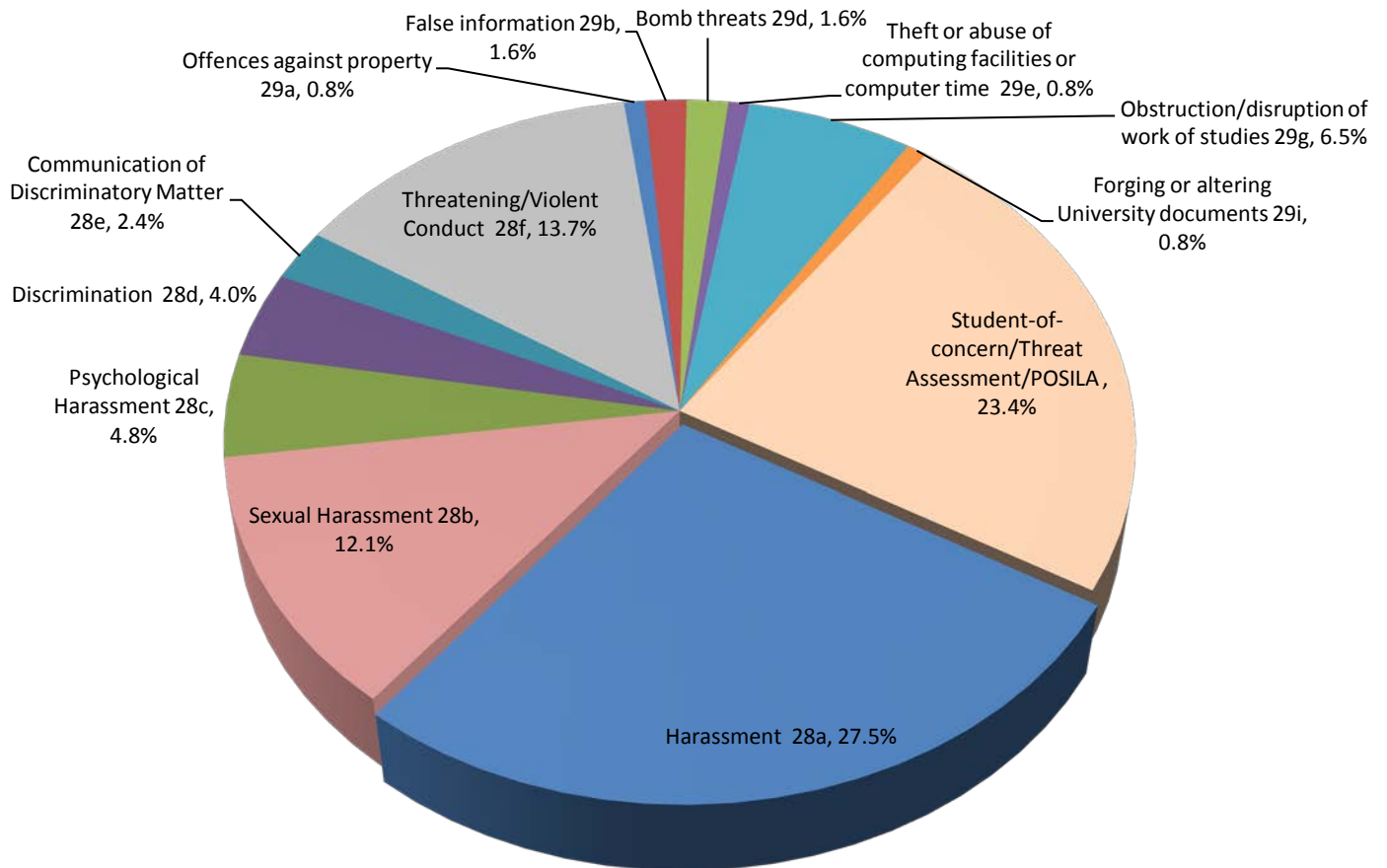
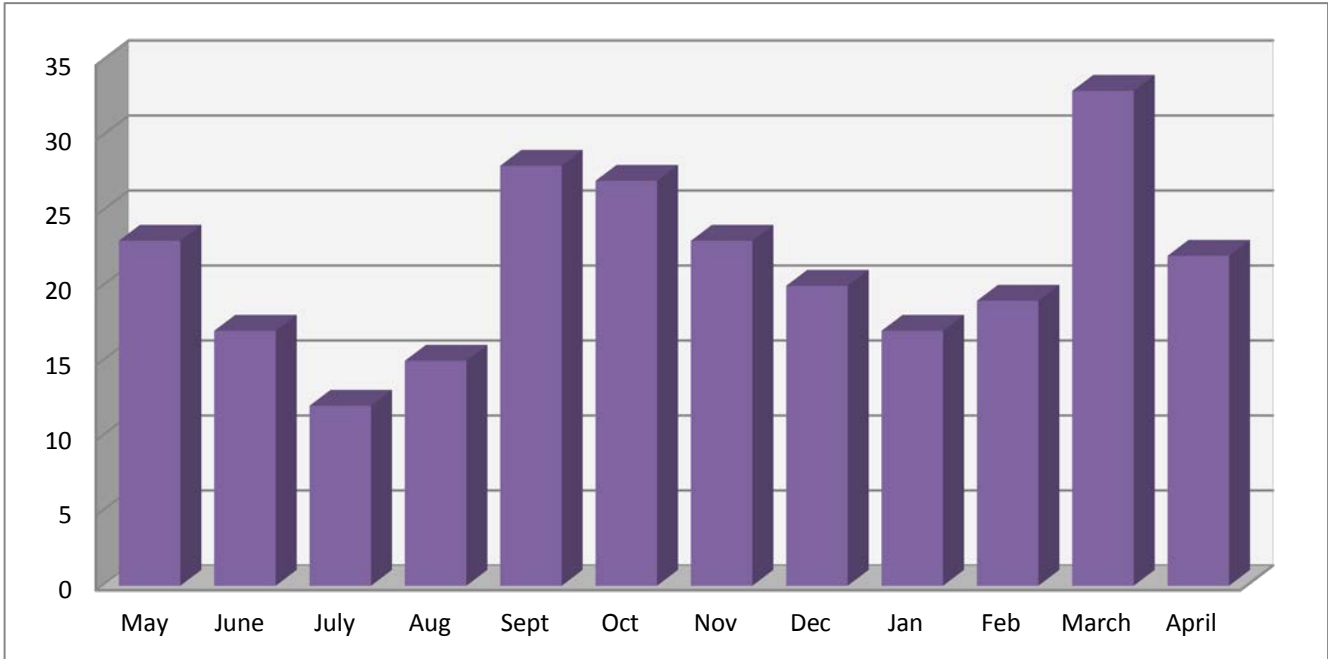


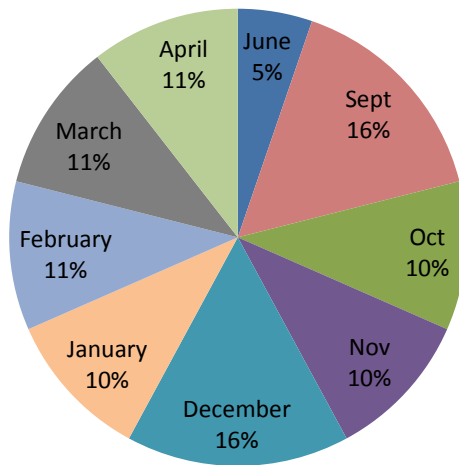
Chart F (above) provides an overview and percentage breakdown of the types of case offences reported.

CHART G: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (256)



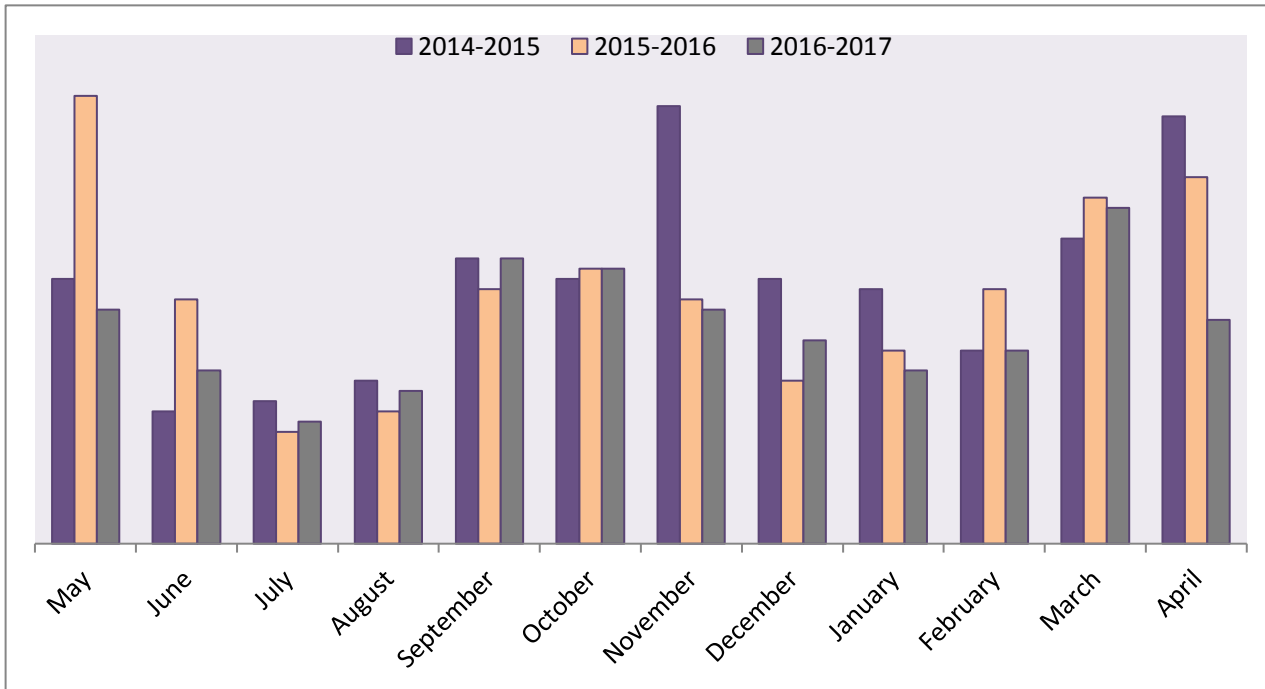
Note: 30 ongoing requests for assistance were carried over from 2015-2016 and are not reflected in this graph.

CHART H: STUDENTS-OF-CONCERN DISTRIBUTION



Of the 19 new SOC cases received in 2016-2017, there were none reported during the months of May, July and August. Only one SOC was placed on an involuntary leave of absence in 2016-17. To date, we have not observed a trend regarding time periods in which SOC files are most often brought to the attention of the Office, nevertheless we will continue to monitor the data for any relevant patterns.

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



Following last year’s distribution of the Annual Report to the Board of Governors, a request was made to identify trends in relation to when requests for assistance were most often received. In analyzing new requests for assistance over the last three year period (excluding exceptional circumstances), the Office typically receives more requests in the months of March, September, and October. Please note that requests of an administrative nature (“Other Requests”, also referred to at page 4 of this Report) which were historically reported are not represented in this graph and that the Office discontinued reporting such requests in 2016-2017.

Formal Complaints

In 2016-2017, there were 14 formal complaints filed with the Office. Formal complaints can be resolved informally or formally and a complaint can be withdrawn at any time prior to the start of a hearing or investigation. Additionally, an informal resolution may not work for any number of reasons and may end up going through a formal resolution process. Finally, even when there is a formal resolution, there is an appeal process which can be triggered in certain circumstances.

Closing Remarks

The number of requests for assistance received by the Office has remained relatively consistent throughout the preceding three years (excluding variations related to exceptional circumstances). Consultations are still the most requested form of assistance and informal resolution continues to be the preferred approach in resolving behavioural disputes with regard to cases. The 2016-2017 year included an increase in active SOC dossiers (29 from 19 reported last year). We will continue to monitor this increase while assessing ways in which students implicated in these dossiers can be proactively supported.

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

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'L. White', with a long horizontal flourish extending to the right.

Lisa White

Associate Advisor, Rights and Responsibilities

DISRUPTIVE
BEHAVIOUR
EQUITY
DISCRIMINATION
COOPERATION
COLLEGIALITY
DIVERSITY
TRESPASSING
CIVILITY
HARASSMENT
THEFT
RESPECT
HARMONY



**SENATE
OPEN SESSION
Meeting of November 10, 2017**

AGENDA ITEM: Annual report from the Ombuds Office

ACTION REQUIRED: For information

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

PREPARED BY:

Name: Danielle Tessier
Date: October 17, 2017

OMBUDS OFFICE

Promoting fairness at Concordia

ANNUAL REPORT 2016–17





OMBUDS OFFICE

July 7, 2017

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

To the Board of Governors;

As per article 29 of the Terms of Reference of the Ombuds Office, I am pleased to submit the **2016-2017 Annual Report of the Ombuds Office: Promoting Fairness at Concordia University.**

The purpose of this report is to provide you with:

- an overview of the roles and responsibilities of the Ombuds office;
- a description of the year's activities from May 1, 2016 to April 30, 2017;
- key statistics regarding the community we serve;
- some examples of recommendations offered; and
- plans for the upcoming year.

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

Sincerely,

amy fish

Amy Fish, MHSc.

Ombudsperson

Concordia University / Université Concordia

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Ombuds Office Overview

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

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

The Ombudsperson is responsible for promoting fairness in the University.

This objective is achieved through:

- consulting with students, faculty and staff to prevent conflict;
- investigating potential complaints and/or allegations of unfairness;
- recommending improvements to policies and procedures where appropriate;
- developing materials to assist community members in conflict de-escalation; and
- offering workshops to groups requesting assistance in resolving conflict related issues.

Ombuds Office 2016-2017

This year was stable in terms of staffing, budget and mandate. No major changes took place.

Highlights of 2016-2017

Slight Decrease in Files

This year, the Ombuds Office treated 470 files, as compared to 514 the previous year.

Very few of these files became formal or serious complaints.

For the past five years, the number of files has hovered around 500. This is exactly what would be expected in a university of our size. Generally, the volume of Ombuds files is expected to be approximately 1% of the student population. When you consider that our office also accepts files from faculty and staff, we are well within and even below the industry standard.

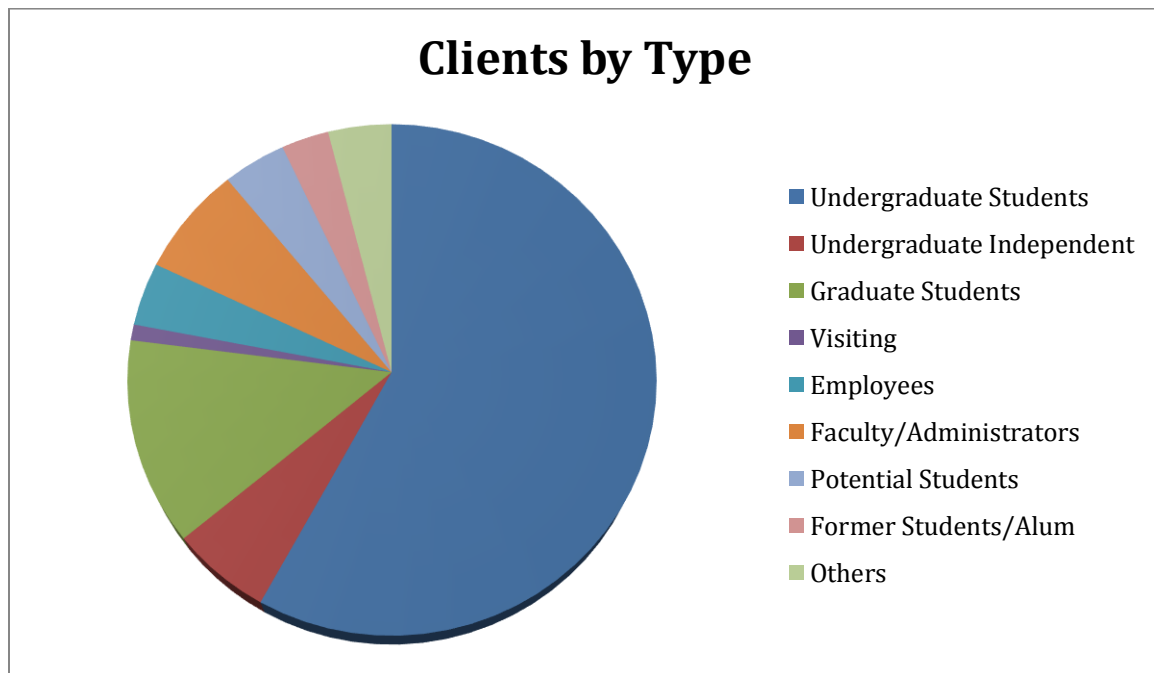
The decrease this year may be explained by a correction of the minor increase experienced last year with the advent of a new Ombudsperson.

This slight decrease does not appear to represent any significant change in the accessibility and/or the practice of the Ombuds office.

Client Overview

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

Chart A: Percentage of Clients by Type



Overall:

- Almost no change since last year;
- 78% of the concerns were brought forward by students;
- 11% came from faculty members or staff; and
- 11% came from other parties (e.g, alumni, potential students).

The 11% from “other” parties was expected to decline this year, however it grew by 1%. The Ombuds Office Terms of Reference (TOR) set guidelines for who is considered a community member, but do allow for exceptions based on the Ombudsperson’s discretion. This year, several files were treated from potential students (who had applied but not been accepted) as well as alumni with extenuating circumstances.

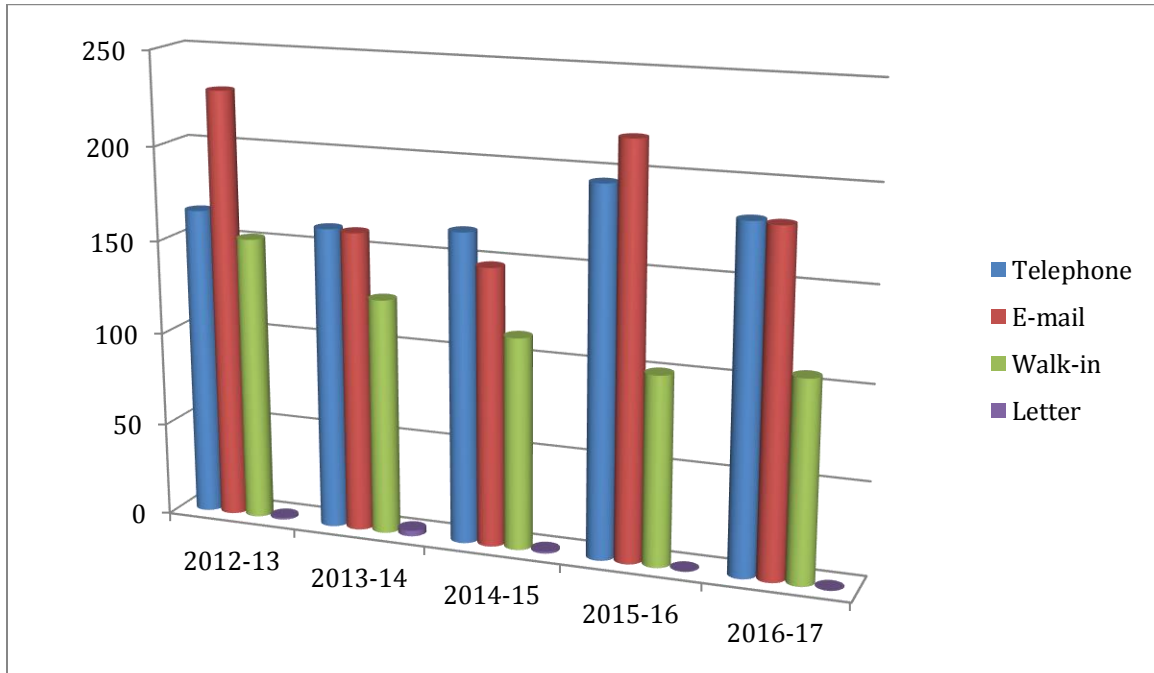
In 2017-2018, there will be a review of the TOR, and the definitions in this category will be clarified.

Parents were not classified separately this year, because they are only allowed to bring forward an issue with the express written consent of their child (who is a student). Therefore any parental concern is considered a student concern, and is classified by type of student.

Means of Initial Contact

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

Chart B: Means of Initial Contact by Year



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

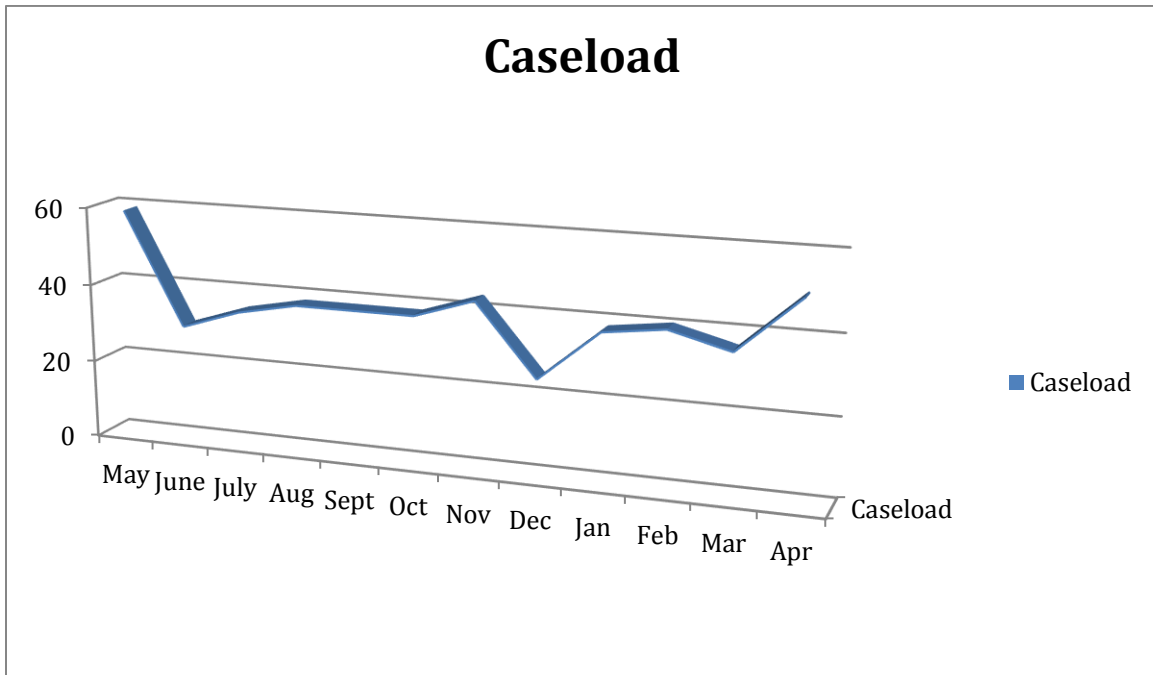
Although, walk-ins appeared to be trending downwards, this year they appear to be on a slight upswing. It is our hope that clients will continue to come directly to our office so that we can provide assistance as early in the process as possible.

With the exception of 2012-13, e-mail and telephone have been very close, with this year bringing only 1% variance between them. For the past five years, phone and e-mail have been the most common methods of communication, with walk-ins third, and letters only rarely.

Caseload per Month

Chart C, below shows a month by month breakdown of our caseload. As expected, some times of the year are significantly busier than others.

Chart C: Caseload by Month (2016-2017)



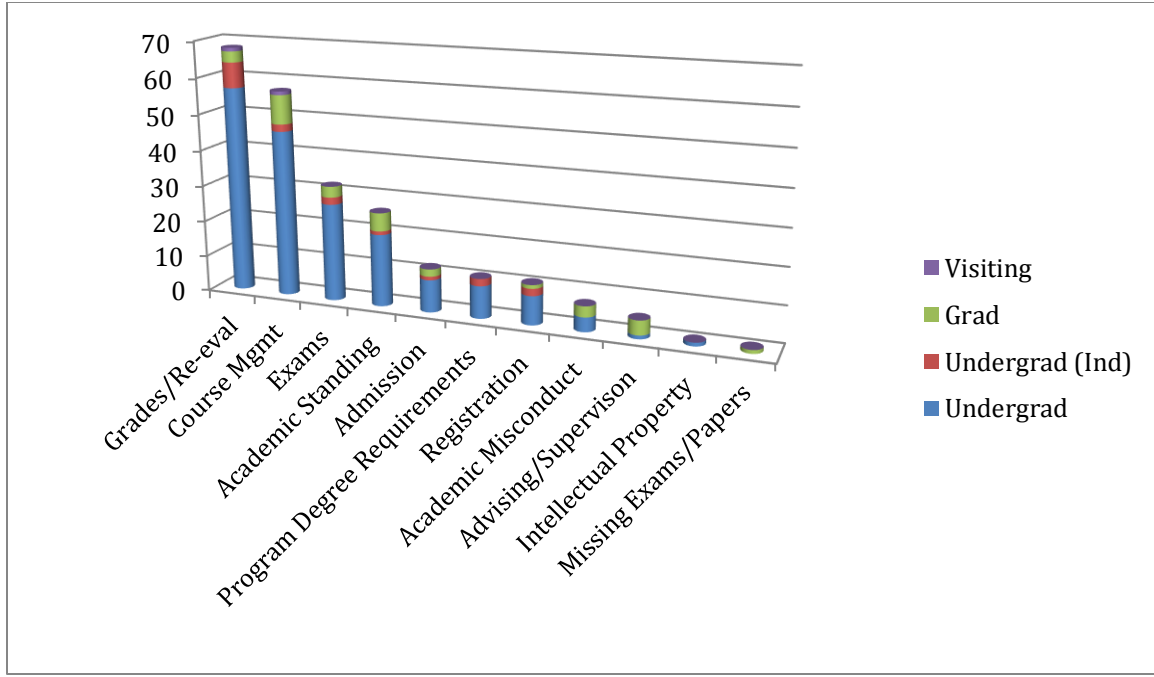
As would be expected, our highest volume months were April and May because of issues with graduation, final exams and program degree requirements. December was the quietest this year.

Student Concerns

Students bring a wide variety of concerns to our office. We separate the concerns into academic and non-academic issues. A full breakdown of academic concerns is presented in Chart D, below.

Student Academic Concerns

Chart D: Student Academic Concerns by Type (2016-17)

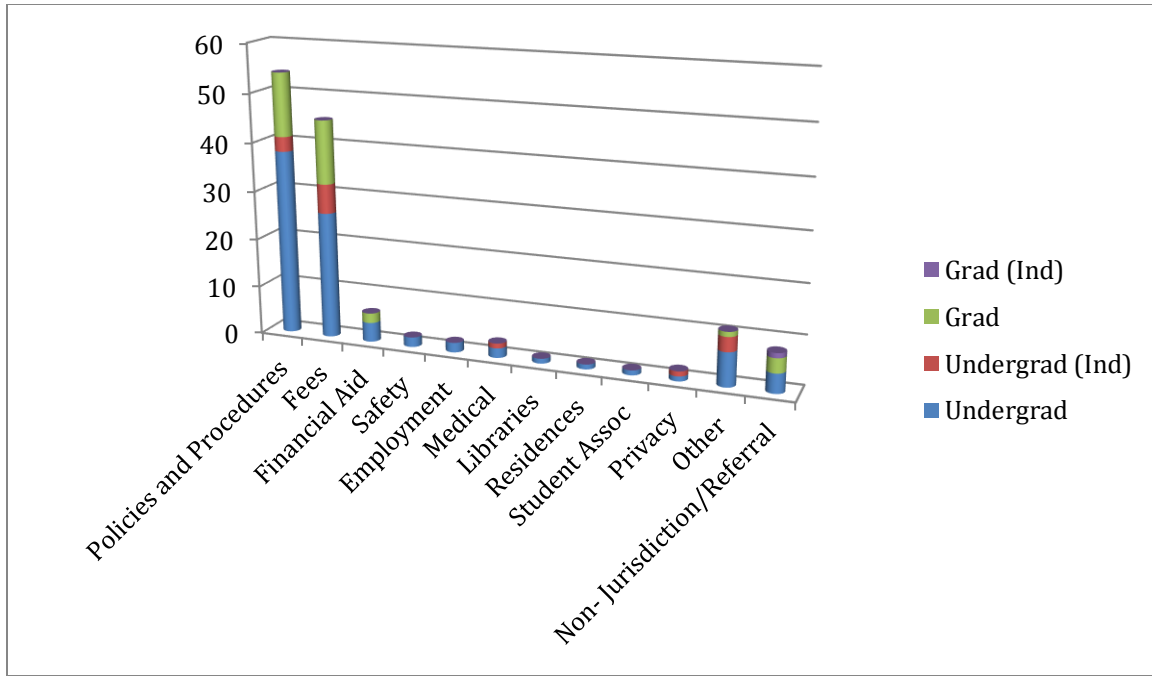


Similar to last year, Grades and Course Management represent the largest percentage of Student Academic concerns. This category includes any dispute regarding course requirements, unfair grading practices, applications for re-evaluation and/or grading policies in the classroom. Because these two categories represent over 20% of our concerns, next year they will be broken down even further. We have developed new categories for data collection for 2017-2018 that will illustrate the nature of our work in greater detail.

Different from last year, Exams are third in terms of Student Concerns, and Academic Standing is fourth. Program Degree Requirements and Registration became less of a concern this year. This may be because of continuous improvement in the area of the Student Information Service, and because of increased effort in communicating with students regarding requirements for graduation.

Student Non-Academic Concerns

Chart E: Student Non-Academic Concerns by Type (2016-2017)



The majority of non-academic concerns relate to Policies and Procedures and Fees. These complaints range from questions regarding when a student can write a supplemental exam to how a student who changes programs is billed. To better illustrate the detail of these issues, the categories will be broken down further in 2017-2018.

All other categories are very small and represent between one and five files. For example, there may be a question regarding whether a student can bring his or her child to the library which would fall under the category of Libraries. A student may call regarding a complex issue, which, once we begin to investigate, is determined to be outside of the jurisdiction of the Ombuds Office, and that client would then be referred to the appropriate department to assist them.

Resolutions of Student Cases

Depending upon the nature of the file brought to our office, we may use one of several techniques to provide assistance. For example, we might:

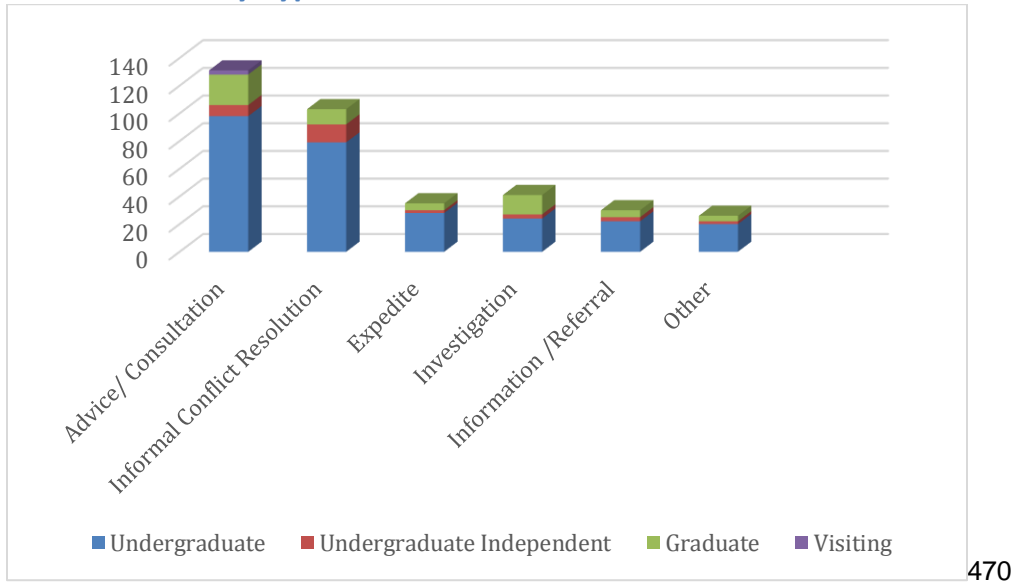
- Provide information and/or referral to a more appropriate resource;
- Offer coaching and/or advice;
- Assist with informal conflict resolution such as mediation; or
- Follow up on an issue and expedite where possible.

In some cases, following our initial consultation, the client may decide not to proceed with an investigation. Other times, the issue may resolve itself independent of the Ombuds Office's efforts. Both of these would fall under the category of "Withdrawn".

Please see Chart F, below for the breakdown of actions taken in student cases by type of student 2016-17,

Chart F: Actions Taken in Student Cases by Type of Student 2016-17

Actions Taken by Type of Student



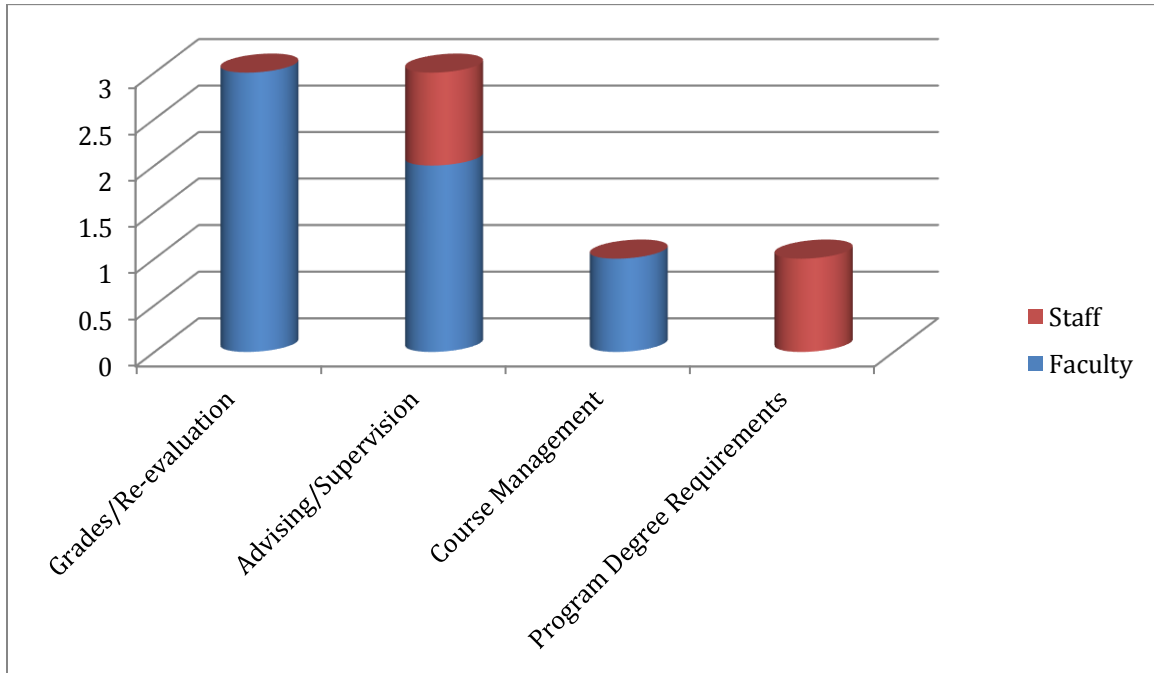
Since last year, the Ombuds Office has changed the categorization of Actions Taken to better break down the types of assistance that we provide. Specifically, the former category of Info/Advice/Referral/Non-Jurisdiction has been reclassified into three categories:

- Advice/Consultation;
- Information/Referral; and
- Withdrawn

This year, 22 files were Withdrawn before completion. The most common reason for this is that the situation resolved itself on its own without Ombuds intervention. The second reason is that the client decided not to proceed because they felt that the situation was no longer relevant (e.g., they graduated or completed the course and decided not to pursue their earlier concern). Finally, in fewer than five cases, the reason for the withdrawal was not given to the Ombuds Office.

Faculty and Staff Concerns

Academic Concerns



Faculty and Staff concerns represent approximately 10% of the files brought forward this year. These represent both academic and non-academic issues. Interestingly, no academic issues were brought to our attention by the Academic Administration this past year.

Academic Concerns

There were 8 academic concerns brought forward this year which are broken down as follows:

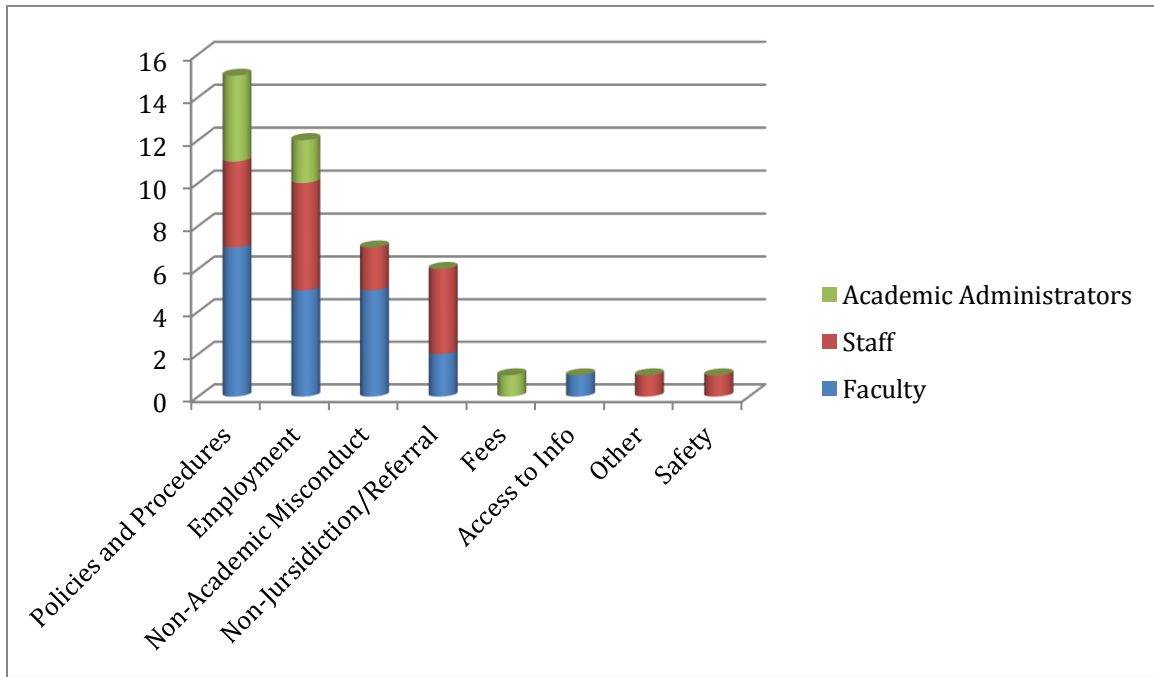
- Advising/Supervision: 3
- Grade Re-evaluation: 3
- Course Management: 1 and
- Program/Degree Requirements: 1.

Because the numbers are so small, an analysis of the type of client was not relevant and therefore will not be part of this report.

Non-Academic Concerns

The remaining 44 files relate to a variety of concerns as presented in Chart G, below.

Chart G: Faculty/Staff Non-Academic Concerns 2016-17



Here too, the numbers are very small. Policies and procedures are the biggest category with 15 files, followed by employment and misconduct.

There was one file regarding fees, one regarding access to information, and one regarding safety and security.

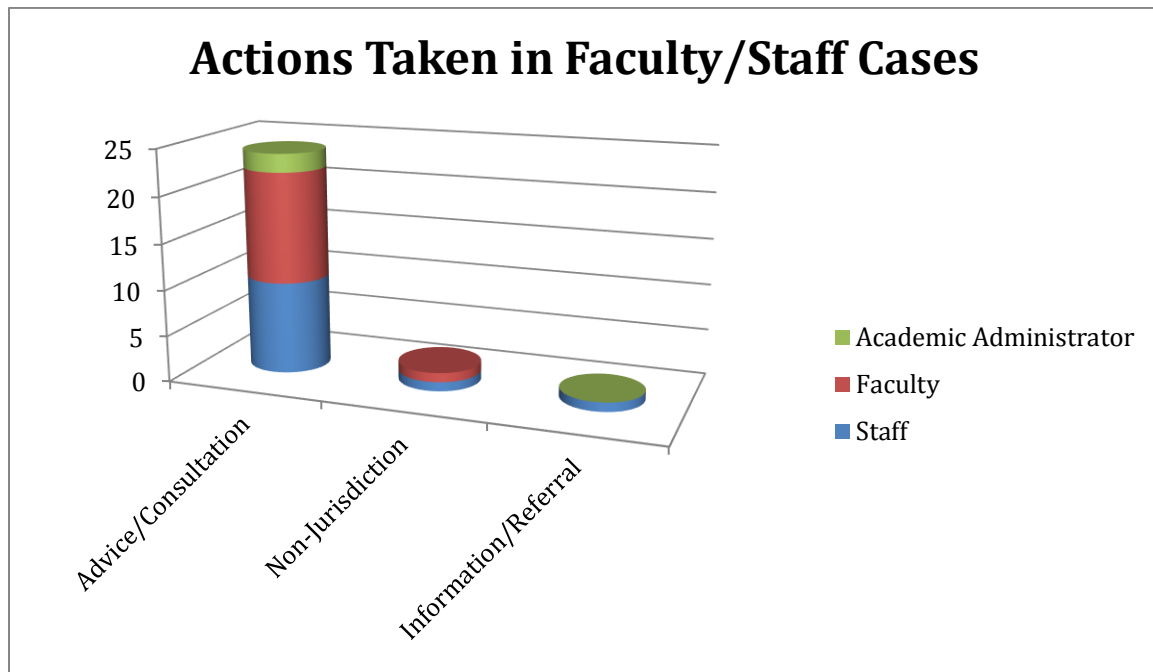
Six files were judged to be outside of the jurisdiction of the Ombuds Office and the clients were referred to a more appropriate office.

It is our goal to encourage faculty and staff to continue to consult with our office regarding concerns or challenging situations. Our intention is to continue to improve communication and to prevent the escalation of complaints at Concordia University.

Resolutions of Faculty and Staff Cases.

Chart H, below shows the actions taken in faculty/staff cases 2016-2017.

Chart H: Actions Taken by Type for Faculty/Staff Cases 2016-2017



Here, too, the main function of the Ombuds Office is to offer advice and consultation. Two files were judged to be outside of the Ombuds jurisdiction, and those clients were referred to the appropriate resource. In one case, the client requested information from us.

Review of Prior Recommendations

No formal recommendations were made in 2015-2016.

Examples of Recommendations and Assistance Provided for 2016-2017

Over the course of this year, the Ombuds Office has assisted many clients with their concerns. Some examples are as follows, with a few details changed to preserve confidentiality:

- A student contacted us regarding a quiz that was given in class and in her opinion, was graded incorrectly. The Chair investigated and determined that there was an error. Everyone in the class received five marks for the quiz. We recommended to the Chair that she provide additional assistance to the professor who appeared to be having some difficulties grading the quizzes and tests in the class.
- A former student contacted us more than twenty years after he left Concordia University. He wanted one of his grades to be taken off of his transcript. Upon further examination of the file, this student had never applied for a DISC (or to have this course removed). We recommended that he complete the appropriate paperwork, including as much detail as possible regarding his particular situation.

- A Professor contacted us because a student was contesting the grading scheme for the exam. We reviewed the Course Outline and determined that the Professor was not doing anything to contradict what had previously been agreed upon. We recommended to the Professor to continue grading as deemed appropriate as we saw no violation of any Concordia University policy.